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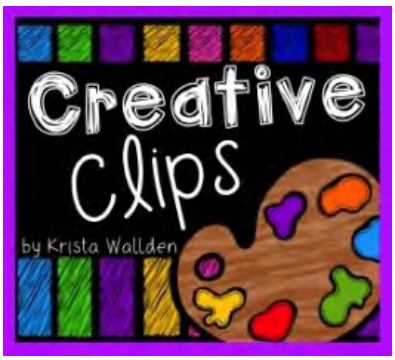
Jen Bengel

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







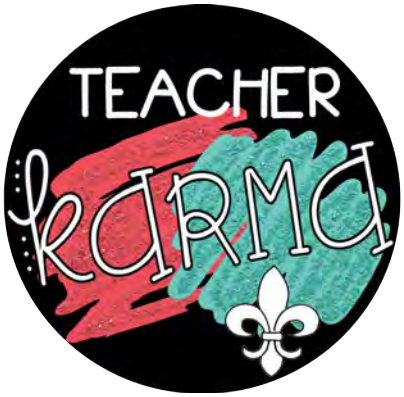


















See more detailed Comprehension Mini Lessons clicking the link now



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	

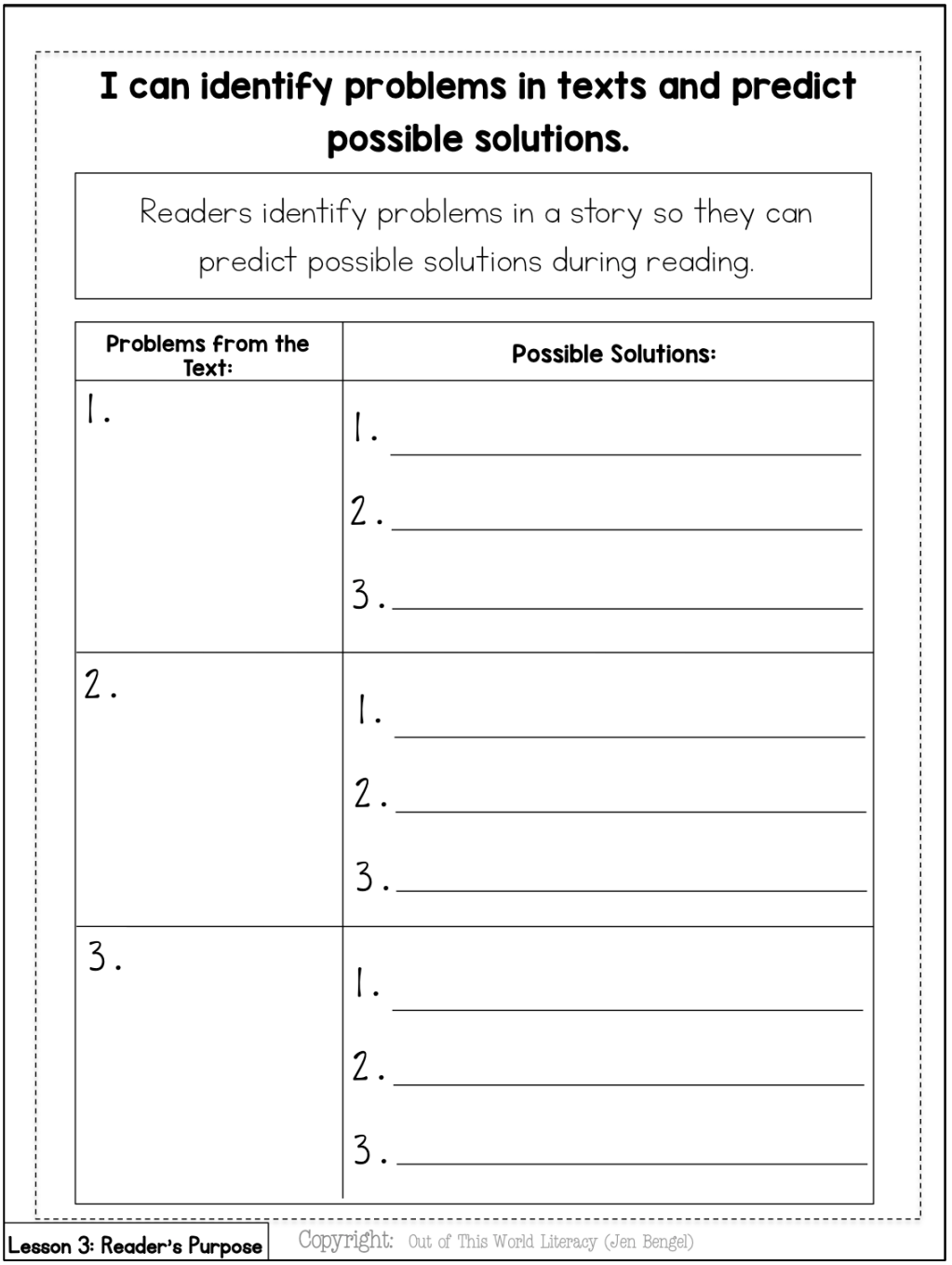
Lesson 3: Making Connections

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

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. _____

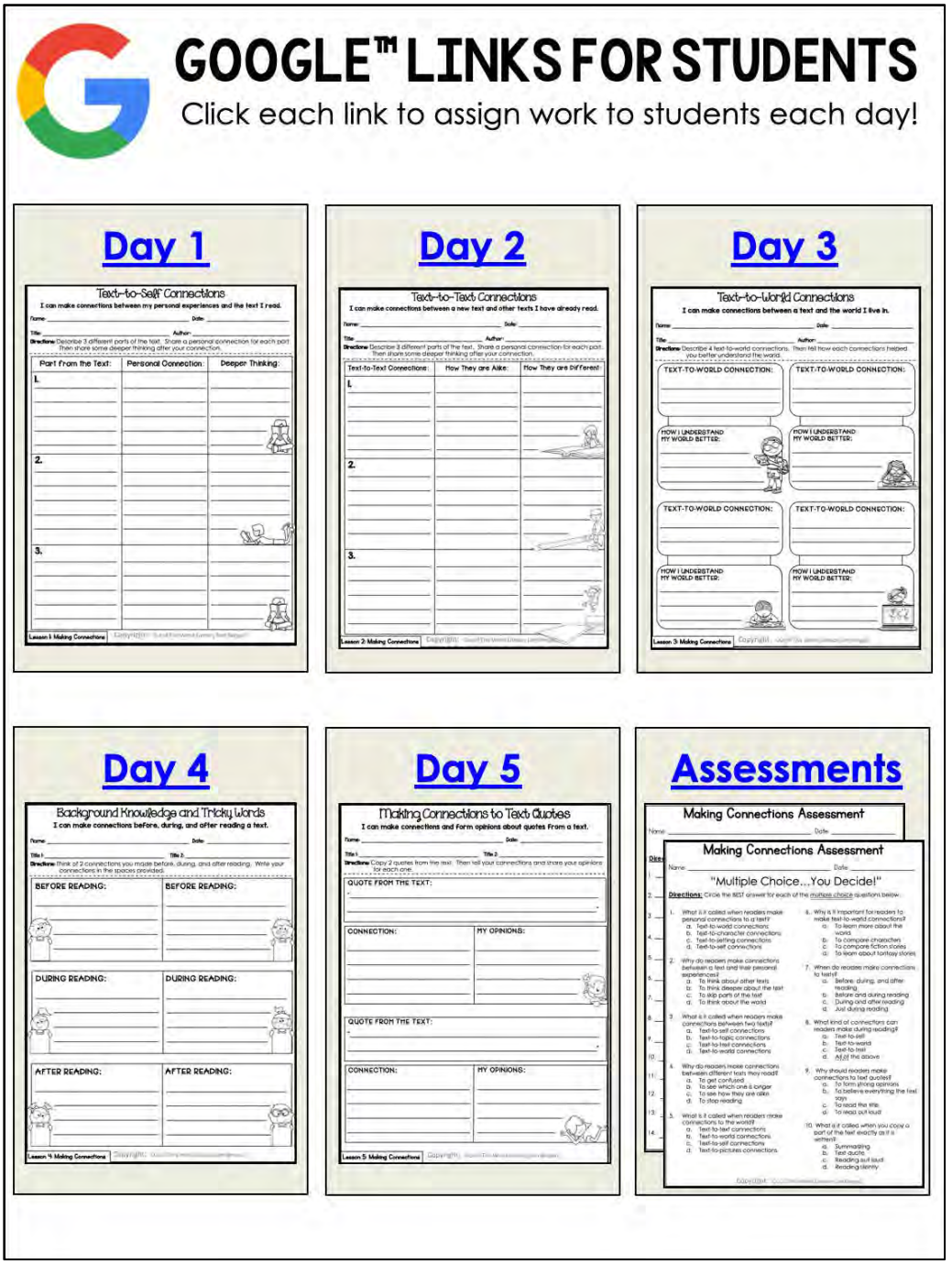
Lesson 3: Reader's Purpose

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Google digital links for all student pages, including assessments



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(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

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



Day 2



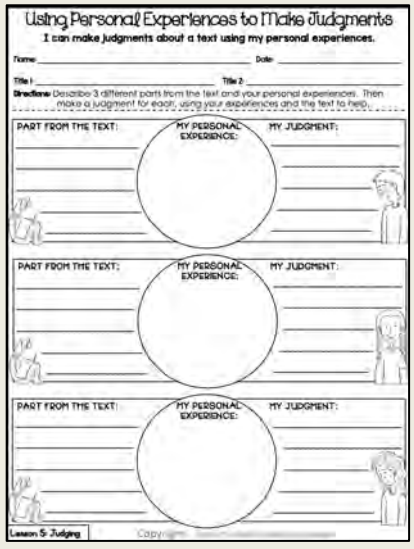
Day 3



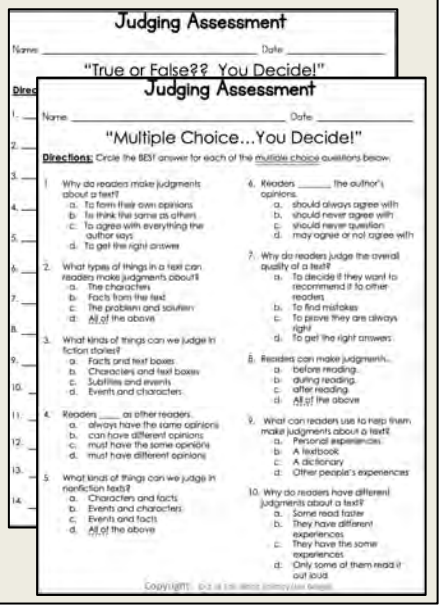
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, making judgments. The lessons are very specific and focus on 5 angles of judging and forming opinions 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 judgments.
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 judgments 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: Judging

**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 *Learning to Make Judgments*	Readers make judgments about a text while reading so they can learn to form their own opinions about what they read.
LESSON 2 *Making Judgments with Fiction*	Readers make judgments about different parts of a fiction story so they can form opinions about all kinds of things in the story.
LESSON 3 *Making Judgments with Nonfiction*	Readers make judgments about different parts of a nonfiction text so they can form opinions about all aspects of the text.
LESSON 4 *Judging Text Quality*	Readers judge the overall quality of a text so they can decide if they would recommend the text to other readers.
LESSON 5 *Judging with Personal Experiences*	Readers use their personal experiences to help form opinions of a text so they can make strong connections to the text.

Sample

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Readers use their personal experiences to help form opinions of a text so they can make strong connections to the text.

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 thinking about their own personal experiences when they are making judgments about a text. Hold up a text you have already read to the class and say something like this:
   Today we are going to think about our own personal experiences while we make judgments about the this text. We all have our own unique set of experiences in life that help us shape our opinions. Because all of our experiences are a little bit different (and sometimes a LOT different), we all can have slightly different judgments, or opinions of texts. Let's look at this text and think about our own experiences while we are making judgments.
4. Begin by thinking aloud about the text, reminding students what it was about. Think about a judgment you can make and write it on the class anchor chart. Share your personal experiences that helped you make that judgment. Write that on the chart as well.
5. Invite students to think about another judgment they can make from a part of the text. Do some more modeling if needed. Invite students to share their judgments and personal experiences to 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 judgment they can make about the text using their personal experiences. This time ask students to turn and talk with a partner about a judgment and their experiences. Call on students to share. Write their answers on the class anchor chart.
7. Ask students to complete their note-taking page as you talk together.
8. Tell students that they will be working on making judgments with their own personal experiences as they are reading independently today. Pass out the student pages. Go over directions. Ask them to bring their completed work to the carpet 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 use their personal experiences to help form opinions of a text so they can make strong connections to the text.

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

PARTS FROM THE TEXT:	OUR JUDGMENTS:	OUR PERSONAL EXPERIENCES:

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I can make judgments about a text using my personal experiences.

Sample

1. What is one of your judgments from the text? Tell me more.

2. What are some of your personal experiences that helped you form your judgment?

3. How might others have different judgments than you about this part of the text?

4. Why should readers use their personal experiences to make judgments?

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I can make judgments about a text using my personal experiences.

Sample

1. What is one of your judgments from the text? Tell me more.

2. What are some of your personal experiences that helped you form your judgment?

3. How might others have different judgments than you about this part of the text?

4. Why should readers use their personal experiences to make judgments?

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I can make judgments about a text using my personal experiences.

Readers use their personal experiences to help form opinions of a text so they can make strong connections to the text.

	Parts from the Text:	Our Judgments:	Our Personal Experiences:
1.			
2.			
3.			

Sample

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Using Personal Experiences to Make Judgments

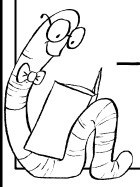
I can make judgments about a text using my personal experiences.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Describe 3 different parts from the text and your personal experiences. Then make a judgment for each, using your experiences and the text to help.

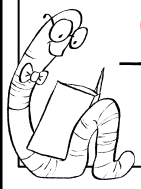
PART FROM THE TEXT:	MY PERSONAL EXPERIENCE:	MY JUDGMENT:





Sample

PART FROM THE TEXT:	MY PERSONAL EXPERIENCE:	MY JUDGMENT:





PART FROM THE TEXT:	MY PERSONAL EXPERIENCE:	MY JUDGMENT:





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Judging Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Readers only make judgments about a text after they are finished reading.
2. _____ Readers can form all kinds of opinions about different parts of a text.
3. _____ Every reader has the same judgments about parts of texts they read.
4. _____ Readers can make judgments about many parts of fiction stories.
5. _____ When readers judge characters they are judging nonfiction texts.
6. _____ When readers judge facts and text boxes they are judging nonfiction texts.
7. _____ Readers can form opinions about opinions that are shared in nonfiction texts.
8. _____ Readers only think about one opinion they have when they judge a text.
9. _____ Readers judge the overall quality of a text so they can prove they are right.
10. _____ Readers judge the overall quality of a text so they can recommend it to others.
11. _____ Readers should always agree with the author when reading nonfiction.
12. _____ Readers use other people's experiences when they form opinions about a text.
13. _____ Readers can have different judgments based on their personal experiences.
14. _____ Readers all have the same types of experiences and make the same judgments.

Sample

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Judging Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Why do readers make judgments about a text?
   a. To form their own opinions
   b. To think the same as others
   c. To agree with everything the author says
   d. To get the right answer

2. What types of things in a text can readers make judgments about?
   a. The characters
   b. Facts from the text
   c. The problem and solution
   d. All of the above

3. What kinds of things can we judge in fiction stories?
   a. Facts and text boxes
   b. Characters and text boxes
   c. Subjects and events
   d. Events and characters

4. Readers _____ as other readers.
   a. always have the same opinions
   b. can have different opinions
   c. must have the same opinions
   d. must have different opinions

5. What kinds of things can we judge in nonfiction texts?
   a. Characters and facts
   b. Events and characters
   c. Events and facts
   d. All of the above

6. Readers _____ the author's opinions.
   a. should always agree with
   b. should never agree with
   c. should never question
   d. may agree or not agree with

7. Why do readers judge the overall quality of a text?
   a. To decide if they want to recommend it to other readers
   b. To find mistakes
   c. To prove they are always right
   d. To get the right answers

8. Readers can make judgments…
   a. before reading.
   b. during reading.
   c. after reading.
   d. All of the above

9. What can readers use to help them make judgments about a text?
   a. Personal experiences
   b. A textbook
   c. A dictionary
   d. Other people's experiences

10. Why do readers have different judgments about a text?
    a. Some read faster
    b. They have different experiences
    c. They have the same experiences
    d. Only some of them read it out loud

Sample

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Judging Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. F Readers only make judgments about a text after they are finished reading.
2. T Readers can form all kinds of opinions about different parts of a text.
3. F Every reader has the same judgments about parts of texts they read.
4. T Readers can make judgments about many parts of fiction stories.
5. F When readers judge characters they are judging nonfiction texts.
6. F When readers judge facts and text boxes they are judging nonfiction texts.
7. T Readers can form opinions about opinions that are shared in nonfiction texts.
8. F Readers only think about one opinion they have when they judge a text.
9. F Readers judge the overall quality of a text so they can prove they are right.
10. T Readers judge the overall quality of a text so they can recommend it to others.
11. F Readers should always agree with the author when reading nonfiction.
12. F Readers use other people's experiences when they form opinions about a text.
13. T Readers can have different judgments based on their personal experiences.
14. F Readers all have the same types of experiences and make the same judgments.

Sample

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Judging Assessment

Name: _____ Date: _____

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   b. To think the same as others
   c. To agree with everything the author says
   d. To get the right answer

2. What types of things in a text can readers make judgments about?
   a. The characters
   b. Facts from the text
   c. The problem and solution
   d. All of the above

3. What kinds of things can we judge in fiction stories?
   a. Facts and text boxes
   b. Characters and text boxes
   c. Subjects and events
   d. Events and characters

4. Readers _____ as other readers.
   a. always have the same opinions
   b. can have different opinions
   c. must have the same opinions
   d. must have different opinions

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   d. All of the above

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   d. may agree or not agree with

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    c. They have the same experiences
    d. Only some of them read it out loud

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Judging a Text

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



I am a
JUDGING
master!



Sample

I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



I am a

JUDGING

master!



Sample