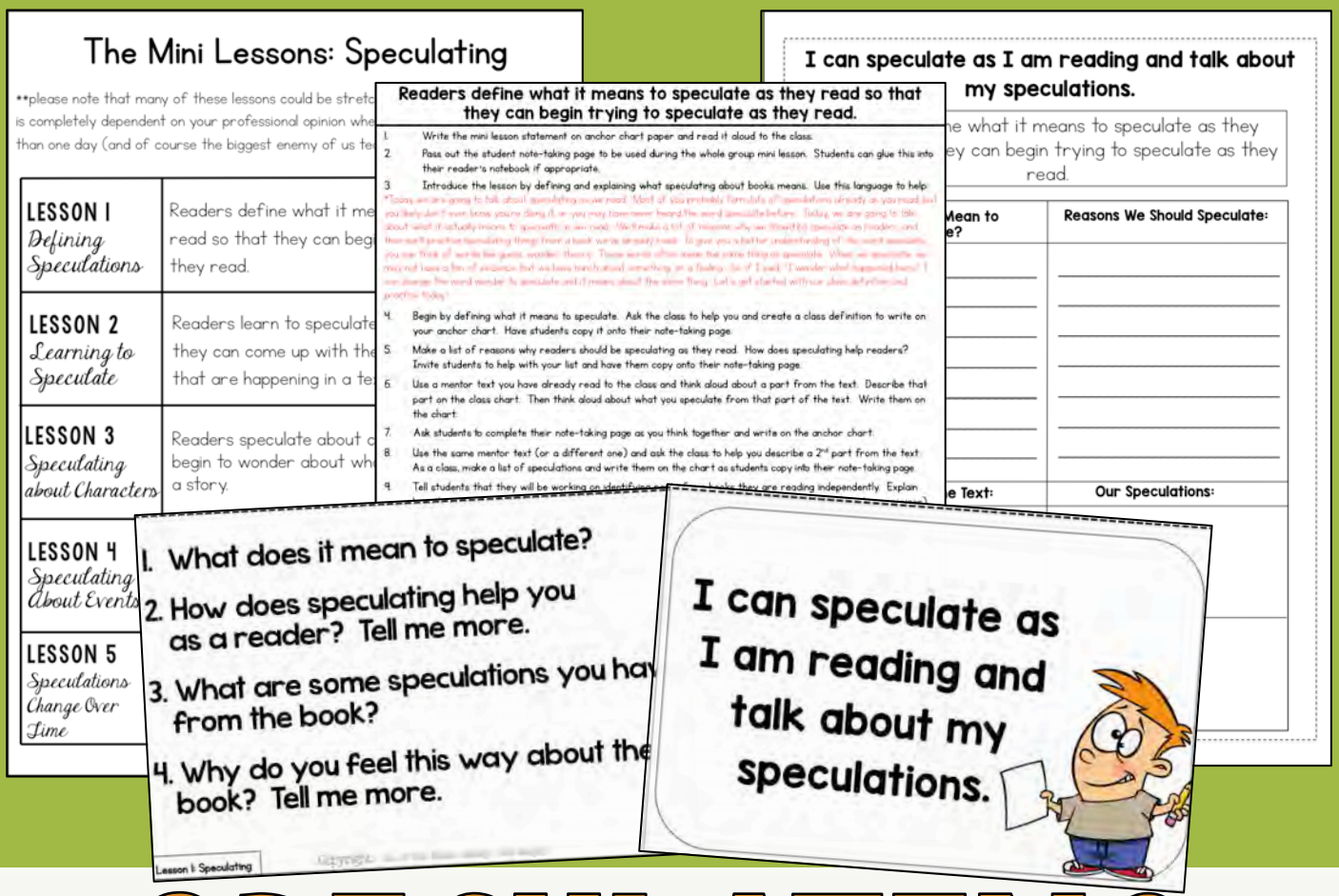
MINI UNITS for MASTERY

Out of this World LITERACY



SPECULATING

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Jen Bengel

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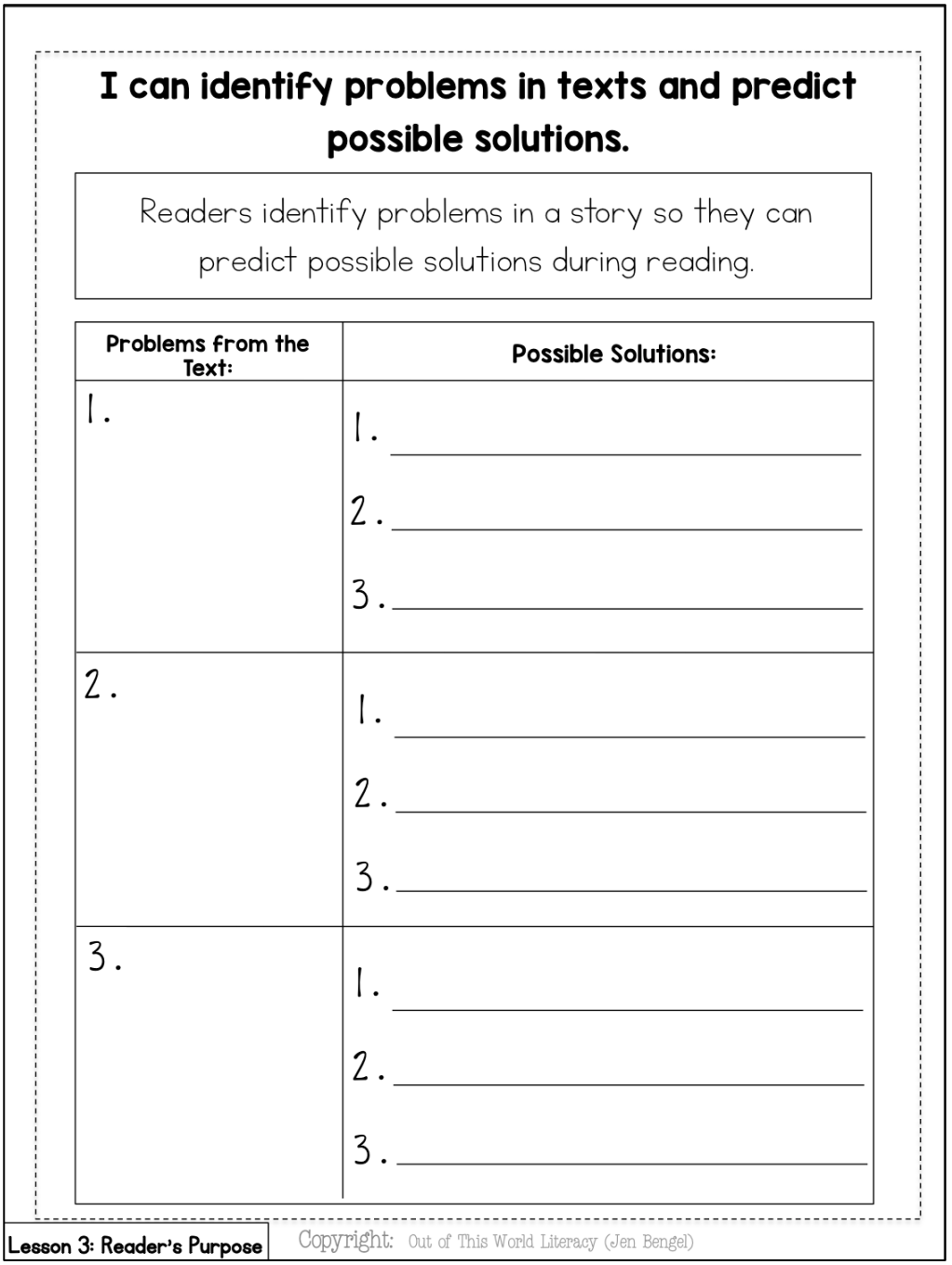
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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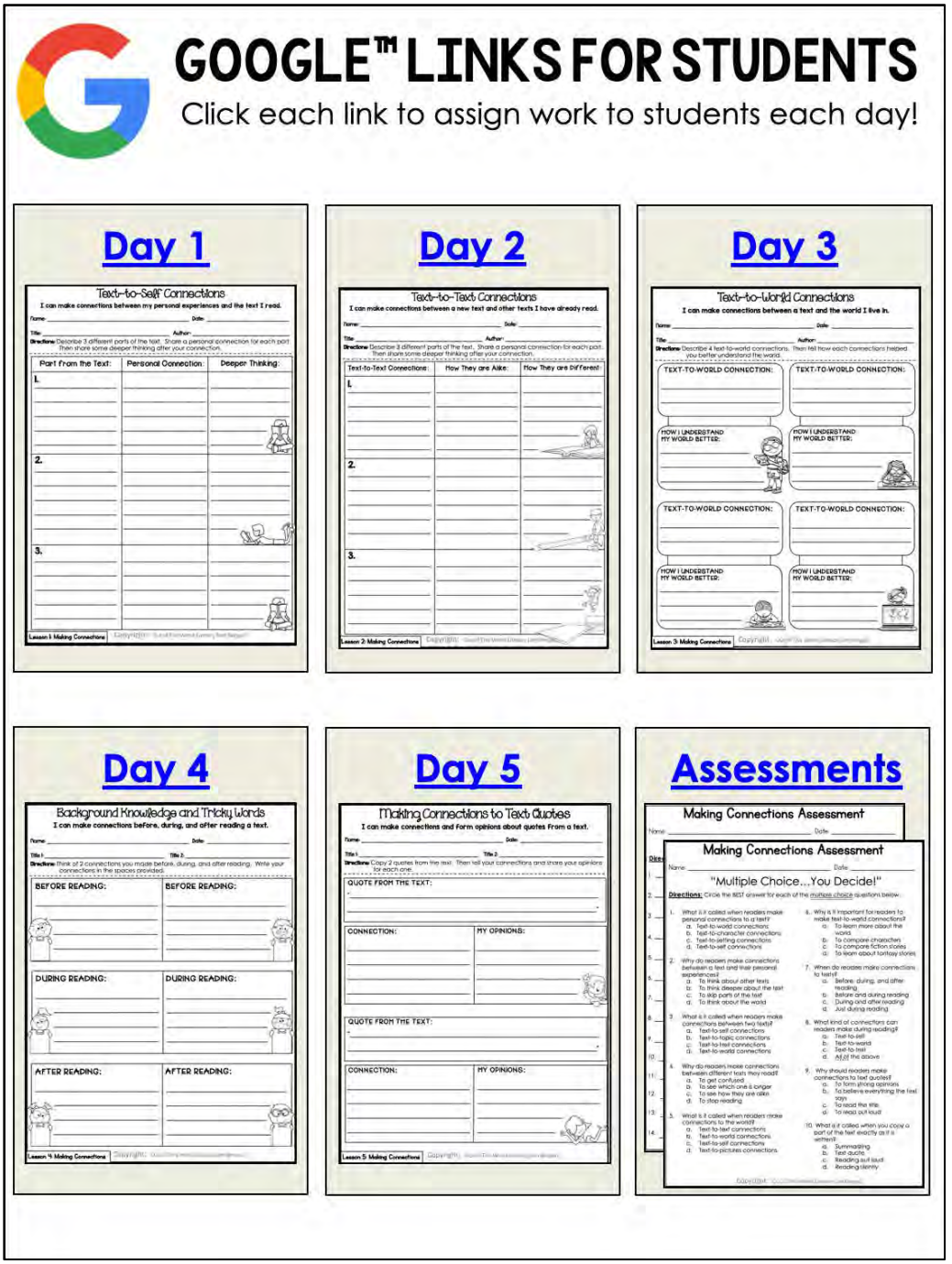
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Google digital links for all student pages, including assessments



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

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



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(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

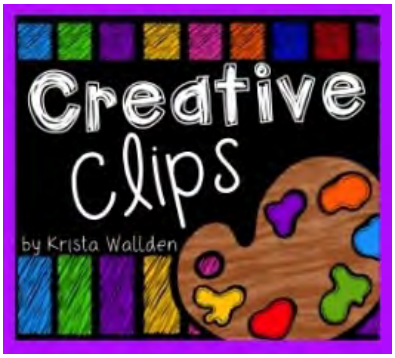
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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









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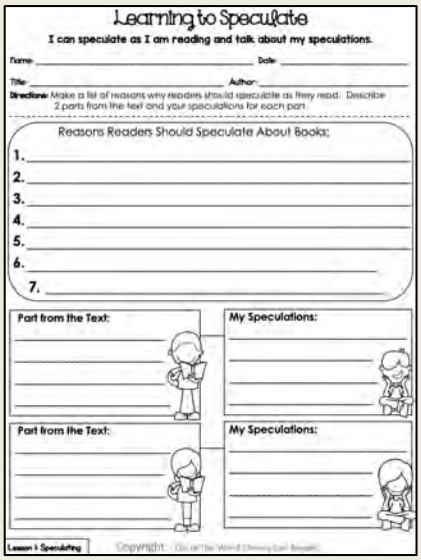
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1


Learning to Speculate

I can speculate as I am reading and talk about my speculations.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Make a list of reasons why readers should speculate as they read. Describe 2 parts from the text and your speculations for each part.

Reasons Readers Should Speculate About Books:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part from the Text: | My Speculations:

Part from the Text: | My Speculations:

Lesson 1 Speculating

Day 2


Language to Help Make Speculations

I can use special language to help me make speculations as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 5 phrases you can use to help you make speculations as you read. Describe two parts from the text, make your speculations using the language from above, then write a theory statement.

Language to Help Make Speculations:

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

Part from the Text: | My Speculation: | My Theory Statement:

Part from the Text: | My Speculation: | My Theory Statement:

Lesson 2 Speculating

Day 3


Speculating About Characters

I can use my instincts and what I know to speculate about characters in a text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 characters from the text you are reading. Describe an instinct you have. Share a speculation about each one. Use as much detail as possible.

Details About Character: | Details About Character:

My Instinct: | My Instinct:

My Speculation: | My Speculation:

Details About Character: | Details About Character:

My Instinct: | My Instinct:

My Speculation: | My Speculation:

Lesson 3 Speculating

Day 4


Speculating About Events

I can use my instincts and what I know to speculate about events in a text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 events from the text you are reading. Describe an instinct you have. Then share a speculation about each one. Use as much detail as possible.

Details About Character: | Details About Character:

My Instinct: | My Instinct:

My Speculation: | My Speculation:

Details About Character: | Details About Character:

My Instinct: | My Instinct:

My Speculation: | My Speculation:

Lesson 4 Speculating

Day 5


Changing Speculations During Reading

I can identify the reasons why my speculations about a book change.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 speculations you first had about the book. Tell how each one changed. Share what happened in the book to make you change your speculations.

First Speculation: | New Speculation: | Why My Speculation Changed:

First Speculation: | New Speculation: | Why My Speculation Changed:

First Speculation: | New Speculation: | Why My Speculation Changed:

Lesson 5 Speculating

Assessments


Speculating Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Speculating Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. What does it mean to speculate?
   a. Make a guess
   b. Wonder about something
   c. Have a theory
   d. All of the above
2. A speculation is the same as a ____.
   a. fact
   b. text title
   c. theory
   d. problem
3. When readers speculate, they usually have ____.
   a. a feeling about something
   b. all the evidence
   c. facts that must be true
   d. a hard time understanding
4. Readers combine ____ with ____ when they read.
   a. guesses with reading fast
   b. reading fast with mistakes
   c. what they know with new learning
   d. reading slow with guesses
5. When readers have language to help speculate ready in their minds, it will ____.
   a. make them confused
   b. help them make speculations
   c. help them read fast
   d. All of the above
6. Which characters do readers speculate about as they read?
   a. Only the main characters
   b. Only the characters they like
   c. All the characters
   d. Only the characters they don't like
7. When we speculate about main events we can ____.
   a. make stronger connections
   b. read faster
   c. skip pages
   d. ask for help
8. What can readers improve when they speculate about characters?
   a. Their reading rate
   b. Their instincts
   c. Their reading tone
   d. All of the above
9. What happens when readers use evidence from a text in their speculations?
   a. they get the wrong answer
   b. they upset the teacher
   c. they become more believable
   d. they get confused
10. What can make readers' speculations change?
    a. When they stop reading
    b. When they keep reading
    c. When they take a break
    d. When they read out loud

Rationale:

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

**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 *Defining Speculations*	Readers define what it means to speculate as they [illegible] trying to speculate as they [illegible]
LESSON 2 *Learning to Speculate*	Readers learn to speculate as they read so that they can come up with theories about the things that are happening in a text.
LESSON 3 *Speculating about Characters*	Readers speculate about characters so they can begin to wonder about what they will do or say in a story.
LESSON 4 *Speculating About Events*	Readers speculate about events in a text so they can make guesses about why they happen and what might happen next.
LESSON 5 *Speculations Change Over Time*	Readers change their speculations over time so that they can make new guesses about the text as they learn more.

Sample

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 define what it means to speculate as they read so that they can begin trying to speculate as they read.

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 defining and explaining what speculating about books means. Use this language to help: "Today we are going to talk about speculating as we read. Most of you probably form lots of speculations already as you read, but you likely don't even know you're doing it, or you may have never heard the word speculate before. Today, we are going to talk about what it actually means to speculate as we read. We'll make a list of [illegible] why we should be speculate as readers, and then we'll practice speculating things from a book we [illegible] read. [illegible] ve you a better understanding of the word speculate, you can think of words like [illegible] er, [illegible] ry [illegible] ords often mean the same thing as speculate. When we speculate, we may not have [illegible] of evidence, [illegible] we [illegible] e hunch about something, or a feeling. So, if I said, "I wonder what happened here [illegible] han [illegible] he word [illegible] no [illegible] o spe [illegible] nd it means about the same thing. Let's get started with our [illegible] and [illegible] ctic [illegible] day."
4. Begin by [illegible] ining what i [illegible] ans [illegible] pe [illegible] te. A [illegible] the cla [illegible] to [illegible] you and create a class definition to write on your anc [illegible] hart. Hav [illegible] tudents [illegible] py [illegible] nto th [illegible] note-taking [illegible] e.
5. Make a list of [illegible] s w [illegible] ead [illegible] ou [illegible] e speculating as they read. How does speculating help readers? Invite students to h [illegible] with [illegible] list and have them copy onto their note-taking page.
6. Use a mentor [illegible] you have already read to the class and think aloud about a part from the text. Describe that part on the class chart. Then think aloud about what you speculate from that part of the text. Write them on the chart.
7. Ask students to complete their note-taking page as you think together and write on the anchor chart.
8. Use the same mentor text (or a different one) and ask the class to help you describe a 2nd part from the text. As a class, make a list of speculations and write them on the chart as students copy into their note-taking page.
9. Tell students that they will be working on identifying parts from books they are reading independently. Explain how they will be asked to share some speculations for each part. 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.
10. At the end of the workshop, call the class together to share what they learned [illegible] out sp [illegible] Have them turn and talk with a partner about what they wrote on their students pages. Call on [illegible] ew [illegible] the class.

Sample Anchor [illegible] t

*** Teacher ideas to start the lesson are in red. Stude [illegible] ill [illegible] ide [illegible] Add th [illegible] to [illegible] anchor [illegible] t during the lesson.

Readers de [illegible] at it [illegible] s [illegible] culat [illegible] s the [illegible] ed [illegible] at they can begin trying to sp [illegible] late [illegible] they [illegible] ead

What does it mea [illegible] Spe [illegible] late?	Reasons we should speculate:
Define what specu [illegible] ting [illegible] ns he [illegible] Have the class help you with [illegible] nition.	*List reasons for speculating about books. Have the class help you with the list.*
Part from the Book:	**Our Speculation:**
1.	
2.	

Sample

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I can speculate as I am reading and talk about my speculations.

Sample

1. What does it mean to speculate?
2. How does speculating help you as a reader? Tell me more.
3. What are some speculations you have from the book?
4. Why do you feel this way about the book? Tell me more.

Sample

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I can speculate as I
I am reading and
think about my
speculations.

Sample

1. What does it mean to speculate?
2. How does speculating help you as a reader? Tell me more.
3. What are some speculations you have from the book?
4. Why do you feel this way about the book? Tell me more.

Sample

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I can speculate as I am reading and talk about my speculations.

Readers define what it means to speculate as they read so that they can begin trying to speculate as they read.

What Does it Mean to Speculate:	Reasons We Should Speculate:
Part from the Text:	**Speculation:**
1.	
2.	

Sample

Sample

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Learning to Speculate

I can speculate as I am reading and talk about my speculations.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Make a list of reasons why readers should speculate as they read. Describe 2 parts from the text and your speculations for each part.

Reasons Readers Should Speculate About Books

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part from the Text:

_____
_____
_____
_____



My Speculations:

_____
_____
_____
_____



Part from the Text:

_____
_____
_____
_____



My Speculations:

_____
_____
_____
_____



Sample

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Speculating Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What does it mean to speculate?
   a. Make a guess
   b. Wonder about something
   c. Have a theory
   d. All of the above

2. A speculation is the same as a ___ .
   a. fact
   b. text title
   c. theory
   d. problem

3. When readers speculate, they usually have ____.
   a. a feeling about something
   b. all the evidence
   c. facts that must be true
   d. a hard time understanding

4. Readers combine ___ with ___ when they read.
   a. guesses with reading fast
   b. reading fast with [illegible]
   c. what they know with new learning
   d. reading [illegible] with [illegible]

5. When readers have language to help speculate ready in their minds, it will ___ .
   a. make them confused
   b. help them make speculations
   c. help them read fast
   d. All of the above

6. Which characters do readers speculate about [illegible] read?
   a. Only the main characters
   b. Only the characters they like
   c. All the characters
   d. Only the characters they don't like

7. When we speculate about main events we can ____ .
   a. make stronger connections
   b. read faster
   c. skip pages
   d. ask for help

8. What can readers improve when they speculate about characters?
   a. Their reading rate
   b. Their instincts
   c. Their reading [illegible]
   d. All of the above

9. What happens when readers use evidence from text in their speculations?
   a. they get the wrong answer
   b. they upset the teacher
   c. they become more believable
   d. they get confused

10. What can make readers' speculations change?
    a. When they stop reading
    b. When they keep reading
    c. When they take a break
    d. When they read out loud

Sample
Sample

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Speculating Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. F We have a ton of evidence when we speculate.
2. F A speculation is the same thing as a fact.
3. T Another way of saying speculating is to make a guess.
4. T When we speculate about something, we have a hunch, or a feeling.
5. T Readers can use special language to help them speculate as they read.
6. F Readers should not do much thinking while they are reading.
7. F Readers only speculate about the main characters in a book they are reading.
8. F Main events are the small things that happen in a book.
9. T Speculating helps readers learn to trust their instincts.
10. F Every reader makes the same speculations when they read a book.
11. T Using evidence from a text to explain our speculations is very helpful.
12. T Readers should trust their instincts when they make speculations about a book.
13. F Our speculations while reading should never change.
14. T The more we read, the more our speculations will change.

Sample

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Learning to Speculate

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample
Sample

I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
master!



I am a
Speculating
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