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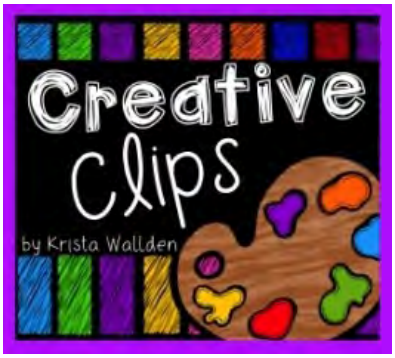
Jen Bengel

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







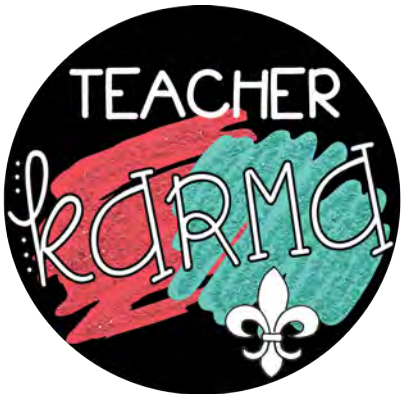
















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See more detailed Comprehension Mini Lessons clicking the link now



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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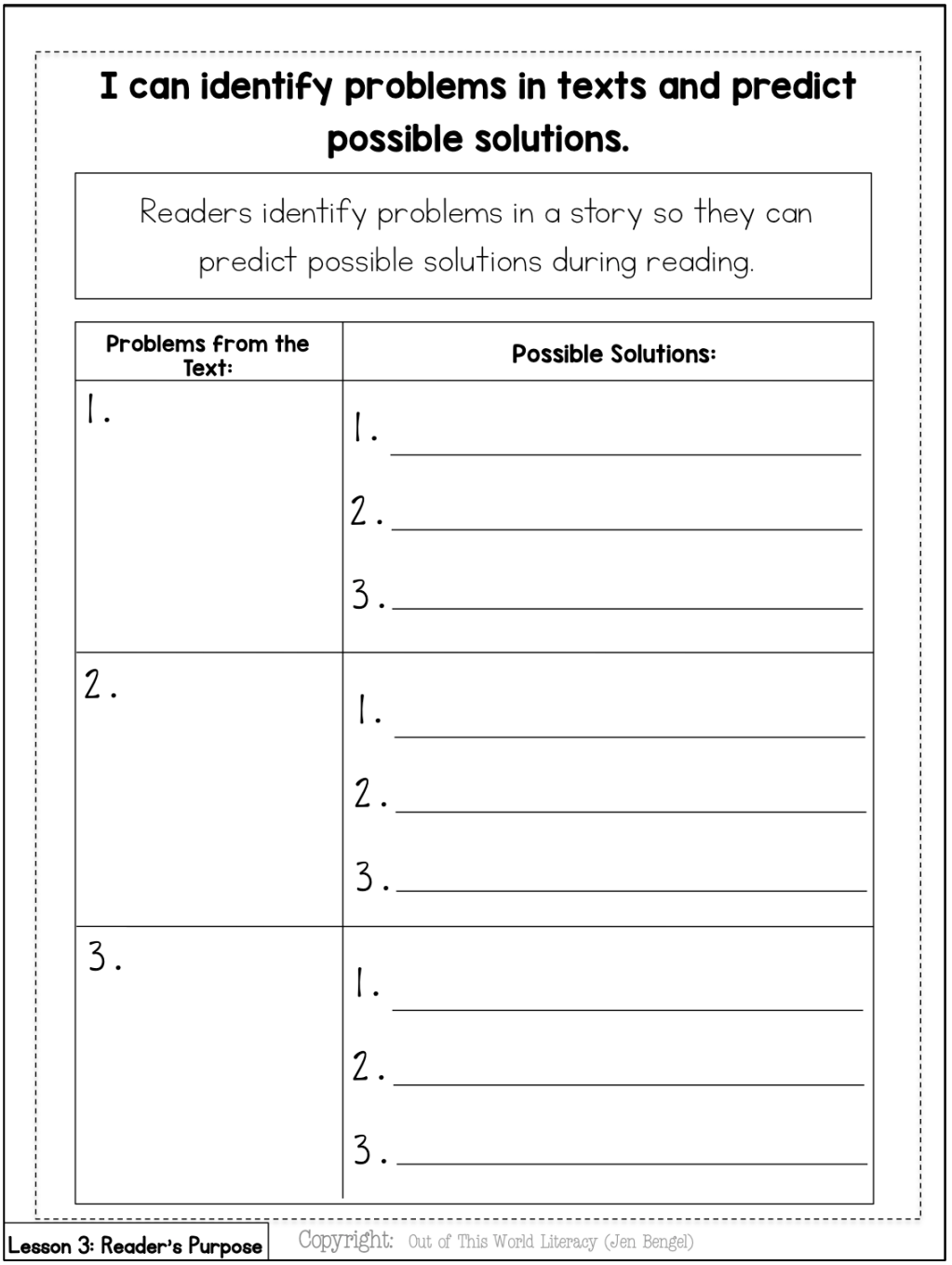
Mini Units for Mastery Mega Bundle

(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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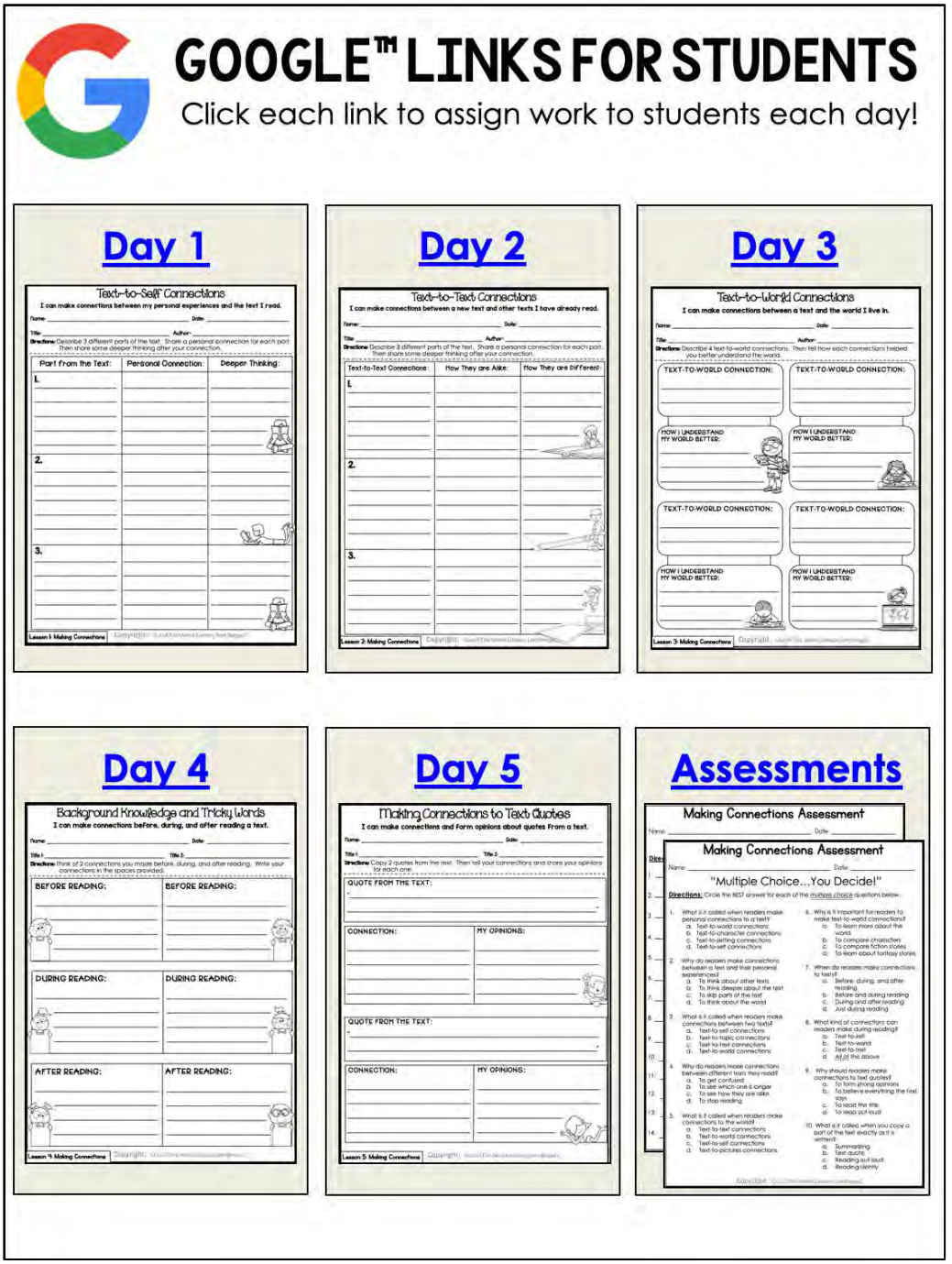
Mini Units for Mastery Mega Bundle

(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.

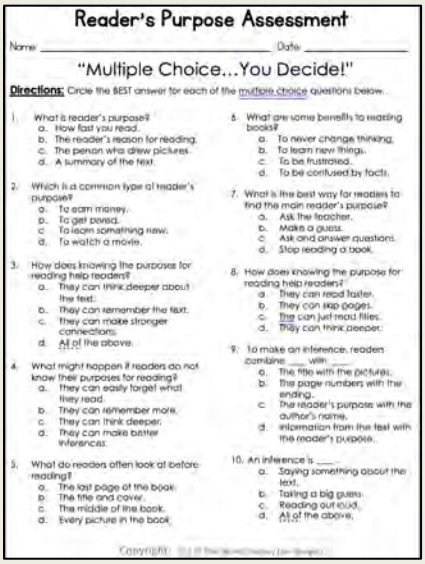
Mini Units for Mastery Mega Bundle

(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



Reader's Purpose Assessment

Name: _____ Date: _____

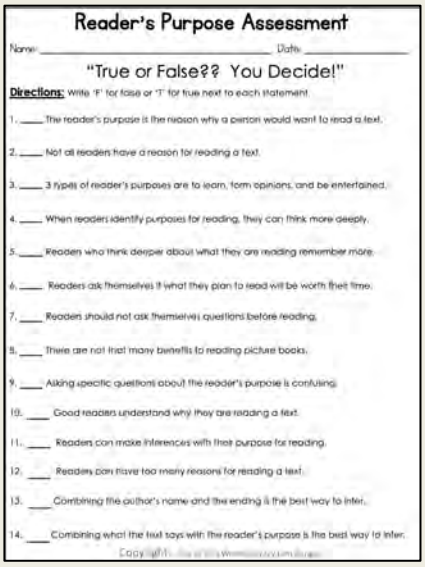
"Multiple Choice...You Decide!"

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

1. What is reader's purpose?
   a. How fast you read.
   b. The reader's reason for reading.
   c. The person who drew pictures.
   d. A summary of the text.
2. Which is a common type of reader's purpose?
   a. To earn money.
   b. To get bored.
   c. To learn something new.
   d. To watch a movie.
3. How does knowing the purposes for reading help readers?
   a. They can think deeper about the text.
   b. They can remember the text.
   c. They can make stronger connections.
   d. All of the above.
4. What might happen if readers do not know their purposes for reading?
   a. They can easily forget what they read.
   b. They can remember more.
   c. They can think deeper.
   d. They can make better inferences.
5. What do readers often look at before reading?
   a. The last page of the book.
   b. The title and cover.
   c. The middle of the book.
   d. Every picture in the book.
6. What are some benefits to reading books?
   a. To never change thinking.
   b. To learn new things.
   c. To be frustrated.
   d. To be confused by facts.
7. What is the best way for readers to find the main reader's purpose?
   a. Ask the teacher.
   b. Make a guess.
   c. Ask and answer questions.
   d. Stop reading a book.
8. How does knowing the purpose for reading help readers?
   a. They can read faster.
   b. They can skip pages.
   c. The can just read titles.
   d. They can think deeper.
9. To make an inference, readers combine ____ with ____.
   a. The title with the pictures.
   b. The page numbers with the ending.
   c. The reader's purpose with the author's name.
   d. Information from the text with the reader's purpose.
10. An inference is ____.
    a. Saying something about the text.
    b. Telling a big guess.
    c. Reading out loud.
    d. All of the above.

Copyright

Day 2



Reader's Purpose Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ The reader's purpose is the reason why a person would want to read a text.
2. ____ Not all readers have a reason for reading a text.
3. ____ 3 types of reader's purposes are to learn, form opinions, and be entertained.
4. ____ When readers identify purposes for reading, they can think more deeply.
5. ____ Readers who think deeper about what they are reading remember more.
6. ____ Readers ask themselves if what they plan to read will be worth their time.
7. ____ Readers should not ask themselves questions before reading.
8. ____ There are not that many benefits to reading picture books.
9. ____ Asking specific questions about the reader's purpose is confusing.
10. ____ Good readers understand why they are reading a text.
11. ____ Readers can make inferences with their purpose for reading.
12. ____ Readers can have too many reasons for reading a text.
13. ____ Combining the author's name and the ending is the best way to infer.
14. ____ Combining what the text says with the reader's purpose is the best way to infer.

Copyright

Day 3



Benefits to Reading

I can think about all the benefits to reading different texts.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: List the benefits for reading the text you are reading now. Then tell 4 things you learned from reading.

Benefits of Reading This Text:

1. _____
2. _____
3. _____
4. _____
5. _____

What I Learned:

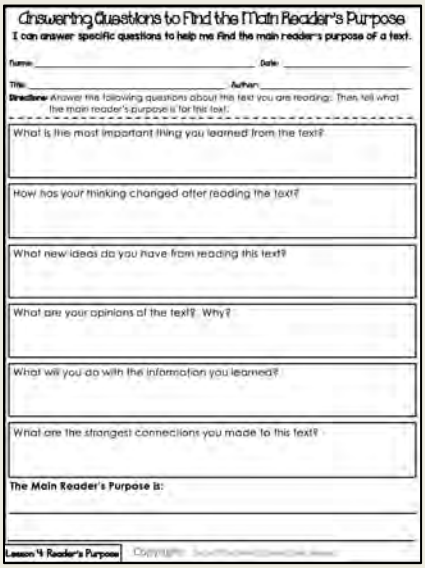
What I Learned:

What I Learned:

What I Learned:

Lesson 3: Reader's Purpose Copyright

Day 4



Answering Questions to Find the Main Reader's Purpose

I can answer specific questions to help me find the main reader's purpose of a text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Answer the following questions about the text you are reading. Then, tell what the main reader's purpose is for this text.

What is the most important thing you learned from the text?

How has your thinking changed after reading the text?

What new ideas do you have from reading this text?

What are your opinions of the text? Why?

What will you do with the information you learned?

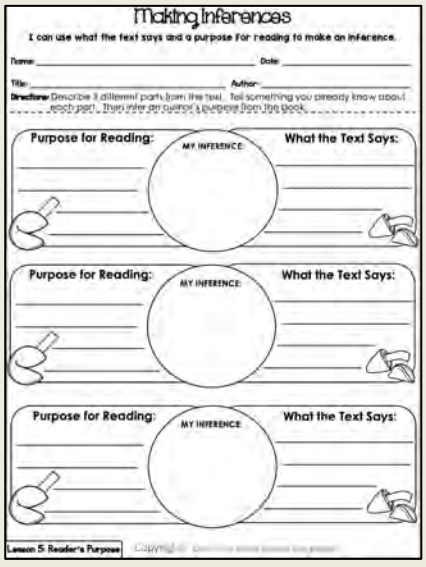
What are the strongest connections you made to this text?

The Main Reader's Purpose is:

_____

Lesson 4 Reader's Purpose Copyright

Day 5



Making Inferences

I can use what the text says and a purpose for reading to make an inference.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 different parts from the text. Tell something you already know about each part. Then infer an author's purpose from the book.

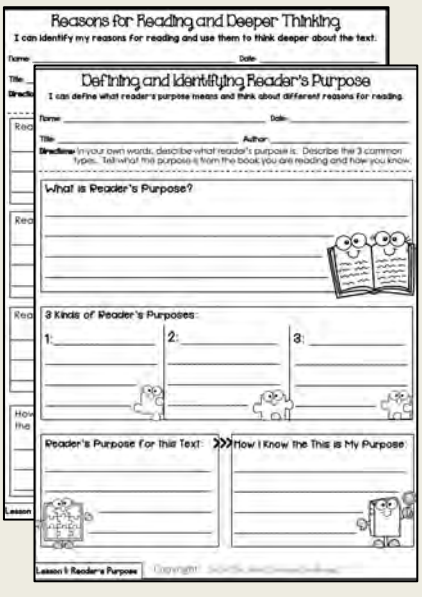
Purpose for Reading: | MY INFERENCE: | **What the Text Says:**

Purpose for Reading: | MY INFERENCE: | **What the Text Says:**

Purpose for Reading: | MY INFERENCE: | **What the Text Says:**

Lesson 5: Reader's Purpose Copyright

Assessments



Reasons for Reading and Deeper Thinking

I can identify my reasons for reading and use them to think deeper about the text.

Name: _____ Date: _____

Title: _____ Author: _____

Defining and Identifying Reader's Purpose

I can define what reader's purpose means and think about different reasons for reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: In your own words, describe what reader's purpose is. Describe the 3 common types. Tell what the purpose is from the book you are reading and how you know.

What is Reader's Purpose?

3 Kinds of Reader's Purposes:

1: 2: 3:

Reader's Purpose for This Text: >>> **How I Know the This is My Purpose:**

Lesson 1 Reader's Purpose Copyright

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, reader's purpose. 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 reader's purpose.
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 reader's purpose 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: Reader's Purpose

**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 reader's purpose*	Readers define what reader's purpose means so they can think about different reasons for reading a text.
LESSON 2 *Thinking deeper about reader's purpose*	Readers identify several reasons for reading a text so that they can think deeply about what they are reading.
LESSON 3 *Benefits to reading a text*	Readers consider all the benefits to reading a text so that they can decide if that text is worth reading.
LESSON 4 *Asking Questions to find purpose*	Readers answer specific questions about a text so they can understand their main purposes for reading.
LESSON 5 *Inferring with reader's purpose*	Readers take their purposes for reading and what the text says to make inferences as they are reading.

SAMPLE

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Section One: Teacher Pages

INCLUDED IN THIS SECTION:

1. Lesson Planning Pages for all 5 Lessons

1. Sample Anchor Charts for each Lesson

1. 'I Can' Statement Cards with specific teacher questions for Every Lesson (Color and B/W versions)

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Readers answer specific questions about a text so they can understand their main purposes for reading.

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 that readers can ask specific questions to find the main reader's purpose for reading. Use this language to help:
   "Readers can ask themselves certain questions to help them think about what the main purpose for reading is. Today we are going to ask ourselves questions about a text we have already read as a class. Let's answer these questions together to help us think about what the main reader's purpose for the text is."
4. Use a mentor text you have already read to the class and find the main reader's purpose. Ask the first question aloud and share your answer with the class. You may write this ahead of time and discuss the answer together.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Continue on and answer questions 2-3 together, inviting students to help you think of answers. As they share, write a few students' answers on the class anchor chart as they take notes on their student note-taking pages.
7. Ask students to turn and talk with a partner about about questions 4-6. Tell them to think [illegible] each question as they chat together. After a few min[illegible] call on [illegible] share [illegible]d write t[illegible] answers on the anchor cha[illegible] As a class, de[illegible] on what [illegible] main re[illegible]'s pu[illegible]se is [illegible]d write it [illegible] chart.
1. Tell students th[illegible] they [illegible]ll be work[illegible] o[illegible] sw[illegible]g [illegible]e que[illegible]ns with the i[illegible]pendent b[illegible] the[illegible] reading, as [illegible]ll as s[illegible]ing who [illegible]ey [illegible] the [illegible] rea[illegible]'s purpose fo[illegible]k. [illegible] the [illegible]ent p[illegible]ganiz[illegible] Go [illegible]rectio[illegible] Ask [illegible]em to bring their completed work to the s[illegible]e at [illegible] end of th[illegible]adi[illegible] 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 answer specific questions about a text so they can understand their main purposes for reading.

Mentor Text:

What is the most important thing we learned from the text?	*How has our thinking changed after reading the text?*
What new ideas do we have from reading this text?	*What are our opinions of the text? Why?*
What will we do with the information we learned?	*What are the strongest connections we made to this text?*

The Main Reader's Purpose:

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I can answer specific questions to help me find the main reader's purpose of a text.

SAMPLE

1. What is the most important thing you learned from this text? How do you know?
2. How has your thinking changed after reading?
3. What is the main purpose for reading this text? How do you know?
4. How does asking and answering questions help you find the main reader's purpose?

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I can answer specific questions to help me find the main reader's purpose of a text.

SAMPLE

1. What is the most important thing you learned from this text? How do you know?
2. How has your thinking changed after reading?
3. What is the main purpose for reading this text? How do you know?
4. How does asking and answering questions help you find the main reader's purpose?

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I can answer specific questions to help me find the main reader's purpose of a text.

Readers answer specific questions about a text so they can understand their main purposes for reading.

Mentor Text:

What is the most important thing we learned from the text?	*How has our thinking changed after reading the text?*
What new ideas do we have from read[illegible]xt?	*W[illegible]re our [illegible]ons of the text? [illegible]?*
What will we do with the information we learned?	*What are the strongest connections we made to this text?*

The Main Reader's Purpose:

SAMPLE

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Answering Questions to Find the Main Reader's Purpose

I can answer specific questions to help me find the main reader's purpose of a text.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Answer the following questions about the text you are reading. Then tell what the main reader's purpose is for this text.

What is the most important thing you learned from the text?

How has your thinking changed after reading the text?

What new ideas do you have from reading t tex

What are your o s of the ex y?

What will y do ith the information you learned?

What are the strongest connections you made to this text?

The Main Reader's Purpose is:

_____

_____

SAMPLE

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Reader's Purpose Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ The reader's purpose is the reason why a person would want to read a text.

2. ____ Not all readers have a reason for reading a text.

3. ____ 3 types of reader's purposes are to learn, form opinions, and be entertained.

4. ____ When readers identify purposes for reading, they can think more de y.

5. ____ Readers who think deeper about what they rea g re mber mo

6. ____ Readers ask themselves i t they to rea will be worth time.

7. ____ Readers sho ask the elv stion efore reading.

8. ____ ere are no er ifts to reading picture books.

9. ____ kin ecific questions about the reader's purpose is confusing.

10. ____ Good readers understand why they are reading a text.

11. ____ Readers can make inferences with their purpose for reading.

12. ____ Readers can have too many reasons for reading a text.

13. ____ Combining the author's name and the ending is the best way to infer.

14. ____ Combining what the text says with the reader's purpose is the best way to infer.

SAMPLE

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Reader's Purpose Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is reader's purpose?
   a. How fast you read.
   b. The reader's reason for reading.
   c. The person who drew pictures.
   d. A summary of the text.

2. Which is a common type of reader's purpose?
   a. To earn money.
   b. To get bored.
   c. To learn something new.
   d. To watch a movie.

3. How does knowing the purposes for reading help readers?
   a. They can think deeper about the text.
   b. They can remember the text.
   c. They can make stronger connections.
   d. All of the above.

4. What might happen if readers do not know the purposes for reading?
   a. They can easily forget what they read.
   b. They can remember more.
   c. They can think deeper.
   d. They can make better inferences.

5. What do readers often look at before reading?
   a. The last page of the book.
   b. The title and cover.
   c. The middle of the book.
   d. Every picture in the book.

6. What are some benefits to reading books?
   a. To never change thinking.
   b. To learn new things.
   c. To be frustrated.
   d. To be confused by facts.

7. What is the best way for readers to find the main reader's purpose?
   a. Ask the teacher.
   b. Make a guess.
   c. Ask and answer questions.
   d. Stop reading a book.

8. How does knowing the purpose for reading help readers?
   a. They can read faster.
   b. They can skip pages.
   c. The can just read titles.
   d. They can think deeper.

9. To make an inference, readers combine ____ with ____.
   a. The title *with* the pictures.
   b. The page numbers *with* the ending.
   c. The reader's purpose *with* the author's name.
   d. Information from the text *with* the reader's purpose.

10. An inference is ____ .
    a. Saying something about the text.
    b. Taking a big guess.
    c. Reading out loud.
    d. All of the above.

SAMPLE

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Reader's Purpose Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T The reader's purpose is the reason why a person would want to read a text.
2. F Not all readers have a reason for reading a text.
3. T 3 types of reader's purposes are to learn, form opinions, and be entertained.
4. T When readers identify purposes for reading, they can think more de[illegible]y.
5. F Readers who think deeper about what they [illegible]rea[illegible]g re[illegible]mber mo[illegible]
6. F Readers ask themselves i[illegible]t they [illegible]o rea[illegible]will be worth[illegible] time.
7. T Readers sho[illegible]ask the[illegible]selv[illegible]stion[illegible]efore reading.
8. T [illegible]ere are no[illegible]di[illegible]er[illegible]fts to reading picture books.
9. T [illegible]kin[illegible]pecific questions about the reader's purpose is confusing.
10. T Good readers understand why they are reading a text.
11. F Readers can make inferences with their purpose for reading.
12. T Readers can have too many reasons for reading a text.
13. T Combining the author's name and the ending is the best way to infer.
14. F Combining what the text says with the reader's purpose is the best way to infer.

SAMPLE

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Reader's Purpose Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is reader's purpose?
   a. How fast you read.
   b. The reader's reason for reading.
   c. The person who drew pictures.
   d. A summary of the text.

2. Which is a common type of reader's purpose?
   a. To earn money.
   b. To get bored.
   c. To learn something new.
   d. To watch a movie.

3. How does knowing the purposes for reading help readers?
   a. They can think deeper about the text.
   b. They can remember the text.
   c. They can make stronger connections.
   d. All of the above.

4. What might happen if readers do not know the purposes for reading?
   a. They can easily forget what they read.
   b. They can remember more.
   c. They can think deeper.
   d. They can make better inferences.

5. What do readers often look at before reading?
   a. The last page of the book.
   b. The title and cover.
   c. The middle of the book.
   d. Every picture in the book.

6. What are some benefits to reading books?
   a. To never change thinking.
   b. To learn new things.
   c. To be frustrated.
   d. To be confused by facts.

7. What is the best way for readers to find the main reader's purpose?
   a. Ask the teacher.
   b. Make a guess.
   c. Ask and answer questions.
   d. Stop reading a book.

8. How does knowing the purpose for reading help readers?
   a. They can read faster.
   b. They can skip pages.
   c. The can just read titles.
   d. They can think deeper.

9. To make an inference, readers combine ____ with ____.
   a. The title *with* the pictures.
   b. The page numbers *with* the ending.
   c. The reader's purpose *with* the author's name.
   d. Information from the text *with* the reader's purpose.

10. An inference is ____ .
    a. Saying something about the text.
    b. Taking a big guess.
    c. Reading out loud.
    d. All of the above.

SAMPLE

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of the Mastery of:

Mastering the art of Finding The Reader's Purpose

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

SAMPLE

I am a
Reader's Purpose
master!



I am a
Reader's Purpose
master!



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Reader's Purpose
master!



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