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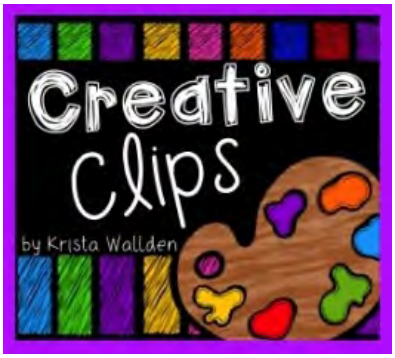
Jen Bengel

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







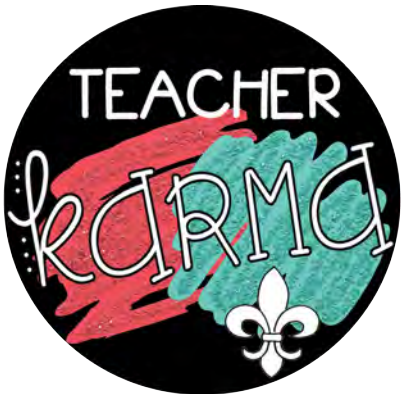
















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See more detailed Comprehension Mini Lessons clicking the link now



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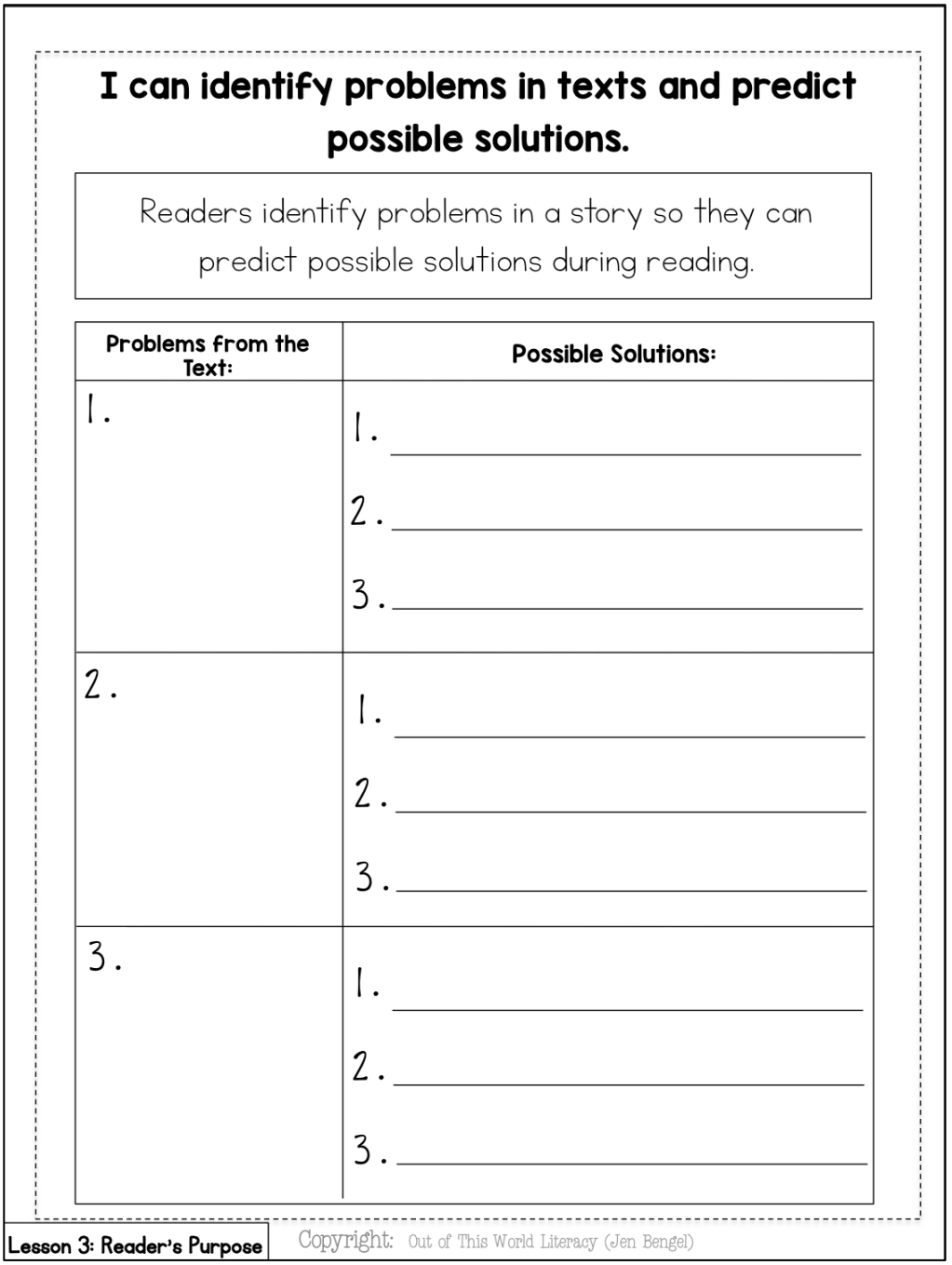
Student work pages to use with *any* book they are reading independently



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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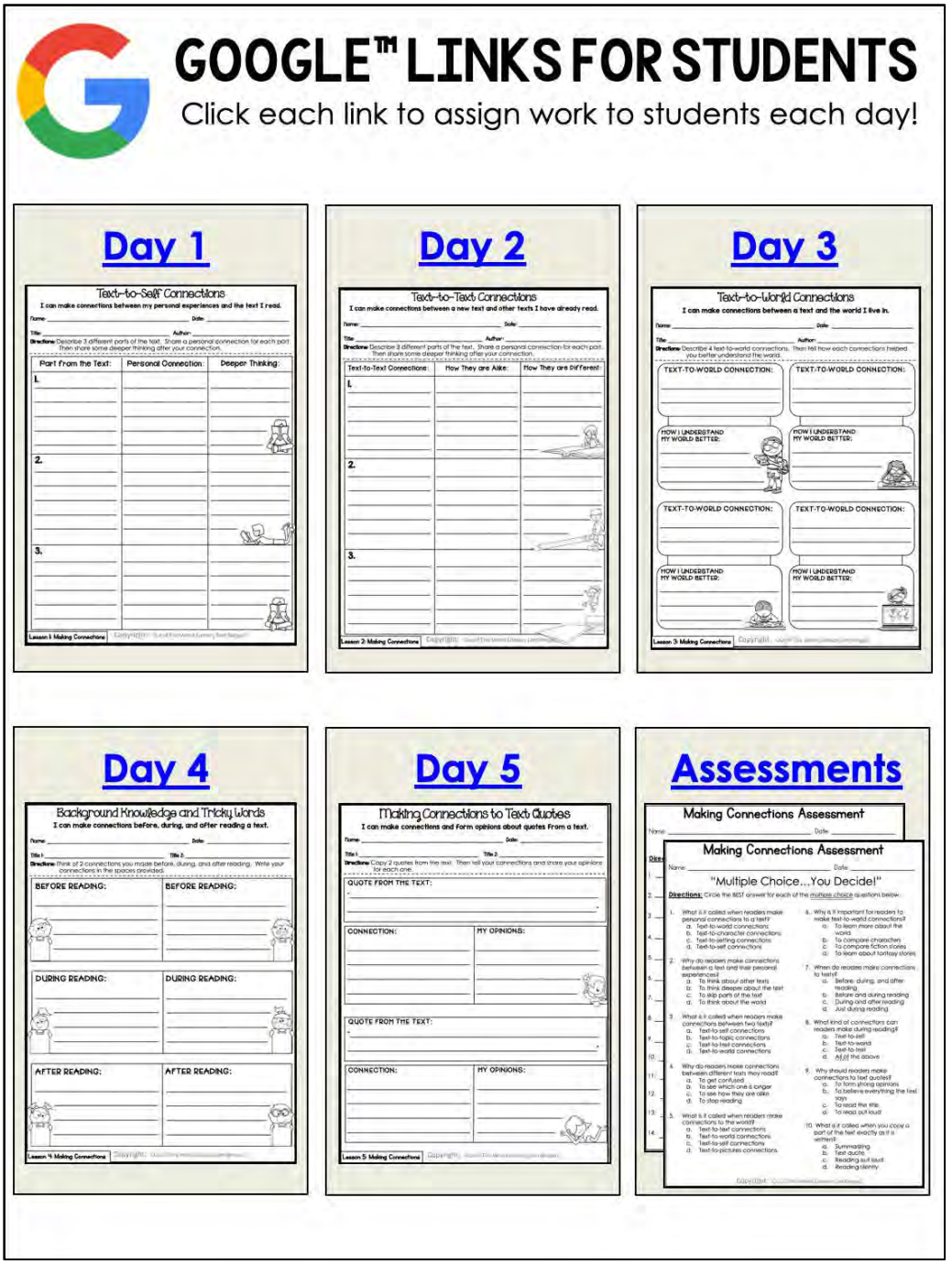
Google digital links for all student pages, including assessments



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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!

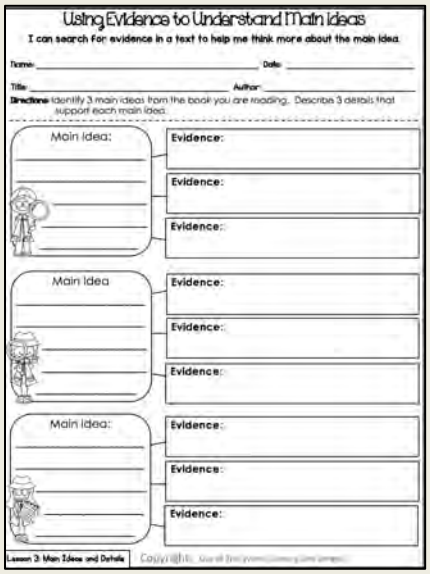
Day 1



Day 2



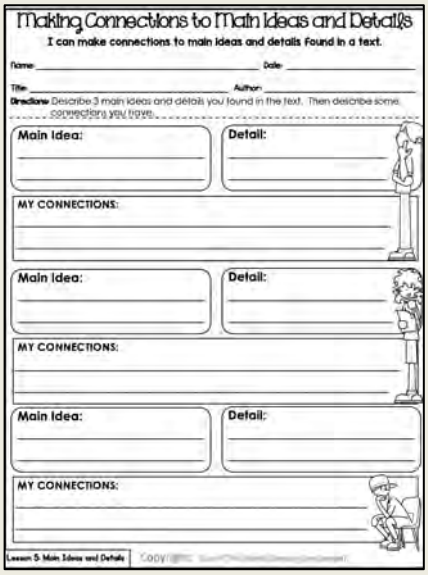
Day 3



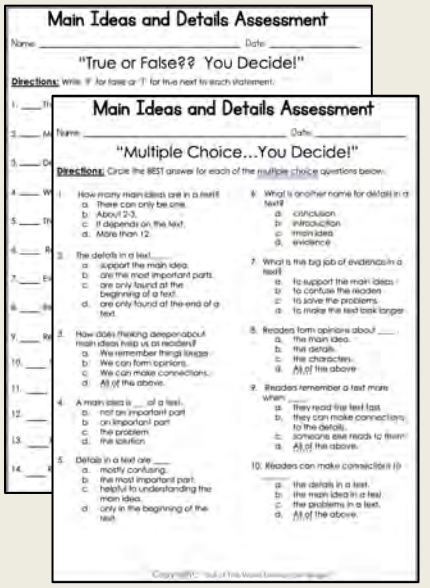
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, finding main ideas and details. 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 main ideas and details.
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 main ideas and details 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: Main Ideas and Details

**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 main ideas and details*	Readers define what main ideas and details are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about main ideas and details*	Readers identify main ideas and details in a text so they can think deeper about what each one means in the text.
LESSON 3 *Using evidence to support main ideas*	Readers search for evidence in a text so they can support the main ideas.
LESSON 4 *Forming opinions of main ideas and details*	Readers form opinions of main ideas and details so they can tell their own thoughts about a text.
LESSON 5 *Making Connections to main ideas and details*	Readers make connections to main ideas and details so they can describe how each main idea and detail connects to their own lives.

SAMPLE

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Readers define what main ideas and details are in a text so they identify them during 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 you'll be discussing main ideas and details. Use this language to help: "Today we are going to start really thinking about defining and identifying main ideas and details in texts we read. In many texts, there can be more than one main idea. There may be a main idea at the beginning, in the middle, and at the end of a text. There are lots of details in a text that support the main ideas. Let's think together about our best definitions for what makes a main idea and what makes a detail in a text. Then we'll hunt for 3 main ideas in a book we've read, and some details for each main idea."
4. As a class, work on definitions for main ideas and details. Let the kids help you make the definitions as you write it on the class anchor chart and they write it on their note-taking page.
5. Use a mentor text you have already read to the class and think aloud about one main idea from the text. Think aloud about details that may support that main idea. Write the main idea and details on the class anchor chart.
6. Ask students to complete their note-taking page as you think together and write on the anchor chart.
7. Use the same text (or a different one) you have already read to the class for your 2nd example. Invite students to help you identify another main idea and details. Discuss how you know these how you know each one is a detail or main idea. Write their thinking on the chart as they copy the information onto their note-taking page.
8. Ask students to turn and talk with a partner about a 3rd example of main idea and details. After a few minutes call on students to share and write answers on the anchor chart.
1. Tell students that they will be working on identifying main ideas and details in books they are reading independently. Pass out the student page (graphic organizer). Give directions. Remind them to bring their completed work to the share at the end of the reading workshop.
2. At the end of the workshop, call the class together to share what they learned about main ideas and details. Have them turn and talk with a partner about what they wrote in response to their reading. Choose a few to share with the class.

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 define what main ideas and details are in a text so they identify them during reading.

What is a main idea?	What is a detail?
Define as a class	*Define as a class*
Main Ideas in Text:	**Details in Text:**
1. *Write in a main idea from the text here. Complete the first example to model for the class.*	1. *Write in details from the text here. Complete the first example to model for the class.*
2.	2.
3.	3.

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I can find main ideas and details in a text I am reading.

SAMPLE

1. How do you know when something is a main idea in a text?
2. How do you know when something is a detail in a text?
3. What are some main ideas from the text? Details?
4. Why is it important for readers to find main ideas and details in texts?

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I can find main ideas and details in a text I am reading.

SAMPLE

1. How do you know when something is a main idea in a text?
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I can find main ideas and details in a text I am reading.

Readers define what main ideas and details are in a text so they identify them during reading.

What is a Main Idea?	What is a Detail?
Main Ideas in a Text:	**Problems in a Text:**
1.	
2.	
3.	

SAMPLE

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Identifying Main Ideas and Details

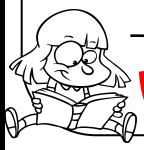
I can search for evidence in a text to help me think more about the main idea.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Identify 3 main ideas from the book you are reading. Describe 3 details that support each main idea.

Main Idea:



Detail:

Detail:

Detail:

Main Idea



Detail:

Detail:

Detail:

Main Idea:



Detail:

Detail:

Detail:

SAMPLE

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Main Ideas and Details Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ There is only one main idea in a text.

2. ____ Main ideas can be found at the beginning, middle, and end of a text.

3. ____ Details in a text are the most important parts.

4. ____ Wh eaders think eeper about a text they can make more connections.

5. ____ Th ails in ext the mo portant part of the reading.

6. ____ Readers often spot tail a t the m a.

7. ____ Evidence in a text should make the ma ide ake more se.

8. ____ Readers form opinions about the main idea and details text.

9. ____ Readers should all have the same opinions after reading.

10. ____ It is impossible to form opinions about the details in a text.

11. ____ Readers form opinions so they can tell others what they think about a text.

12. ____ Readers can make connections to main ideas and details in a text.

13. ____ Readers remember texts more when they can make connections.

14. ____ Readers can only make connections to main ideas and not to the details.

SAMPLE

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Main Ideas and Details Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. How many main ideas are in a text?
   a. There can only be one.
   b. About 2-3.
   c. It depends on the text.
   d. More than 12.

2. The details in a text____ .
   a. s[illegible] the main idea.
   b. [illegible] the most important parts.
   c. a[illegible]nly found [illegible]e beg[illegible]ning of [illegible]
   d. [illegible]nly fou[illegible] at[illegible]e end of [illegible]

3. How does thinking deep[illegible]r abo[illegible] main ideas help us as reader[illegible]
   a. We remember things longer.
   b. We can form opinions.
   c. We can make connections.
   d. All of the above.

4. A main idea is ___ of a text.
   a. not an important part
   b. an important part
   c. the problem
   d. the solution

5. Details in a text are ____ .
   a. mostly confusing.
   b. the most important part.
   c. helpful to understanding the main idea.
   d. only in the beginning of the text.

6. What is another name for details in a text?
   a. conclusion
   b. introduction
   c. main idea
   d. evidence

7. What is the big job of evidence in a text?
   a. to support the main ideas
   b. to confuse the readers
   c. to solve the problems
   d. to make the text look longer

8. Read[illegible]rs form opinions about ____ .
   [illegible] main idea.
   th[illegible] detail[illegible]
   [illegible] cha[illegible]cters.
   d. All of t[illegible] above

9. Readers rem[illegible]mber a t[illegible] more when _____
   a. they read the[illegible]xt fast.
   b. they can mak[illegible]nections to the details.
   c. someone else reads to them.
   d. All of the above.

10. Readers can make connections to _____.
    a. the details in a text.
    b. the main idea in a text.
    c. the problems in a text.
    d. All of the above.

SAMPLE

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I am a
Main Ideas & Details
master!



I am a
Main Ideas & Details
master!



I am a
Main Ideas & Details
master!



I am a
Main Ideas & Details
master!



I am a
Main Ideas & Details
master!



I am a
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