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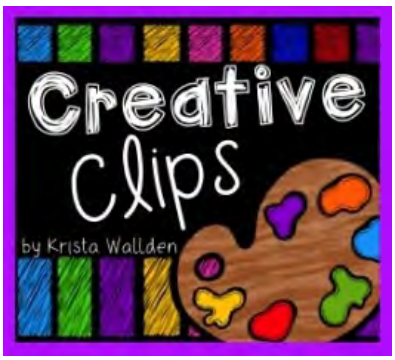
Jen Bengel

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







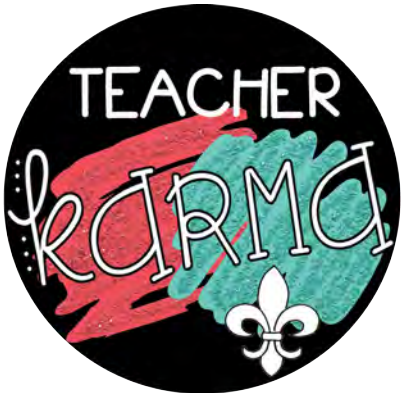


















See more detailed Comprehension Mini Lessons clicking the link now



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Each of the 36 comprehension skills includes 5 mini lessons

The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify problems*	Readers define what problems and solutions are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about problems*	Readers identify problems in a story so they can think about possible reasons for them happening.
LESSON 3 *Predicting Solutions*	Readers identify problems in a story so they can predict possible solutions during reading.
LESSON 4 *Inferring Other Problems and Solutions*	Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story.
LESSON 5 *Making Connections to Problems and Solutions*	Readers make connections to problems and solutions so they can decide how they might act in the story.

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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

Lesson 3: Making Connections

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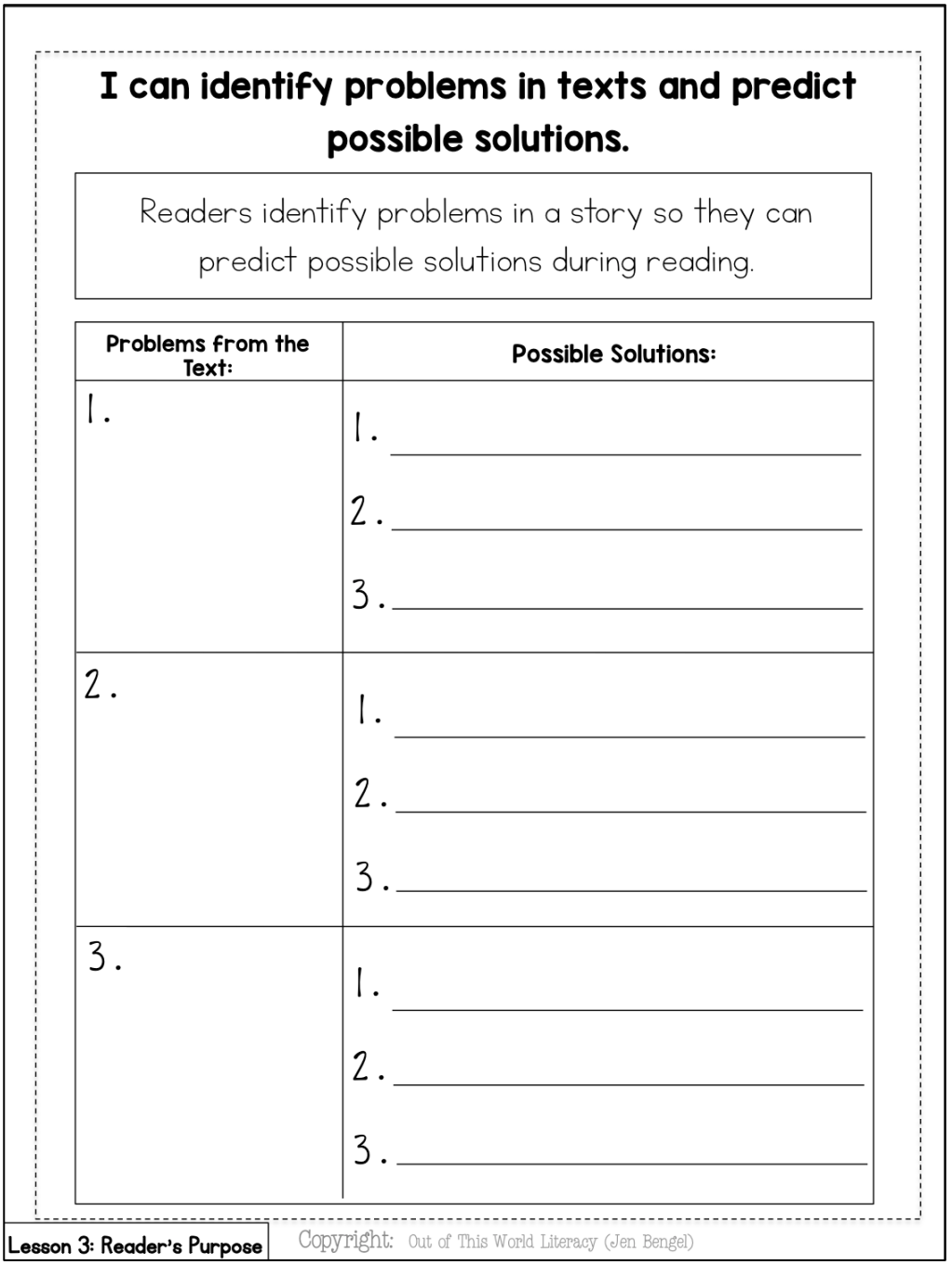
Student work pages to use with *any* book they are reading independently



I can identify problems in texts and predict possible solutions.

Readers identify problems in a story so they can predict possible solutions during reading.

Problems from the Text:	Possible Solutions:
1.	1. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

Lesson 3: Reader's Purpose

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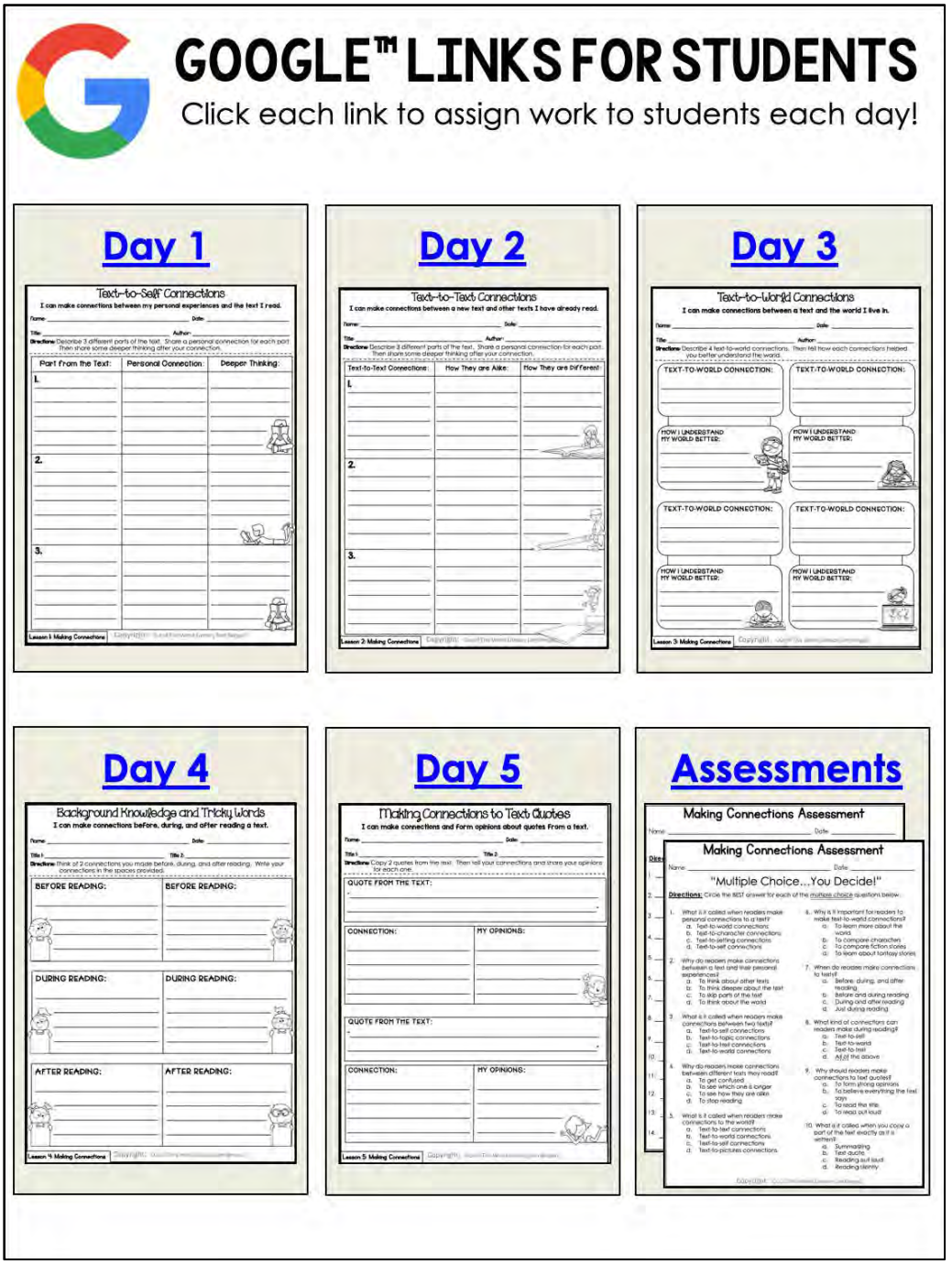
Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Google digital links for all student pages, including assessments



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1


Text-to-Self Connections

I can make connections between my personal experiences and the text I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 different parts of the text. Share a personal connection for each part. Then share some deeper thinking after your connection.

Part from the Text:	Personal Connection:	Deeper Thinking:
1.		
2.		
3.		

Lesson 1: Making Connections

Day 2


Text-to-Text Connections

I can make connections between a new text and other texts I have already read.

Name: _____ Date: _____

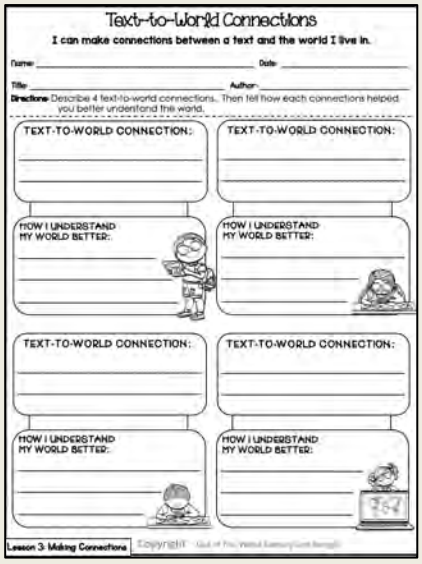
Title: _____ Author: _____

Directions: Describe 3 different parts of the text. Share a personal connection for each part. Then share some deeper thinking after your connection.

Text-to-Text Connections:	How They are Alike:	How They are Different:
1.		
2.		
3.		

Lesson 2: Making Connections

Day 3


Text-to-World Connections

I can make connections between a text and the world I live in.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 text-to-world connections. Then tell how each connections helped you better understand this world.

TEXT-TO-WORLD CONNECTION: | TEXT-TO-WORLD CONNECTION:

HOW I UNDERSTAND MY WORLD BETTER: | HOW I UNDERSTAND MY WORLD BETTER:

TEXT-TO-WORLD CONNECTION: | TEXT-TO-WORLD CONNECTION:

HOW I UNDERSTAND MY WORLD BETTER: | HOW I UNDERSTAND MY WORLD BETTER:

Lesson 3: Making Connections

Day 4


Background Knowledge and Tricky Words

I can make connections before, during, and after reading a text.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Think of 2 connections you made before, during, and after reading. Write your connections in the spaces provided.

BEFORE READING:	BEFORE READING:
DURING READING:	DURING READING:
AFTER READING:	AFTER READING:

Lesson 4: Making Connections

Day 5


Making Connections to Text Quotes

I can make connections and form opinions about quotes from a text.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Copy 2 quotes from the text. Then tell your connections and share your opinions for each one.

QUOTE FROM THE TEXT:

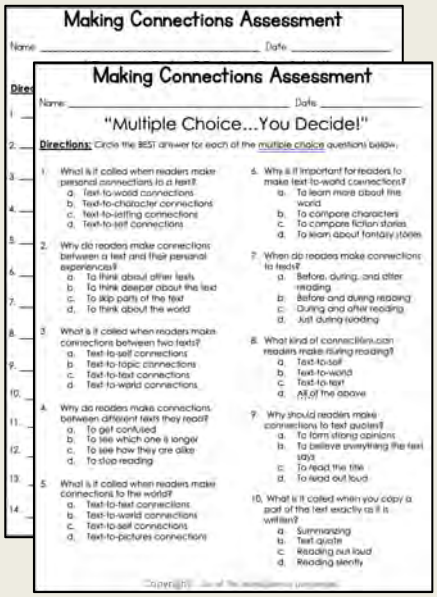
CONNECTION:	MY OPINIONS:

QUOTE FROM THE TEXT:

CONNECTION:	MY OPINIONS:

Lesson 5: Making Connections

Assessments


Making Connections Assessment

Name: _____ Date: _____

Making Connections Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What is it called when readers make personal connections to a text?
   a. Text-to-world connections
   b. Text-to-character connections
   c. Text-to-setting connections
   d. Text-to-self connections
2. Why do readers make connections between a text and their personal experiences?
   a. To think about other texts
   b. To think deeper about the text
   c. To skip parts of the text
   d. To think about the world
3. What is it called when readers make connections between two texts?
   a. Text-to-self connections
   b. Text-to-topic connections
   c. Text-to-text connections
   d. Text-to-world connections
4. Why do readers make connections between different texts they read?
   a. To get confused
   b. To see which one is longer
   c. To see how they are alike
   d. To stop reading
5. What is it called when readers make connections to the world?
   a. Text-to-text connections
   b. Text-to-world connections
   c. Text-to-self connections
   d. Text-to-pictures connections
6. Why is it important for readers to make text-to-world connections?
   a. To learn more about the world
   b. To compare characters
   c. To compare fiction stories
   d. To learn about fantasy stories
7. When do readers make connections to texts?
   a. Before, during, and after reading
   b. Before and during reading
   c. During and after reading
   d. Just during reading
8. What kind of connections can readers make during reading?
   a. Text-to-self
   b. Text-to-world
   c. Text-to-text
   d. All of the above
9. Why should readers make connections to text quotes?
   a. To form strong opinions
   b. To believe everything the text says
   c. To read the title
   d. To read out loud
10. What is it called when you copy a part of the text exactly as it is written?
    a. Summarizing
    b. Text quote
    c. Reading out loud
    d. Reading silently

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, making connections. The lessons are very specific and focus on 5 angles of making connections that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching how to make connections.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on making connections to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Making Connections

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Text-to-Self Connections*	Readers make connections between the text and their own lives so that they can develop a deep understanding of the text.
LESSON 2 *Text-to-Text Connections*	Readers make connections between the text they are reading and texts they've already read so they can describe how texts are alike and different.
LESSON 3 *Text-to-World Connections*	Readers make connections between the text and what they know about the world so they can understand their world even better.
LESSON 4 *Connections Before, During, and After Reading*	Readers make connections before, during, and after reading so that they are always thinking deeply about the text.
LESSON 5 *Connecting to Text Quotes*	Readers make connections to specific parts of the text so that they can form opinions about important parts of the text.

SAMPLE

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Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are three different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that is going in the world. It can be something happening in your neighborhood, your city, state, country, or even the whole world. Many times our brains are reminded of things from the world we live in and our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.

4. After you have established a student definition of text-to-world connections, use a mentor text you have already read to the class and read a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Then explain how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
1. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

SAMPLE

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:

*** Complete the anchor chart by adding ideas from the class as they share during the lesson

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I can make connections between a text and the world I live in.

SAMPLE

1. What part of the text reminded you of something in your world? Tell me more.
2. What did you learn about your world from this text? Tell me more.
3. How is this text the same as the world? Different?
4. Why is it important for readers to make text-to-world connections?

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I live in.

connections between
a text and the world

SAMPLE

1. What part of the text reminded you of something in your world? Tell me more.
2. What did you learn about your world from this text? Tell me more.
3. How is this text the same as the world? Different?
4. Why is it important for readers to make text-to-world connections?

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I can make connections between a text and the world I live in.

Readers make connections between the text and things they know about the world so they can unde[illegible]nd their world even bette[illegible]

	Text-to-World Connecti[illegible]	[illegible]ow [illegible]U[illegible]derstan[illegible]y [illegible]orl[illegible]ter:
1.		
2.		
3.		

SAMPLE

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Text-to-World Connections

I can make connections between a text and the world I live in.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 text-to-world connections. Then tell how each connection helped you better understand the world.

SAMPLE

TEXT-TO-WORLD CONNECTION:

_____

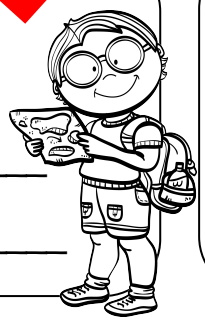
_____

HOW I UNDERSTAND MY WORLD BETTER:

_____

_____

_____



TEXT-TO-WORLD CONNECTION:

_____

_____

HOW I UNDERSTAND MY WORLD BETTER:

_____

_____

_____



TEXT-TO-WORLD CONNECTION:

_____

_____

HOW I UNDERSTAND MY WORLD BETTER:

_____

_____

_____



TEXT-TO-WORLD CONNECTION:

_____

_____

HOW I UNDERSTAND MY WORLD BETTER:

_____

_____

_____



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Making Connections Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

1. ____ When readers make personal connections to a text it is called text-to-self.
2. ____ Our brains are reminded of our personal experiences when we read a text.
3. ____ Making connections to a text is not the comprehension when we read.
4. ____ Making personal connections helps readers think deeper about the text.
5. ____ Making connections to the world is called text-to-text connections.
6. ____ Readers make lots of connections to books that have the same topics.
7. ____ Readers can only make connections between two texts at a time.
8. ____ Readers make connections to their world so they can think about fantasy stories.
9. ____ When readers connect to their own lives it's called text-to-world connections.
10. ____ Readers only make connections before reading.
11. ____ There are no connections to be made after reading.
12. ____ Readers make connections before, during, and after reading.
13. ____ Readers can make connections to quotes in a text so they can form opinions.
14. ____ Readers can make stronger connections to one part of the text over the others.

SAMPLE

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Making Connections Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

SAMPLE

1. What is it called when readers make personal connections to a text?
   a. Text-to-world connections
   b. Text-to-character connections
   c. Text-to-setting connections
   d. Text-to-self connections

2. Why do readers m[illegible]onnecti[illegible]s bet[illegible] text an[illegible]erson[illegible] e[illegible]eriences?
   a. To think abo[illegible] other te[illegible]
   b. To think[illegible]ee[illegible]r about the text
   c. To skip [illegible]rts [illegible] the text
   d. To t[illegible] about the world

3. What is it called when readers make connections between two texts?
   a. Text-to-self connections
   b. Text-to-topic connections
   c. Text-to-text connections
   d. Text-to-world connections

4. Why do readers make connections between different texts they read?
   a. To get confused
   b. To see which one is longer
   c. To see how they are alike
   d. To stop reading

5. What is it called when readers make connections to the world?
   a. Text-to-text connections
   b. Text-to-world connections
   c. Text-to-self connections
   d. Text-to-pictures connections

6. Why is it important f[illegible] readers to make te[illegible]-to-world c[illegible]nec[illegible]ns?
   a. T[illegible]learn more [illegible]out the w[illegible]ld
   b. To [illegible]ompare ch[illegible]acters
   c. To [illegible]e fiction stories
   d. To learn about fantasy stories

7. When do readers make connections to texts?
   a. Before, during, and after reading
   b. Before and during reading
   c. During and after reading
   d. Just during reading

8. What kind of connections can readers make during reading?
   a. Text-to-self
   b. Text-to-world
   c. Text-to-text
   d. All of the above

9. Why should readers make connections to text quotes?
   a. To form strong opinions
   b. To believe everything the text says
   c. To read the title
   d. To read out loud

10. What is it called when you copy a part of the text exactly as it is written?
    a. Summarizing
    b. Text quote
    c. Reading out loud
    d. Reading silently

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Making Connections Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

SAMPLE

1. T When readers make personal connections to a text it is called text-to-self.
2. T Our brains are reminded of our personal experiences when we read a text.
3. F Making connections to a text is not the only connection when we read.
4. T Making personal connections helps readers think deeper about the text.
5. F Making connections to the world is called text-to-text connections.
6. T Readers make lots of connections to books that have the same topics.
7. F Readers can only make connections between two texts at a time.
8. F Readers make connections to their world so they can think about fantasy stories.
9. F When readers connect to their own lives it's called text-to-world connections.
10. F Readers only make connections before reading.
11. F There are no connections to be made after reading.
12. T Readers make connections before, during, and after reading.
13. T Readers can make connections to quotes in a text so they can form opinions.
14. T Readers can make stronger connections to one part of the text over the others.

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Making Connections Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

SAMPLE

1. What is it called when readers make personal connections to a text?
   a. Text-to-world connections
   b. Text-to-character connections
   c. Text-to-setting connections
   d. Text-to-self connections

2. Why do readers m[illegible]onnecti[illegible]s bet[illegible] text an[illegible]erson[illegible] e[illegible]eriences?
   a. To think abo[illegible] other te[illegible]
   b. To think[illegible]ee[illegible]r about the text
   c. To skip[illegible]rts [illegible] the text
   d. To t[illegible] about the world

3. What is it called when readers make connections between two texts?
   a. Text-to-self connections
   b. Text-to-topic connections
   c. Text-to-text connections
   d. Text-to-world connections

4. Why do readers make connections between different texts they read?
   a. To get confused
   b. To see which one is longer
   c. To see how they are alike
   d. To stop reading

5. What is it called when readers make connections to the world?
   a. Text-to-text connections
   b. Text-to-world connections
   c. Text-to-self connections
   d. Text-to-pictures connections

6. Why is it important f[illegible] readers to make te[illegible]-to-world c[illegible]nec[illegible]ns?
   a. T[illegible]learn more [illegible]out the w[illegible]ld
   b. To [illegible]mpare ch[illegible]acters
   c. To [illegible]e fiction stories
   d. To learn about fantasy stories

7. When do readers make connections to texts?
   a. Before, during, and after reading
   b. Before and during reading
   c. During and after reading
   d. Just during reading

8. What kind of connections can readers make during reading?
   a. Text-to-self
   b. Text-to-world
   c. Text-to-text
   d. All of the above

9. Why should readers make connections to text quotes?
   a. To form strong opinions
   b. To believe everything the text says
   c. To read the title
   d. To read out loud

10. What is it called when you copy a part of the text exactly as it is written?
    a. Summarizing
    b. Text quote
    c. Reading out loud
    d. Reading silently

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Certificate of Mastery

SAMPLE

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Making Connections

Presented this _____ **day of** _____ **in the year** _____

_____

Teacher Signature

I am a
MAKING
CONNECTIONS
master!



I am a
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CONNECTIONS
master!



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SAMPLE

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