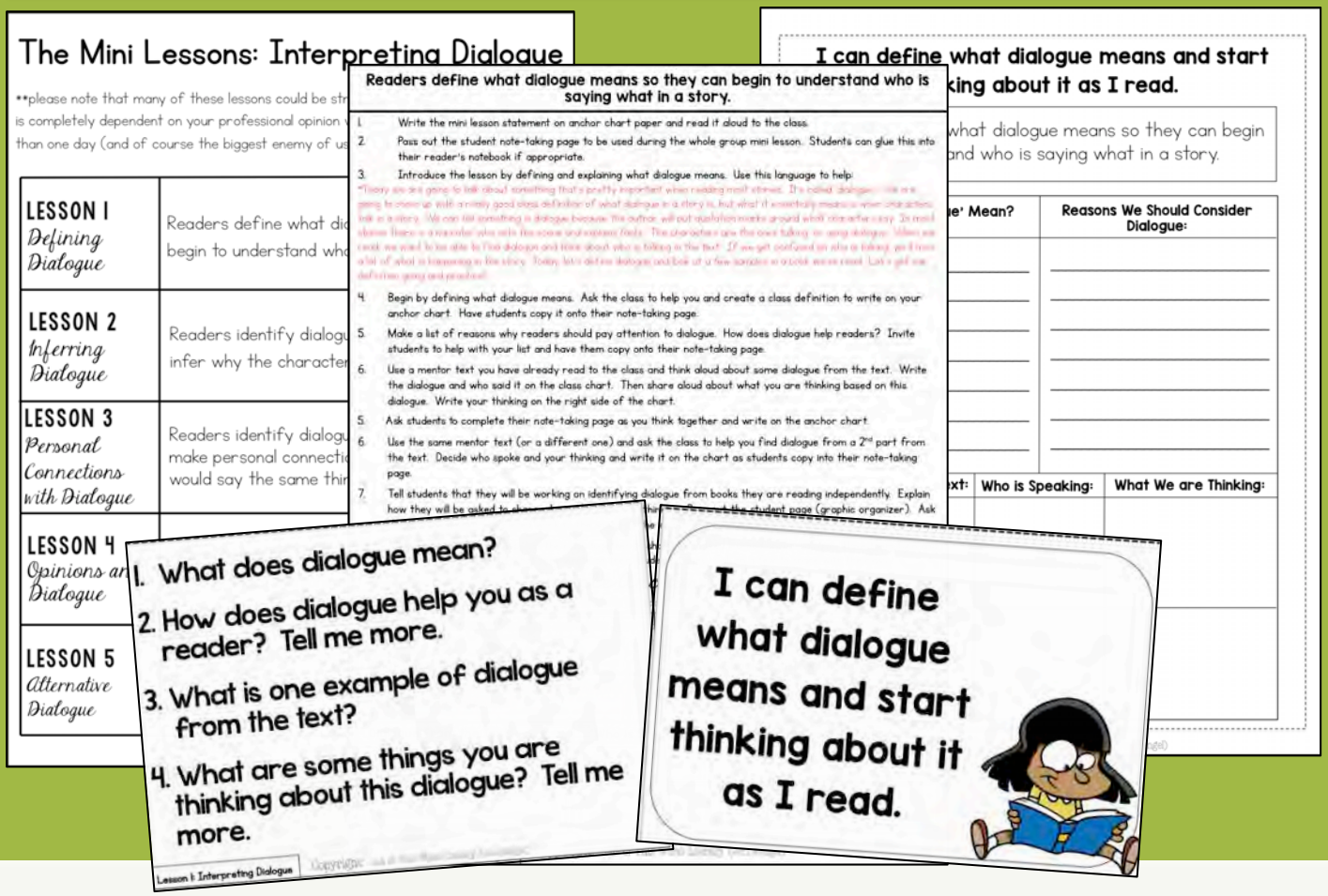
MINI UNITS *for* MASTERY

Out of this World LITERACY



INTERPRETING DIALOGUE

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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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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	

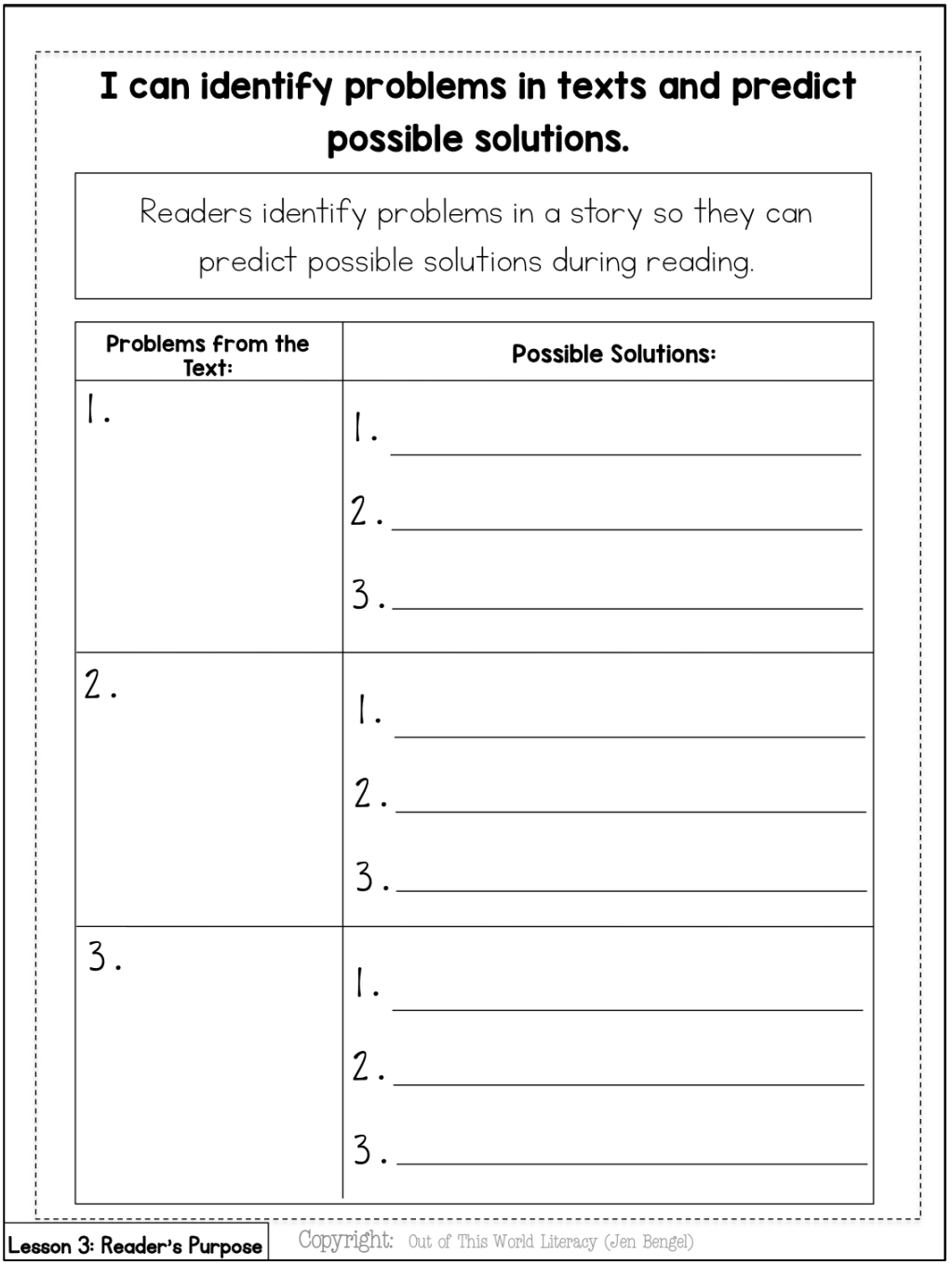
Lesson 3: Making Connections

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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. _____

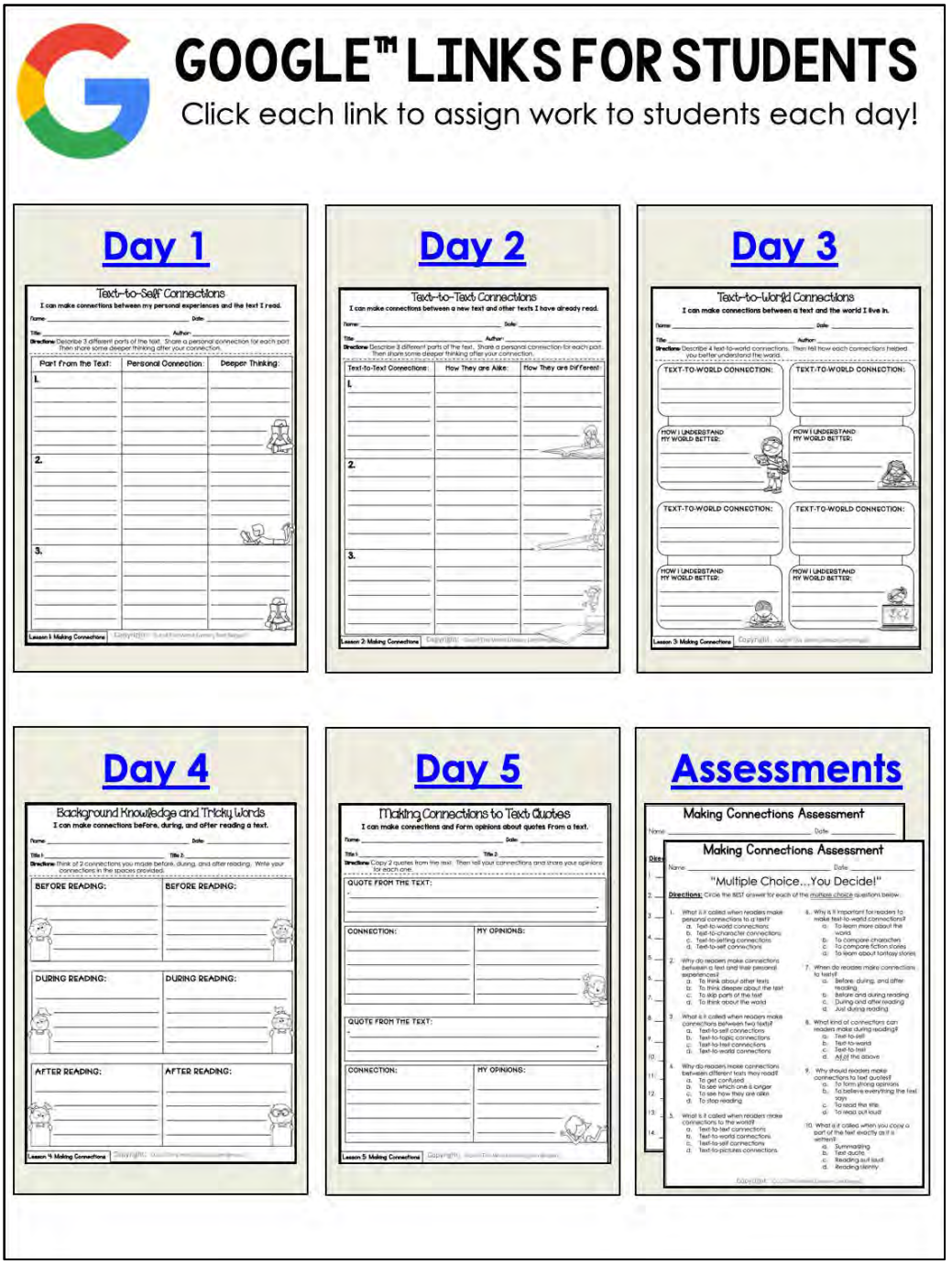
Lesson 3: Reader's Purpose

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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.



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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

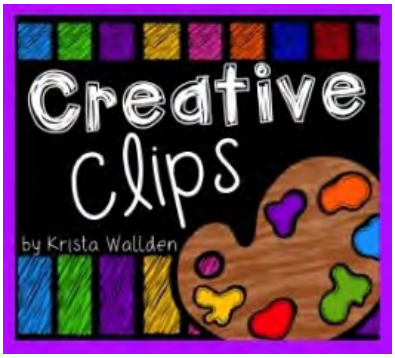
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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









Artwork by



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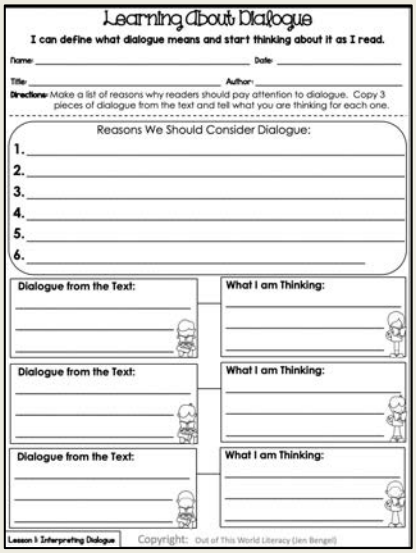




GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

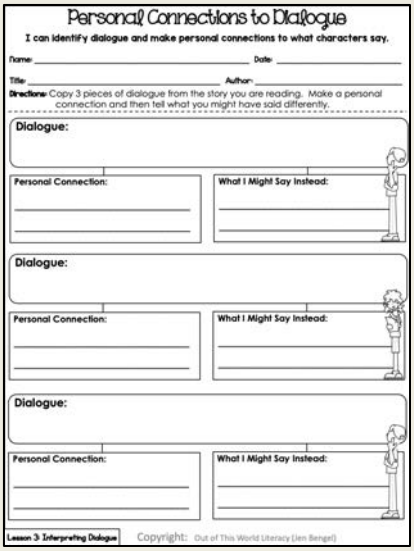
Day 1



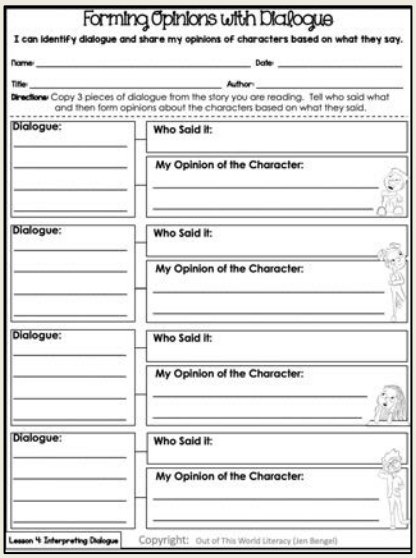
Day 2



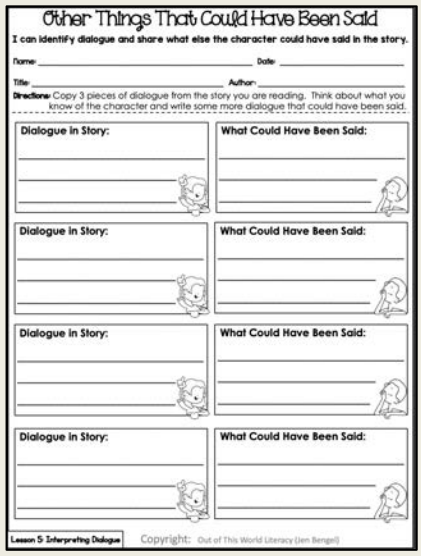
Day 3



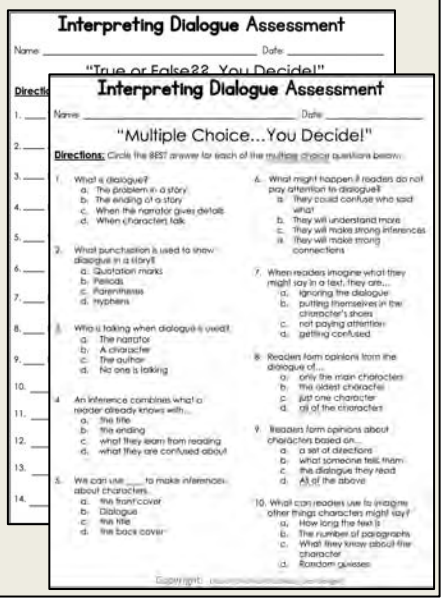
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, interpreting dialogue. The lessons are very specific and focus on 5 angles of dialogue 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 how to interpret dialogue.
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 interpreting dialogue 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: Interpreting Dialogue

**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 Dialogue*	Readers define what dialogue means so they can begin to understand who is saying what in a story.
LESSON 2 *Inferring Dialogue*	Readers identify dialogue in a story so they can infer why the characters said the things they did.
LESSON 3 *Personal Connections with Dialogue*	Readers identify dialogue in a story so they can make personal connections and think about if they would say the same thing or something different.
LESSON 4 *Opinions and Dialogue*	Readers identify dialogue in a story so they can begin to form opinions about each character.
LESSON 5 *Alternative Dialogue*	Readers identify dialogue in a story so they can consider what else could have been said in that part of the text.

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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 dialogue means so they can begin to understand who is saying what in a story.

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 dialogue means. Use this language to help:
"Today we are going to talk about something that's pretty important when reading most stories. It's called 'dialogue.' We are going to come up with a really good class definition of what dialogue in a story is, but what it essentially means is when characters talk in a story. We can tell something is dialogue because the author will put quotation marks around what characters say. In most stories there is a narrator who sets the scene and explains facts. The characters are the ones talking, or using dialogue. When we read, we want to be able to find dialogue and think about who is talking in the text. If we get confused on who is talking, we'll miss a lot of what is happening in the story. Today we'll define dialogue and look at a few samples in a book we've read. Let's get started exploring and practicing!"
4. Begin by defining what dialogue means and ask the class to help you create a class definition to write on your anchor chart. Have students copy this onto their note-taking page.
5. Make a list of reasons why readers should pay attention to dialogue. How does dialogue help readers? Invite students to help you create this list and then copy onto their note-taking page.
6. Use a mentor text you have already read to the class and think aloud about some dialogue from the text. Write the dialogue and who said it on the class chart. Then share aloud about what you are thinking based on this dialogue. Write your thinking on the right side of 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 find dialogue from a 2nd part from the text. Decide who spoke and your thinking and write it on the chart as students copy into their note-taking page.
6. Tell students that they will be working on identifying dialogue from books they are reading independently. Explain how they will be asked to share who spoke and their thinking. Pass out the student page (graphic organizer). Ask them to bring their completed work to the share at the end of the reading workshop.
6. At the end of the workshop, call the class together to share what they learned about dialogue. 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 Anchor Chart

*** Teacher ideas to start the lesson are in red. Student ideas will be in black. Add these to the anchor chart during the lesson.

Readers define what dialogue means so they can begin to understand who is saying what in a story.

What Does 'Dialogue' Mean?	Reasons We Should Consider Dialogue:
Define what dialogue means here. Have the class help you with the definition.	*List reasons for thinking about Dialogue. Have the class help you with the list.*

Dialogue from the Text:	Who is Speaking:	What We are Thinking

Sample

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I can define what dialogue means and start thinking about it as I read.

1. What does dialogue mean?
2. How does dialogue help you as a reader? Tell me more.
3. What is one example of dialogue from the text?
4. What are some things you are thinking about this dialogue? Tell me more.

Sample

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I can define
what dialogue
means and start
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as I read.

Sample

1. What does dialogue mean?

2. How does dialogue help you as a reader? Tell me more.

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Sample

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I can define what dialogue means and start thinking about it as I read.

Readers define what dialogue means so they can begin to understand who is saying what in a

What Does 'Dialogue' M	Reasons we should Consider Dialogue:

Dialogue from the Text:	Who is Speaking	What I'm Thinking:

Sample

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Learning About Dialogue

I can define what dialogue means and start thinking about it as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Make a list of reasons why readers should pay attention to dialogue. Copy 3 pieces of dialogue from the text and tell what you are thinking for each one.

Reasons We Should Consider Dialogue

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

Dialogue from the Text:

_____

_____

_____



What I am Thinking:

_____

_____

_____



Dialogue from the Text:

_____

_____

_____



What I am Thinking:

_____

_____

_____



Dialogue from the Text:

_____

_____

_____



What I am Thinking:

_____

_____

_____



Sample
Sample

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Interpreting Dialogue Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is dialogue?
   a. The problem in a story
   b. The ending of a story
   c. When the narrator gives details
   d. When characters talk

2. What punctuation is used to show dialogue in a story?
   a. Quotation marks
   b. Periods
   c. Parentheses
   d. Hyphens

3. Who is talking when dialogue is used?
   a. The narrator
   b. A character
   c. The author
   d. No one is talking

4. An inference combines what a reader already knows with…
   a. the title
   b. the ending
   c. what they learn from reading
   d. what they are confused about

5. We can use _____ to make inferences about characters.
   a. the front cover
   b. Dialogue
   c. the title
   d. the back cover

6. What might happen if readers do not pay attention to dialogue?
   a. They will be confused who said what
   b. They will understand more
   c. They will make strong inferences
   d. They will make strong connections

7. When readers imagine what they might say in a text, they are…
   a. ignoring the dialogue
   b. putting themselves in the character's shoes
   c. not paying attention
   d. getting confused

8. Readers form opinions from the dialogue of _____.
   a. only the main characters
   b. the loudest character
   c. most of the characters
   d. all of the characters

9. Readers form opinions about characters based on…
   a. a set of directions
   b. what someone tells them
   c. the dialogue they read
   d. All of the above

10. What can readers use to imagine other things characters might say?
    a. How long the text is
    b. The number of paragraphs
    c. What they know about the character
    d. Random guesses

Sample

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Interpreting Dialogue Assessment

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

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   b. the oldest character
   c. most of the characters
   d. all of the characters

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   a. a set of directions
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10. What can readers use to imagine other things characters might say?
    a. How long the text is
    b. The number of paragraphs
    c. What they know about the character
    d. Random guesses

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Interpreting Dialogue

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



Sample
Sample

I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



I am a
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I am a
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master!



I am a
Interpreting Dialogue
master!



I am a
Interpreting Dialogue
master!



Sample
Sample