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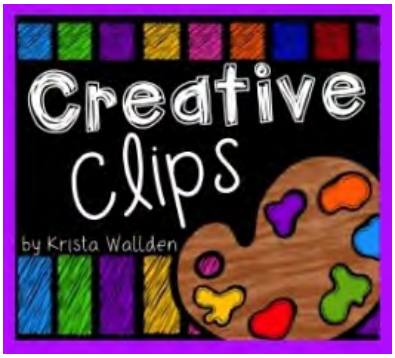
Jen Bengel

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







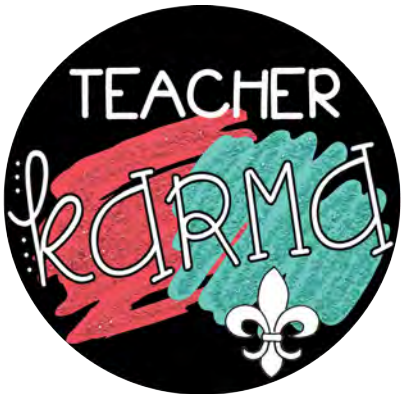
















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See more detailed Comprehension Mini Lessons clicking the link now



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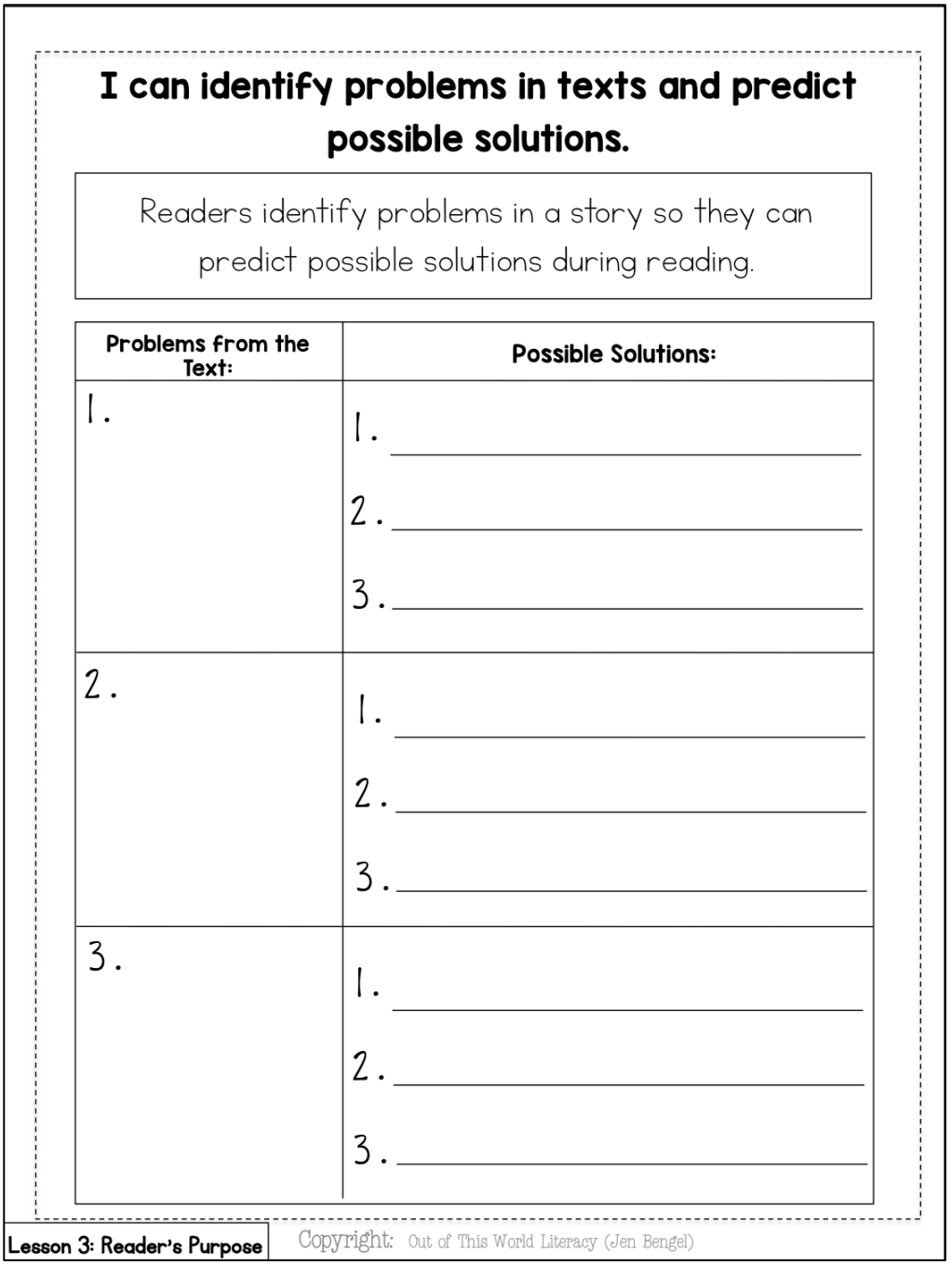
Student work pages to use with *any* book they are reading independently



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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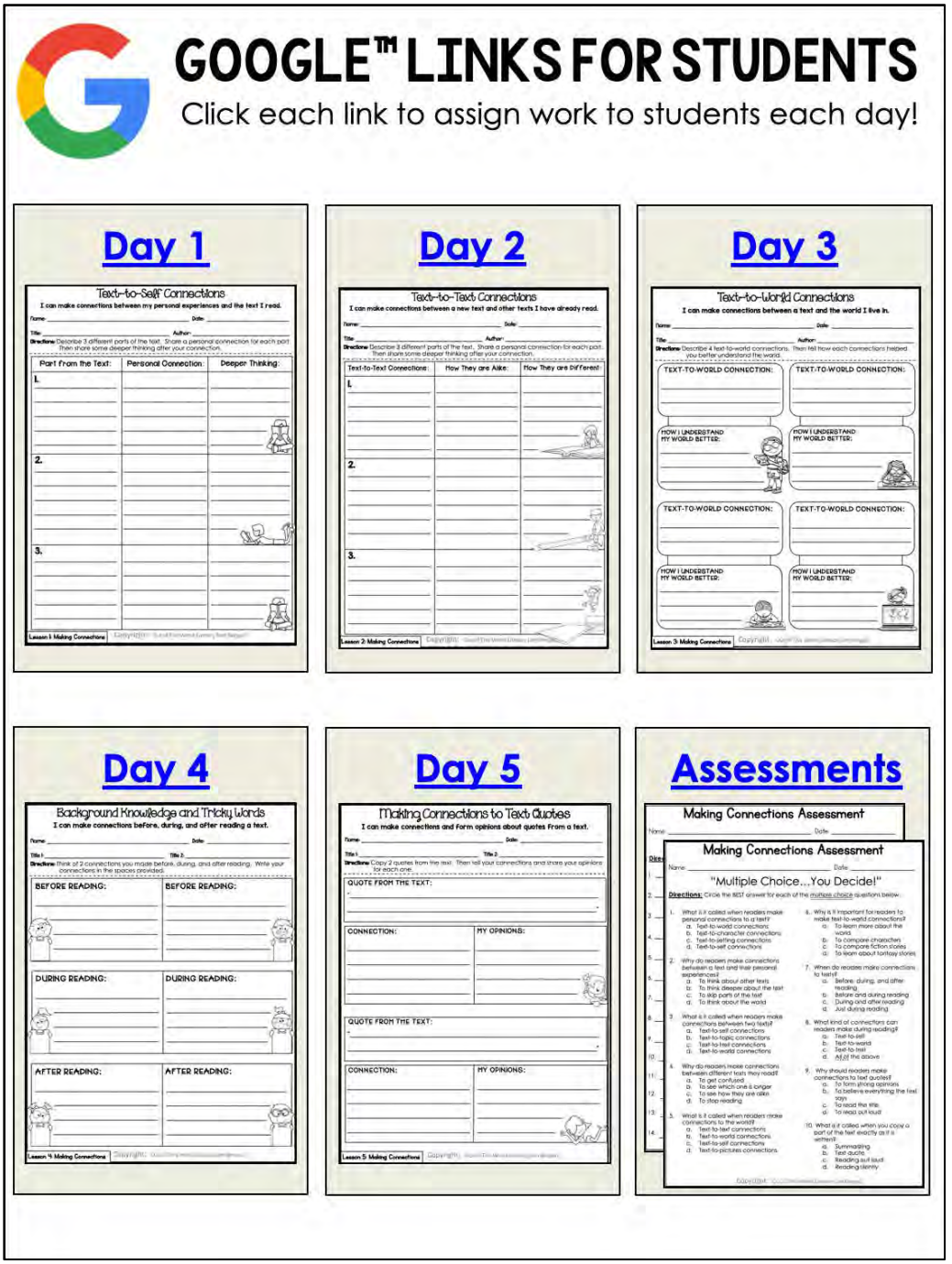
Google digital links for all student pages, including assessments



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.

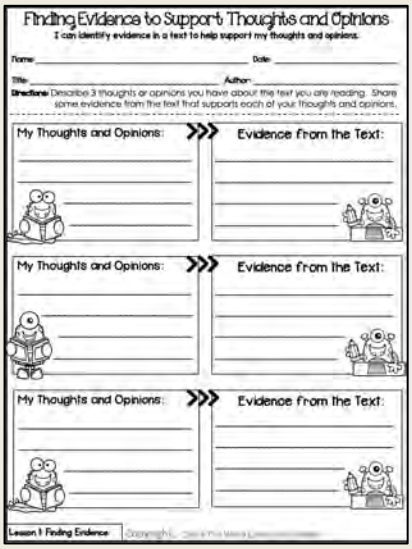
Mini Units for Mastery Mega Bundle

(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!

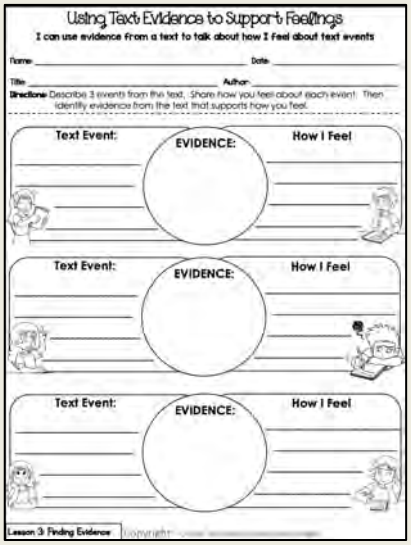
Day 1



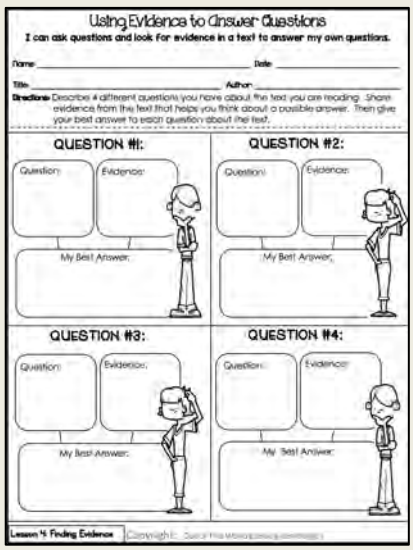
Day 2



Day 3



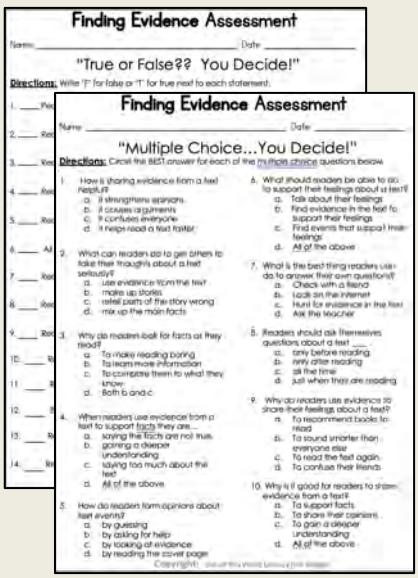
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, finding evidence. The lessons are very specific and focus on 5 angles of asking questions about text 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 finding evidence.
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 finding evidence 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: Finding Evidence

**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 *Evidence to Support Opinions*	Readers identify evidence in texts they read so they can use the evidence to support their thoughts and opinions.
LESSON 2 *Supporting text Facts*	Readers find evidence in a text so that they can use the evidence to support facts they know and learn.
LESSON 3 *Using Evidence with Events*	Readers identify evidence in texts they read so they can give reasons for the way they feel about events in the text.
LESSON 4 *Using Evidence to Answer Questions*	Readers find answers to their questions about a text by identifying evidence found in that text.
LESSON 5 *Supporting Feelings of Text with Evidence*	Readers identify evidence in a text so that they can use the evidence to support their feelings about the text as a whole.

SAMPLE

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Readers find answers to their questions about a text by identifying evidence found in that 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 why it's important for readers to find evidence that helps support facts. Use this language to help:
   "Readers are always thinking about the text as they are reading. Sometimes they have questions about what is happening or about some of the facts they are reading. Good readers think about their own questions carefully as they read so they can hunt for evidence that might help them find answers. Let's read some parts of books we have already read today and think about questions we have, and look for evidence to help us find some answers."
4. Use a mentor text you have already read to the class and reread a few pages. Stop and think aloud about a question you have as you are re-reading. Continue reading and stop when you find some good evidence to help you answer your question. Then think aloud about your best answer. Write all three steps on the class anchor chart.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use the same mentor text (or choose another) for your second example. Re-read a section on text and invite students to think of a question they have, hunt for evidence that will help, and give their best answer. Ask students to share and write responses on the chart. *You don't have to write what everyone says, just choose a few.*
7. Ask students to turn and talk with a partner after you read a third section of a mentor text. Tell them to think of a question, listen for evidence, and give their best answer when they turn and talk with their partner. After a few minutes call on students to share and write their answers on the anchor chart.
1. Tell students that they will be working on asking questions, finding evidence, and answering their own questions from the books they are reading independently. Pass out the student page (graphic organizer). 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 find answers to their questions about a text by identifying evidence found in that text.

*** Use mentor texts read in class to fill in each web with the class as you go over the lesson.*

Question:	Evidence:	Question:	Evidence:	Question:	Evidence:	Question:	Evidence:
Our Best Answer:		Our Best Answer:		Our Best Answer:		Our Best Answer:	

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I can ask questions and look for evidence in a text to answer my own questions.

SAMPLE

1. What is one question you have from the text?

2. Tell about some evidence in the text that helps you answer your own question.

3. What is your best answer to your own question?

4. Why is it important for readers to be on the lookout for evidence in a text?

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I can ask questions and look for evidence in a text to answer my own questions.

SAMPLE

1. Describe your overall feelings of this text.

2. What evidence can you talk about from the text that led you to have these feelings?

3. Would you recommend this book to others? Why? Why not? *(use evidence in your reasoning)*

4. How is it important for readers to use evidence from a text to support their feelings of text?

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I can ask questions and look for evidence in a text to answer my own questions.

Readers find answers to their questions about a text by identifying evidence found in that text.

EXAMPLE #1:

Question:

Evidence:

Our Best Answer:

EXAMPLE #2:

Question:

Evidence:

Our Best Answer:

SAMPLE

EXAMPLE #3:

Question:

Evidence:

Our Best Answer:

EXAMPLE #4:

Question:

Evidence:

Our Best Answer:

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Using Evidence to Answer Questions

I can ask questions and look for evidence in a text to answer my own questions.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Describe 4 different questions you have about the text you are reading. Share evidence from the text that helps you think about a possible answer. Then give your best answer to each question about the text.

QUESTION #1:

Question:

Evidence:

My Best Answer:



QUESTION #2:

Question:

Evidence:

My Best Answer:



SAMPLE

QUESTION #3:

Question:

Evidence:

My Best Answer:



QUESTION #4:

Question:

Evidence:

My Best Answer:



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Finding Evidence Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ People are more likely to believe readers' opinions when they share evidence.

2. ____ Readers only need to share evidence when they write, not when they are talking.

3. ____ Readers do not need to find evidence to support facts.

4. ____ Readers gain a deeper understanding of facts when they find evidence in the text.

5. ____ Readers use the evidence found in a text to help develop feelings about the text.

6. ____ All readers should have the same opinions about an event in a text.

7. ____ Readers should think about what they know and evidence to form opinions.

8. ____ Readers should be able to find evidence to support all their opinions of a text.

9. ____ Readers only ask themselves questions about a text before reading.

10. ____ Readers can hunt for evidence in a text to help answer their own questions.

11. ____ Readers ask questions all the time as they are reading and thinking about a text.

12. ____ Every reader should feel the same way about a text after reading.

13. ____ Readers can use evidence from a text to recommend books to friends.

14. ____ Readers can use evidence from a text to explain why a book was not good.

SAMPLE

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Finding Evidence Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. How is sharing evidence from a text helpful?
   a. it strengthens opinions
   b. it causes arguments
   c. it confuses everyone
   d. it helps read a text faster

2. What can readers do to get others to take their thoughts about a text seriously?
   a. use evidence from the text
   b. make up stories
   c. retell parts of the story
   d. mix up the main facts

3. Why do readers look for facts as they read?
   a. To make reading boring
   b. To learn more information
   c. To compare them to what they know
   d. Both b and c

4. When readers use evidence from a text to support facts they are…
   a. saying the facts are not true.
   b. gaining a deeper understanding
   c. saying too much about the text
   d. All of the above

5. How do readers form opinions about text events?
   a. by guessing
   b. by asking for help
   c. by looking at evidence
   d. by reading the cover page

6. What should readers be able to do to support their feelings about a text?
   a. Talk about their feelings
   b. Find evidence in the text to support their feelings
   c. Find events that support their feelings
   d. All of the above

7. What is the best thing readers can do to answer their own questions?
   a. Check with a friend
   b. Look on the internet
   c. Find evidence in the text
   d. Ask the teacher

8. Readers should ask themselves questions about a text ____ .
   a. only before reading
   b. only after reading
   c. all the time
   d. just when they are reading

9. Why do readers use evidence to share their feelings about a text?
   a. To recommend books to read
   b. To sound smarter than everyone else
   c. To read the text again
   d. To confuse their friends

10. Why is it good for readers to share evidence from a text?
    a. To support facts
    b. To share their opinions
    c. To gain a deeper understanding
    d. All of the above

SAMPLE

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Finding Evidence Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. F People are more likely to believe readers' opinions when they share evidence.
2. T Readers only need to share evidence when they write, not when they are talking.
3. T Readers do not need to find evidence to support facts.
4. F Readers gain a deeper understanding of facts when they find evidence in the text.
5. F Readers use the evidence found in a text to help develop feelings about the text.
6. F All readers should have the same opinions about an event in a text.
7. T Readers should think about what they know and evidence to form opinions.
8. F Readers should be able to find evidence to support all their opinions of a text.
9. T Readers only ask themselves questions about a text before reading.
10. F Readers can hunt for evidence in a text to help answer their own questions.
11. T Readers ask questions all the time as they are reading and thinking about a text.
12. F Every reader should feel the same way about a text after reading.
13. T Readers can use evidence from a text to recommend books to friends.
14. F Readers can use evidence from a text to explain why a book was not good.

SAMPLE

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Finding Evidence Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. How is sharing evidence from a text helpful?
   a. it strengthens opinions
   b. it causes arguments
   c. it confuses everyone
   d. it helps read a text faster

2. What can readers do to get others to take their thoughts about a text seriously?
   a. use evidence from the text
   b. make up stories
   c. retell parts of the story wrong
   d. mix up the main facts

3. Why do readers look for facts as they read?
   a. To make reading boring
   b. To learn more information
   c. To compare them to what they know
   d. Both b and c

4. When readers use evidence from a text to support facts they are…
   a. saying the facts are not true.
   b. gaining a deeper understanding
   c. saying too much about the text
   d. All of the above

5. How do readers form opinions about text events?
   a. by guessing
   b. by asking for help
   c. by looking at evidence
   d. by reading the cover page

6. What should readers be able to do to support their feelings about a text?
   a. Talk about their feelings
   b. Find evidence in the text to support their feelings
   c. Find events that support their feelings
   d. All of the above

7. What is the best thing readers can do to answer their own questions?
   a. Check with a friend
   b. Look on the internet
   c. Find evidence in the text
   d. Ask the teacher

8. Readers should ask themselves questions about a text ____ .
   a. only before reading
   b. only after reading
   c. all the time
   d. just when they are reading

9. Why do readers use evidence to share their feelings about a text?
   a. To recommend books to read
   b. To sound smarter than everyone else
   c. To read the text again
   d. To confuse their friends

10. Why is it good for readers to share evidence from a text?
    a. To support facts
    b. To share their opinions
    c. To gain a deeper understanding
    d. All of the above

SAMPLE

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Finding Evidence

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

SAMPLE

I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



SAMPLE

I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



I am a Finding Evidence master!



SAMPLE