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Jen Bengel

Rationale:

This resource is designed for you to use during a small group or partner setting. The comprehension skills are set up in 'I Can' statements. Each comprehension skill focuses on 5 key 'I Can' activities, with 2 special bonus "I Can" activities.

Each of the 5 key 'I Can' activities match the mini units for mastery in my store, at www.miniunitsformastery.com

These literacy center comprehension activities are PERFECT for using in small groups or partner settings to reinforce the comprehension lessons from your whole group instruction.

The best part?? Students can use these over and over with any text they are reading, since the focus is on comprehension skills that can be applied to any text!

These also work great to support comprehension during guided reading, literacy centers, literature circles, partner reading, and so much more!

Included in this Resource:

1. 5 key 'I Can' comprehension activities with student-friendly directions for easy use.
2. 3 bonus 'I Can' comprehension activities to challenge your readers!
3. A full page version of a general template for students to respond to each of the activities.
4. A student-friendly checklist to track completing each 'I Can' activity.
5. A teacher-friendly page for tracking students' progress with the 'I Can' activities.
6. Printable labels and simple directions for setting up the comprehension 'I Can' activities.

Thank you so much to these amazing artists, whose work is found in this resource!!

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I can analyze a text to think more deeply about what I read.

Readers understand how to analyze a text so they can think more deeply about what they read.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

	Parts From the Text	My Deeper Thinking
1:		
2:		
3:		

3. Complete your chart by describing 3 parts from the text. Tell some of your deeper thinking from each part.

Lesson 1: Analyzing

I can analyze different parts of a story to think deeper about what I am reading.

Readers analyze different parts of a story so they can think deeply about what each part of the story means.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

		PLOT:	
First Thought:	Deeper Thinking:	First Thought:	Deeper Thinking:
SETTINGS:		PROBLEM/SOLUTION:	
First Thought:	Deeper Thinking:	First Thought:	Deeper Thinking:

3. Complete your chart by sharing your first thoughts and deeper thoughts about each of the parts of the story.

Lesson 2: Analyzing

SAMPLE

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I can analyze facts and opinions from a text I read.

Readers analyze facts and opinions from a text so they can think deeply about what each part of the text means.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

	Facts/ Opinions	First Thoughts:	Deeper Thinking:
1:			
2:			
3:			

3. Complete your chart by describing 3 facts or opinions from the text and sharing your first thoughts and deeper thoughts.

Lesson 3: Analyzing

I can think deeply about parts of a text and think about what the author is really trying to say.

Readers think deeply about parts of a text so they can think carefully about what the author is really trying to say.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

3. Complete the chart by describing three parts of the text and what you think the author was really trying to say.

Lesson 4: Analyzing

SAMPLE

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I can combine what the text and illustrations say to think more deeply.

Readers analyze the text and illustrations so that they can think deeply about how text and illustrations work together.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.



3. Complete your chart by copying parts from the text, drawing illustrations, and sharing some deeper thinking.

Lesson 5: Analyzing

I can analyze what the characters really meant as they talked in the story

Readers analyze dialogue in a story so they can think about what characters were thinking as they talked.

DIRECTIONS:

1. Read the text carefully.
2. Make a T-chart chart on your answer page and label it like this example:



3. Complete your chart by analyzing 3 different pieces of dialogue from the story.

Lesson 6: Analyzing

SAMPLE

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I can analyze the use of descriptive language when I am reading.

Readers analyze how descriptive language is used in a text so they can think about what each piece of descriptive language really means.

DIRECTIONS:

1. Read the text carefully.
2. Make a T-chart chart on your answer page and label it like this example:

Descriptive Language:	What it Means:

3. Complete your chart by analyzing 3 different pieces of descriptive language from the text.

Lesson 7: Analyzing

I can analyze characters in a story to think more about each one.

Readers analyze how characters act and feel in a story so they can think more deeply about why they act or feel a certain way

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below into your answer page.

Character	How the character acts/feel	Why the character acts/feels that way

3. Complete your chart by describing how 3 characters act or feel, then share why you think they acted or felt that way.

Lesson 8: Analyzing

SAMPLE

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Student Answer Page

Use this page to complete your literacy center activity

Name: _____ Date: _____

Title: _____ Author: _____

Comprehension Skill: _____ Lesson Number: _____

Use this space to complete step 2 from your literacy center activity card.

SAMPLE

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Tracking my Work

Use this page to keep track of all the centers you have completed

My Name: _____

Comprehension Skill:	Lesson Number	Date completed	Text I Read

SAMPLE

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Tracking Student Work

Use this page to keep track of all the centers students have completed

Student	Date	Comprehension Skill	Lesson # Completed	Skill Mastered?

SAMPLE

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