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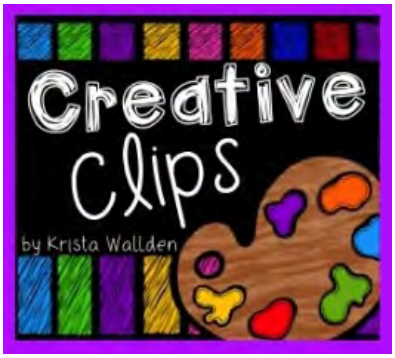
Jen Bengel

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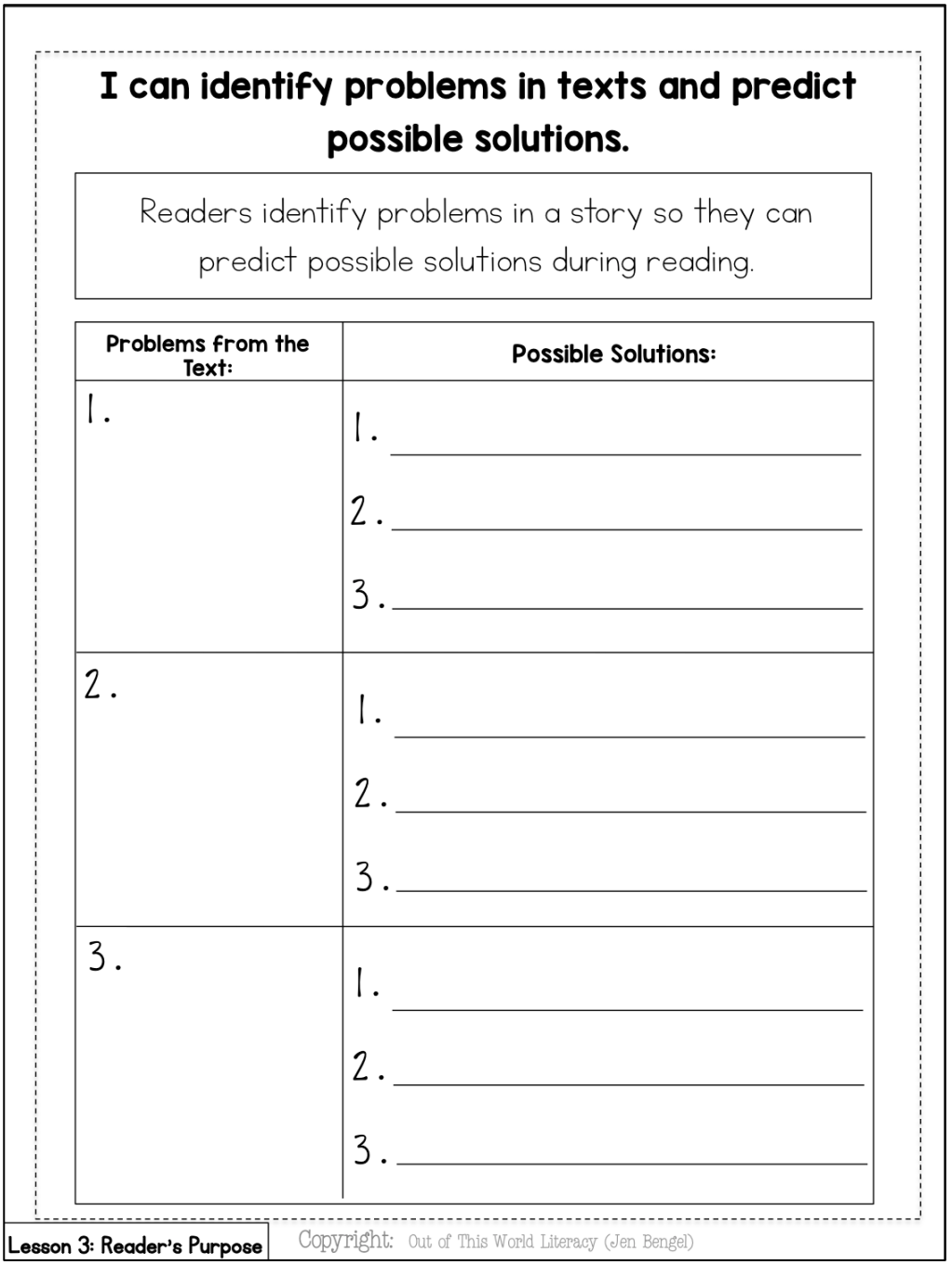
Student work pages to use with *any* book they are reading independently



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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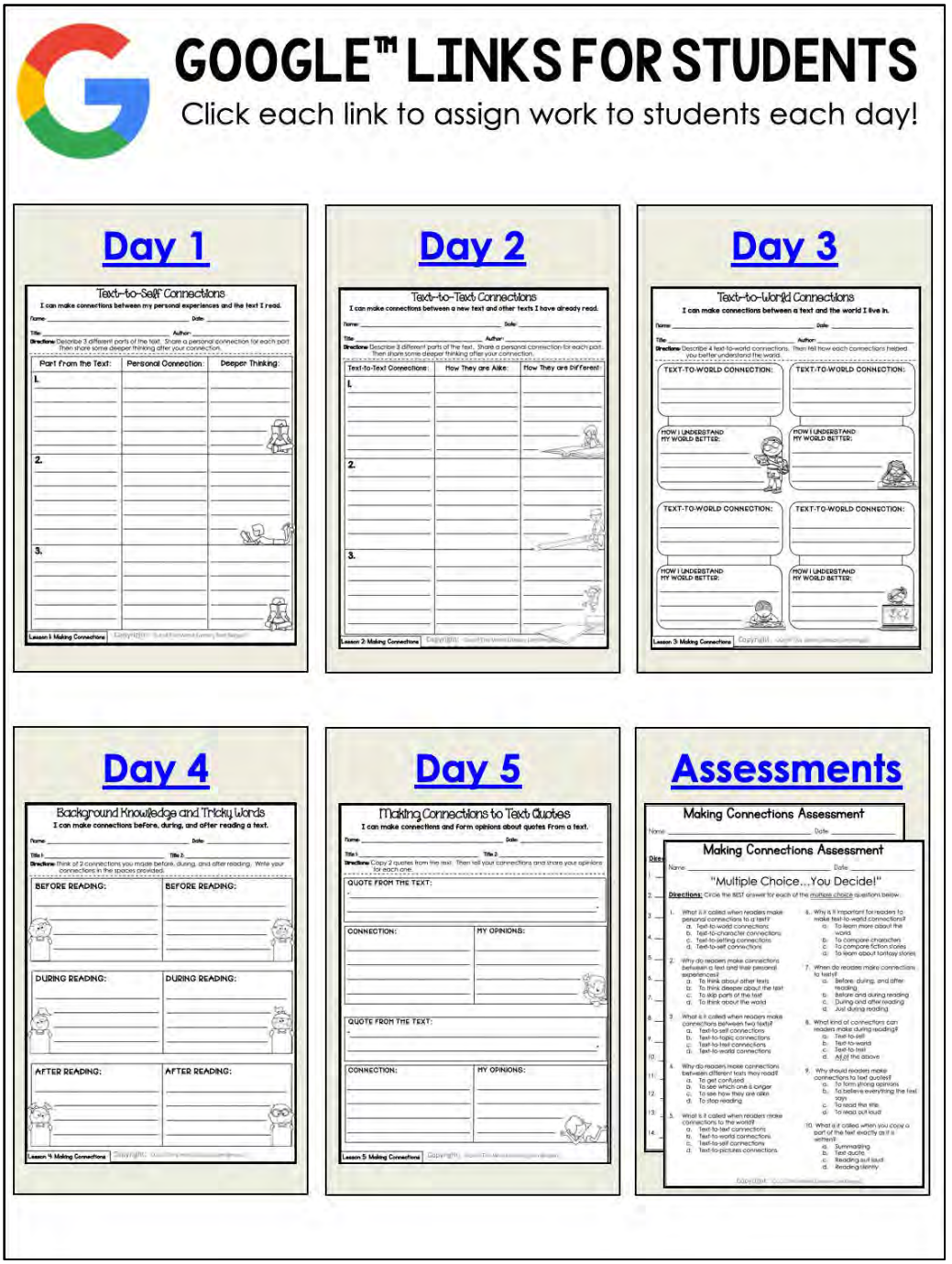
Google digital links for all student pages, including assessments



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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.



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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!)

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



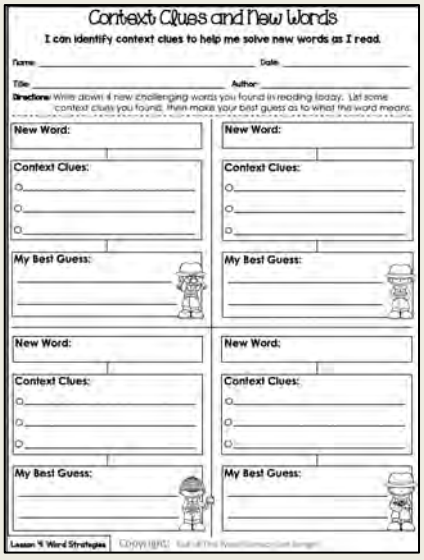
Day 2



Day 3



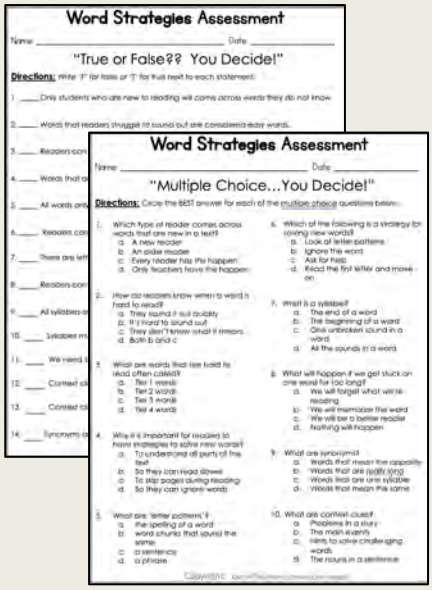
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, word solving strategies. The lessons are very specific and focus on 5 angles of solving new words during reading 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 word solving strategies.
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 word solving strategies 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: Word Solving Strategies

**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 *Using What We Already Know*	Readers use what they know about words so that they can solve new words in a text as they read.
LESSON 2 *Tricky Letter Patterns*	Readers identify tricky letter patterns in words so that they can quickly solve new words as they read.
LESSON 3 *Breaking Words into Syllables*	Readers can break new words into syllables to help them understand new words as they read.
LESSON 4 *Context Clues*	Readers identify clues in text so that they can make logical good guesses about what new words mean.
LESSON 5 *Making Connections to Other Words*	Readers make connections between words so that they can think about what the word in the text really means.

Sample
Sample

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Readers can break challenging words into syllables to help them understand new words 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 explaining you'll be practicing understanding new words. Use this language to help:
"We've been talking a lot about strategies for solving new words as we read. One of the big reasons we need to have lots of strategies to solve words is so that we don't interrupt the flow of our thinking during [illegible]. If we get stuck on a word and we sit on that one word for 5 minutes, we are going to forget about [illegible] the other things that are happening in the text. And, since reading is all about meaning, we need to have a [illegible]-plan for [illegible] words quickly. Another strategy we can use is to break the word into syllables. This will [illegible] especially [illegible] some [illegible] really big words that feel overwhelming at first, like 'cantankerous.' [illegible] BIG [illegible], but if [illegible] it [illegible], it's not that big. A syllable is one unbroken sound inside a [illegible] we just [illegible] or [illegible] all [illegible] of letters together that make one unbroken [illegible]. Taking [illegible] into syllables [illegible] really [illegible] words quickly. Let's try it out today."

4. Use a mentor text you have already read to the class and think [illegible] about a word that may be difficult for students to [illegible] understand. [illegible] the word onto the class anchor chart. Break the word into syllables and read each part. Describe [illegible] this helped you solve the word.

5. Ask students [illegible] complete their note-taking page as you think together and write on the anchor chart.

6. Use the same mentor text (or another you've already read) to find another challenging word. Stop and follow the same steps as example #1. As a class, work through all three parts of the 2nd example and write your thinking on the chart as students copy into their note-taking page. Invite students to help on all 3 steps.

6. Ask students to turn and talk with a partner about a 3rd challenging word, breaking it into syllables and explaining how that helped solve the new word. After a few minutes call on students to share and write answers on the anchor chart.

6. Tell students that they will be working on identifying challenging, tier 2 words from books they are reading independently, breaking them into syllables, and explaining how that helped them solve the words. Pass out the student page (graphic organizer). Ask them to bring their completed work to the share [illegible] the end [illegible] reading workshop.

7. At the end of the workshop, call the class together to share what they learned about [illegible]. Have them turn and talk with a partner about what they wrote on their student page. Call on [illegible] to share with the class.

Sample Anchor Chart

*** Teacher ideas to [illegible] the lesson [illegible] Students [illegible] add the [illegible] to the anchor chart during the lesson.

Readers can break challenging words into syllables to help them understand new words as they read.		
New Words in a Text	**Syllables:**	**How this helped us solve the word:**
Identify a tier 2 word in a mentor text you have read to the class.	*Break the word into syllables. Example: In/for/ma/tion 4 syllables*	*Explain how breaking the word into syllables helped you solve it and continue reading.*

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I can break challenging words into syllables to help me read new words quickly.

1. What is one challenging word from the text?
2. What is a syllable?
3. How can you break this word into syllables?
4. How did breaking the word into syllables help you read it quickly?

Sample

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I can break
challenging words
to syllables to
help me read
new words
quickly.

Sample

1. What is one challenging word from the text?

2. What is a syllable?

3. How can you break this word into syllables?

4. How did breaking the word into syllables help you read it quickly?

Sample

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I can break challenging words into syllables to help me read new words quickly.

Readers can break challenging words into syllables to help them understand new words [illegible].

New Words in a Text:	[illegible]	How [illegible] Helped us Solve the Word:

Sample

Sample

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Breaking New Words Into Syllables

I can break challenging words into syllables to help me read new words quickly.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Write down 5 new challenging words you found in reading today. Break the words into syllables in the boxes below. Then tell how using syllables helped you read.

New Words:	Syllables:				

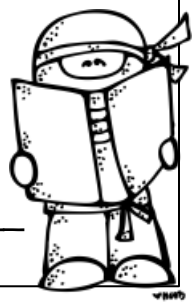


Sample

Sample

How breaking words into syllables helps me read new words quickly:

- _____
- _____
- _____
- _____
- _____



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Word Strategies Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Only students who are new to reading will come across words they do not know.
2. _____ Words that readers struggle to sound out are considered easy words.
3. _____ Readers can sound out some new words, but they may not know what they mean.
4. _____ Words that are difficult to read are often called tier 2 words.
5. _____ All words only have one meaning that stays the same in every book.
6. _____ Readers can think about everything they know about a word to guess its meaning.
7. _____ There are letter patterns in almost every word.
8. _____ Readers can think of other words with the same letter patterns as them.
9. _____ All syllables only have one letter.
10. _____ Syllables must have at least one letter in them.
11. _____ We need strategies to solve new words so we don't interrupt our thinking.
12. _____ Context clues are almost always found in the sentence of the challenging word.
13. _____ Context clues are hints that the author leaves behind to help solve new words.
14. _____ Synonyms are words that mean the opposite things.

Sample

Sample

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Word Strategies Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Which type of reader comes across words that are new in a text?
   a. A new reader
   b. An older reader
   c. Every reader has th[illegible]
   d. C[illegible] che[illegible] mis[illegible] appe[illegible]

2. How do reade[illegible] kn[illegible] a word is hard to r[illegible]?
   a. They sound it out quickly
   b. It's hard to sound out
   c. They don't know what it means
   d. Both b and c

3. What are words that are hard to read often called?
   a. Tier 1 words
   b. Tier 2 words
   c. Tier 3 words
   d. Tier 4 words

4. Why is it important for readers t[illegible] have strat[illegible] to solv[illegible] w[illegible]s?
   a. To [illegible]derstand [illegible] pa[illegible] of [illegible]e text
   b. So they [illegible] re[illegible] slo[illegible]
   c. To skip pag[illegible] du[illegible] reading
   d. So the[illegible] ignore words

5. What are 'letter patterns'?
   a. the spelling of a word
   b. word chunks that sound the same
   c. a sentence
   d. a phrase

6. Which o[illegible]e f[illegible] wi[illegible] a strategy for s[illegible] ne[illegible] w[illegible]
   a. [illegible]o[illegible]t l[illegible]er pa[illegible]rns
   b. I[illegible]o[illegible] the [illegible]
   c. [illegible]k fo[illegible]elp
   d. Read the first letter and move on

7. What is a syllable?
   a. The end of a word
   b. The beginning of a word
   c. One unbroken sound in a word
   d. All the sounds in a word

8. What will happen if we get stuck on one word for too long?
   a. We [illegible]ill forget what we're rea[illegible]g
   b. We [illegible] m[illegible] [illegible]e word [illegible] w[illegible] be[illegible] better reader
   c. N[illegible]mi[illegible] wi[illegible]n

9. Wh[illegible] are synonyms?
   a. Words that mean the opposite
   b. Words that are really long
   c. Words that are one syllable
   d. Words that mean the same

10. What are context clues?
    a. Problems in a story
    b. The main events
    c. Hints to solve challenging words
    d. The nouns in a sentence

Sample
Sample

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I am a
Word Strategies
master!



I am a
Word Strategies
master!



I am a
Word Strategies
master!



I am a
Word Strategies
master!



I am a
Word Strategies
master!



I am a
Word Strategies
master!



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Word Strategies
master!



I am a
Word Strategies
master!



I am a
Word Strategies
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Sample
Sample

I am a
Word Strategies
master!



I am a
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AMAZING!

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