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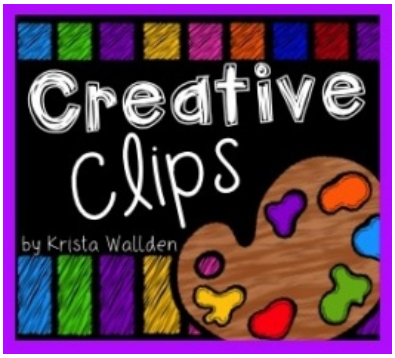
Jen Bengel

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







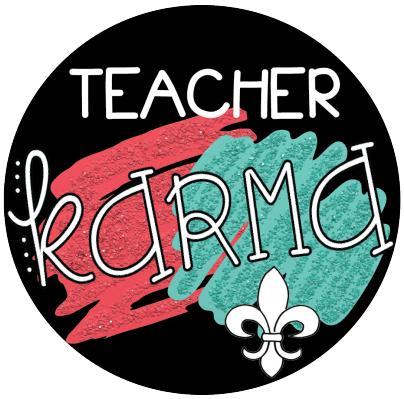
















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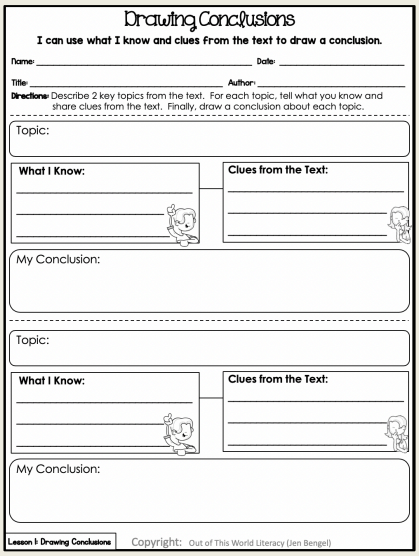
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1


Drawing Conclusions

I can use what I know and clues from the text to draw a conclusion.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 2 key topics from the text. For each topic, tell what you know and share clues from the text. Finally, draw a conclusion about each topic.

Topic:

What I Know: | Clues from the Text:

My Conclusion:

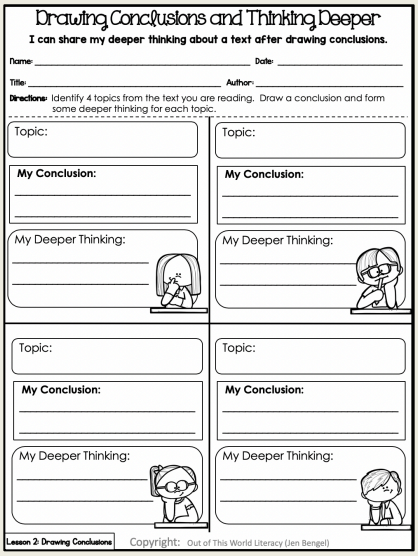
Topic:

What I Know: | Clues from the Text:

My Conclusion:

Lesson 1: Drawing Conclusions Copyright: Out of This World Literacy (Jen Bengel)

Day 2


Drawing Conclusions and Thinking Deeper

I can share my deeper thinking about a text after drawing conclusions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 4 topics from the text you are reading. Draw a conclusion and form some deeper thinking for each topic.

Topic: | Topic:

My Conclusion: | My Conclusion:

My Deeper Thinking: | My Deeper Thinking:

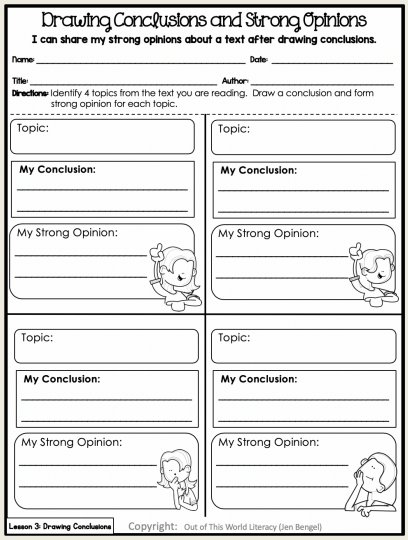
Topic: | Topic:

My Conclusion: | My Conclusion:

My Deeper Thinking: | My Deeper Thinking:

Lesson 2: Drawing Conclusions Copyright: Out of This World Literacy (Jen Bengel)

Day 3


Drawing Conclusions and Strong Opinions

I can share my strong opinions about a text after drawing conclusions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 4 topics from the text you are reading. Draw a conclusion and form strong opinion for each topic.

Topic: | Topic:

My Conclusion: | My Conclusion:

My Strong Opinion: | My Strong Opinion:

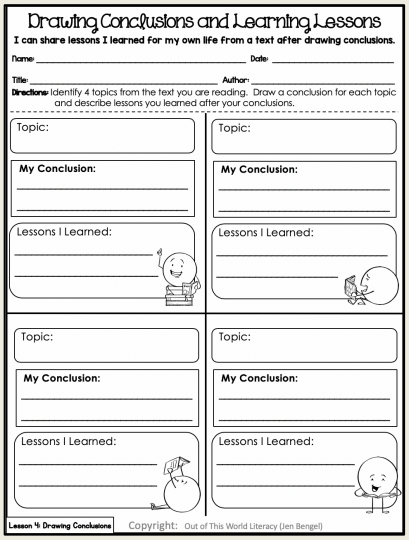
Topic: | Topic:

My Conclusion: | My Conclusion:

My Strong Opinion: | My Strong Opinion:

Lesson 3: Drawing Conclusions Copyright: Out of This World Literacy (Jen Bengel)

Day 4


Drawing Conclusions and Learning Lessons

I can share lessons I learned for my own life from a text after drawing conclusions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 4 topics from the text you are reading. Draw a conclusion for each topic and describe lessons you learned after your conclusions.

Topic: | Topic:

My Conclusion: | My Conclusion:

Lessons I Learned: | Lessons I Learned:

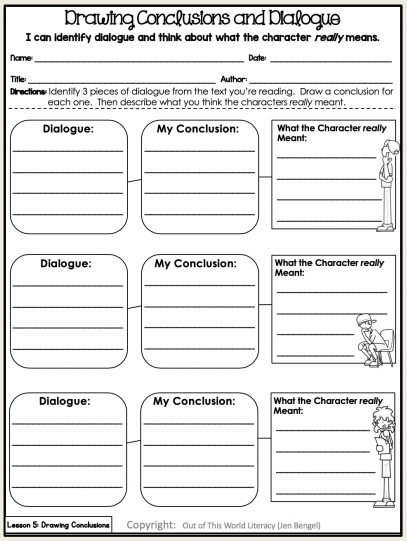
Topic: | Topic:

My Conclusion: | My Conclusion:

Lessons I Learned: | Lessons I Learned:

Lesson 4: Drawing Conclusions Copyright: Out of This World Literacy (Jen Bengel)

Day 5


Drawing Conclusions and Dialogue

I can identify dialogue and think about what the character *really* means.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 pieces of dialogue from the text you're reading. Draw a conclusion for each one. Then describe what you think the characters really meant.

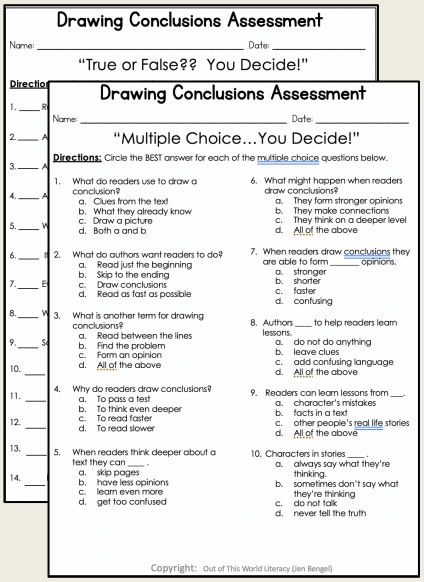
Dialogue: | My Conclusion: | What the Character *really* Meant:

Dialogue: | My Conclusion: | What the Character *really* Meant:

Dialogue: | My Conclusion: | What the Character *really* Meant:

Lesson 5: Drawing Conclusions Copyright: Out of This World Literacy (Jen Bengel)

Assessments


Drawing Conclusions Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Drawing Conclusions Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. What do readers use to draw a conclusion?
   a. Clues from the text
   b. What they already know
   c. Draw a picture
   d. Both a and b
2. What do authors want readers to do?
   a. Read just the beginning
   b. Skip to the ending
   c. Draw conclusions
   d. Read as fast as possible
3. What is another term for drawing conclusions?
   a. Read between the lines
   b. Find the problem
   c. Form an opinion
   d. All of the above
4. Why do readers draw conclusions?
   a. To pass a test
   b. To think even deeper
   c. To read faster
   d. To read slower
5. When readers think deeper about a text they can ____ .
   a. skip pages
   b. have less opinions
   c. learn even more
   d. get too confused
6. What might happen when readers draw conclusions?
   a. They form stronger opinions
   b. They make connections
   c. They think on a deeper level
   d. All of the above
7. When readers draw conclusions they are able to form _____ opinions.
   a. stronger
   b. shorter
   c. faster
   d. confusing
8. Authors ____ to help readers learn lessons.
   a. do not do anything
   b. leave clues
   c. add confusing language
   d. All of the above
9. Readers can learn lessons from ___.
   a. character's mistakes
   b. facts in a text
   c. other people's real life stories
   d. All of the above
10. Characters in stories ____
    a. always say what they're thinking.
    b. sometimes don't say what they're thinking
    c. do not talk
    d. never tell the truth

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Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, drawing conclusions. The lessons are very specific and focus on 5 angles of drawing conclusions 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 drawing conclusions.
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 drawing conclusions 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: Drawing Conclusions

**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 practice visualizing*	Readers use what they know in their minds and clues from a text so they can draw conclusions about what they are reading.
LESSON 2 *Understanding benefits of visualizing*	Readers draw conclusions so they can deepen their understandings of what is happening in a text.
LESSON 3 *Descriptive language and visualizing*	Readers draw conclusions about a text so they can form opinions about each conclusion.
LESSON 4 *Thinking Deeper about visualizing*	Readers draw conclusions about a text so they can apply lessons from the text into their own lives.
LESSON 5 *Forming opinions based on visualizing*	Readers identify dialogue in the story so they can think about what each character might really mean and draw conclusions.

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 draw conclusions so they can deepen their understandings of what is happening in a 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 that you'll be drawing more conclusions and thinking deeper. Use this language to help:
   "Yesterday we talked about what it means to draw conclusions as we read. We practiced drawing our own conclusions from books we've read. Today we are going to draw some more conclusions, but we are going to think a little bit deeper too. One of the main reasons that readers draw conclusions is so they can deepen their understandings of a text. If we read just the words on the page and don't spend any time thinking about what the author is really trying to say and what we can learn, then we will miss out on so much deeper thinking. By drawing conclusions and then thinking about what those conclusions really mean, we can learn so much more. Let's practice drawing some conclusions and then thinking even deeper about the text."
4. Use a mentor text you have already read to the class and think aloud about a topic. Write it on the class chart. Then think aloud about what you know, clues from the text, and your conclusion. Write the conclusion on the class chart. Think aloud about some of your deeper understandings and write them on the 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 a different one) and ask the class to help you with the same steps as example #1. As a class, work through all 3 parts of the 2nd example and write your thinking on the chart as students copy into their note-taking page.
7. Ask students to turn and talk with a partner about a 3rd example following all 3 parts. After a few minutes call on students to share and write answers on the anchor chart.
8. Tell students that they will be working on identifying key topics from books they are reading independently and drawing conclusions. Explain how they will be asked to share their deeper understandings as well. 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.
9. At the end of the workshop, [illegible] the class together to share what they learned about drawing conclusions. Have them turn and talk with a partner about what they wrote on their students pages. Call on 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 draw conclusions so they can deepen their understandings of what is happening in a text.

Topic:	Our Conclusions:	Our Deeper Understandings:
1.	*Draw conclusions based on what you know and clues from the text.*	*Share some deeper understandings about each topic after your conclusions.*
2.		
3.		

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I can share my deeper thinking about a text after drawing conclusions.

Sample

1. What is one main topic from the text?

2. What is a conclusion you can draw about this topic? Tell me more.

3. What is some of your deeper thinking about this topic? Tell me more.

4. Why is it important for readers to think deeply about a text?

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I can share my deeper thinking about a text after drawing conclusions.

Sample

1. What is one main topic from the text?

2. What is a conclusion you can draw about this topic? Tell me more.

3. What is some of your deeper thinking about this topic? Tell me more.

4. Why is it important for readers to think deeply about a text?

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I can share my deeper thinking about a text after drawing conclusions.

Readers draw conclusions so they can deepen their understandings of what is happening in a text.

Topics	Our Conclusions:	Our Deeper Thinking:
1.		
2.		
3.		

Sample

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Drawing Conclusions and Thinking Deeper

I can share my deeper thinking about a text after drawing conclusions.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Identify 4 topics from the text you are reading. Draw a conclusion and form some deeper thinking for each topic.

Topic:

My Conclusion:

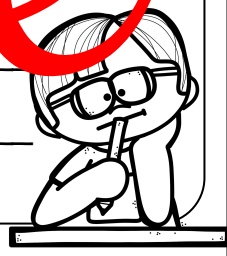
My Deeper Thinking:



Topic:

My Conclusion:

My Deeper Thinking:

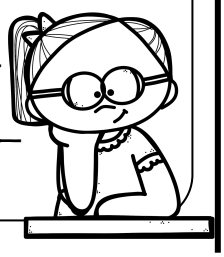


Sample

Topic:

My Conclusion:

My Deeper Thinking:



Topic:

My Conclusion:

My Deeper Thinking:



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Drawing Conclusions Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. What do readers use to draw a conclusion?
   a. Clues from the text
   b. What they already know
   c. Draw a picture
   d. Both a and b

2. What do authors want readers to do?
   a. Read just the beginning
   b. Skip to the ending
   c. Draw conclusions
   d. Read as fast as possible

3. What is another term for drawing conclusions?
   a. Read between the lines
   b. Find the problem
   c. Form an opinion
   d. All of the above

4. Why do readers draw conclusions?
   a. To pass a test
   b. To think even deeper
   c. To read faster
   d. To read slower

5. When readers think deeper about a text they can ____ .
   a. skip pages
   b. have less opinions
   c. learn even more
   d. get too confused

6. What might happen when readers draw conclusions?
   a. They form stronger opinions
   b. They make connections
   c. They think on a deeper level
   d. All of the above

7. When readers draw conclusions they are able to form _____ opinions.
   a. stronger
   b. shorter
   c. faster
   d. confusing

8. Authors ___ to help readers learn lessons.
   a. do not do anything
   b. leave clues
   c. add confusing language
   d. All of the above

9. Readers can learn lessons from ___.
   a. character's mistakes
   b. facts in a text
   c. other people's real life stories
   d. All of the above

10. Characters in stories ____ .
    a. always say what they're thinking.
    b. sometimes don't say what they're thinking
    c. do not talk
    d. never tell the truth

Sample

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Drawing Conclusions Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T Readers use what they know and what the text says to draw conclusions.
2. F Author's do not expect readers to draw conclusions.
3. T Authors want readers to use their own minds to think about what else is in the text.
4. F Authors leave clues behind in a text so that readers c[illegible] bec[illegible]ome confused.
5. T When readers think deeper about a text, they can learn [illegible]re.
6. [illegible] If re[illegible]aders do not draw co[illegible]usi[illegible]s, t[illegible]ey will [illegible]iss ou[illegible]on learning even more.
7. F Eve[illegible] reader[illegible] formi[illegible]g stron[illegible] opinions about a[illegible]ext.
8. T When r[illegible]ders draw conclusions, it helps them form even stronger opinions.
9. T Some readers do not take much time to think about their opinions of the text.
10. T Readers can learn lessons from reading to help them in their own lives.
11. F Authors do not leave clues to help readers learn lessons.
12. T Readers can learn lessons from mistakes characters make in a story.
13. F Characters are always saying exactly how they feel in stories.
14. T Readers draw conclusions to think about what characters are really thinking.

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Understanding Drawing Conclusions

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



Sample
Sample

I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



I am a
Drawing Conclusions
master!



Sample
Sample