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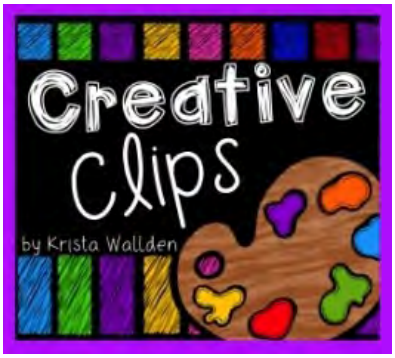
Jen Bengel

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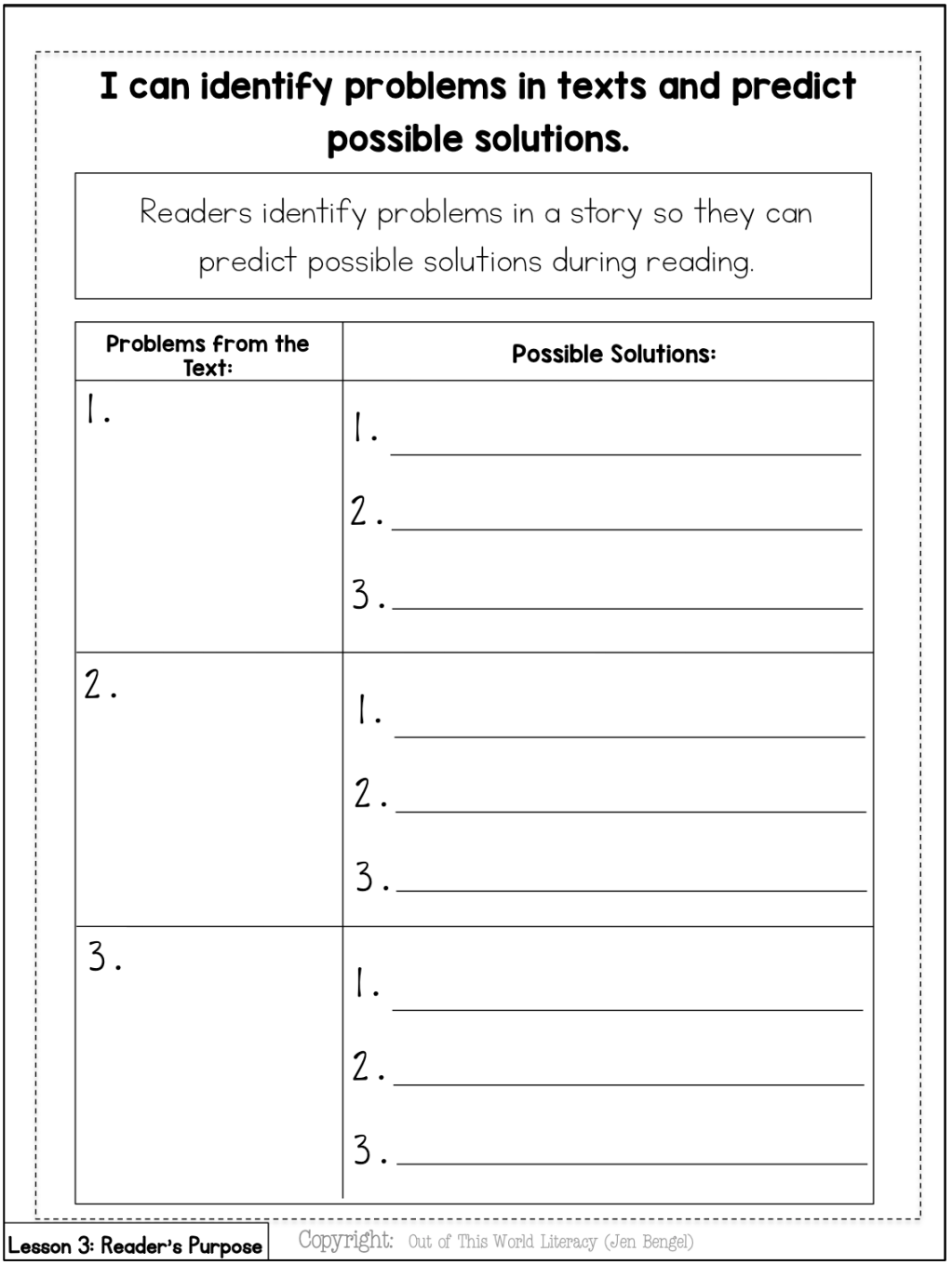
Student work pages to use with *any* book they are reading independently



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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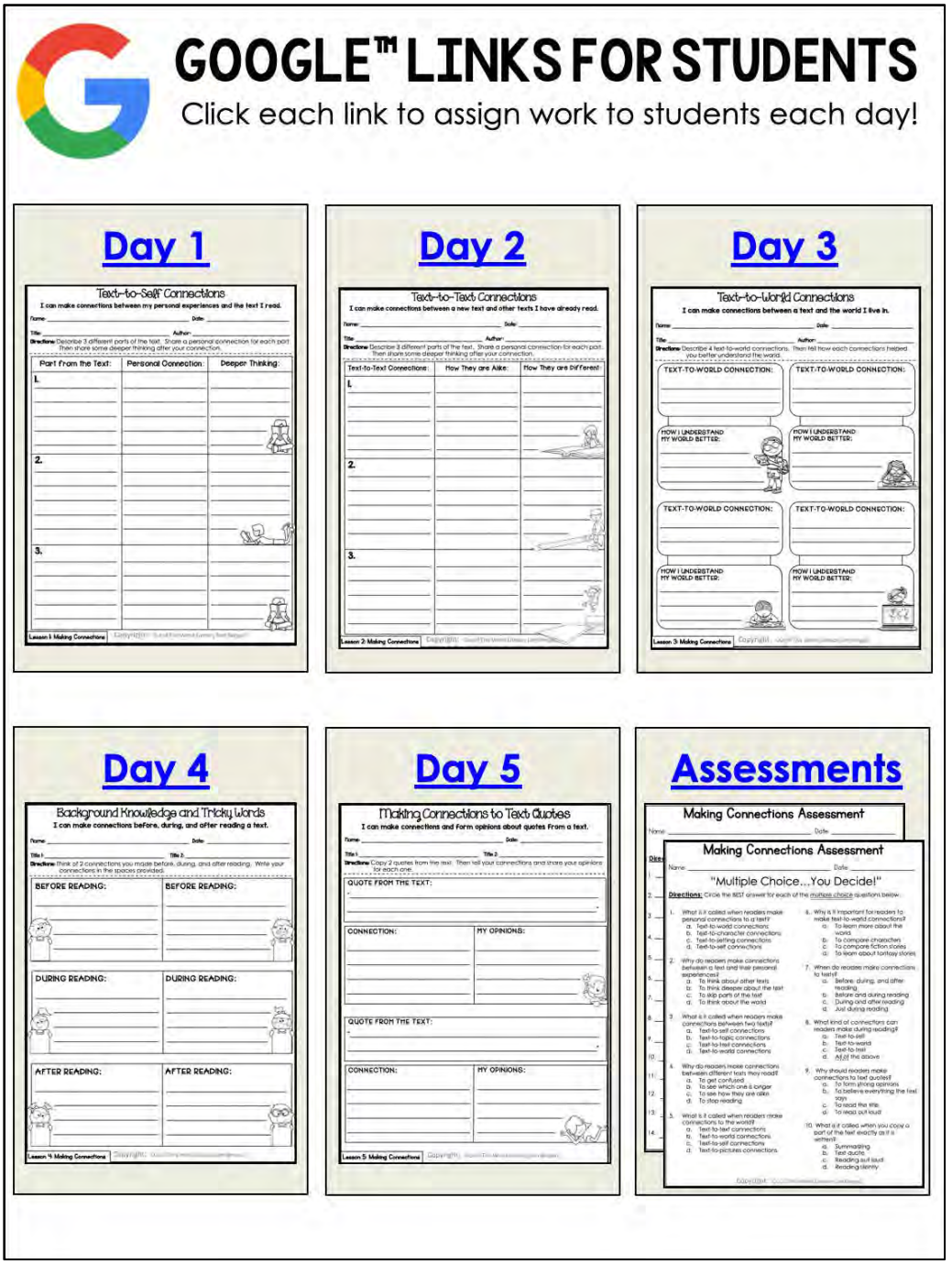
Google digital links for all student pages, including assessments



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.



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



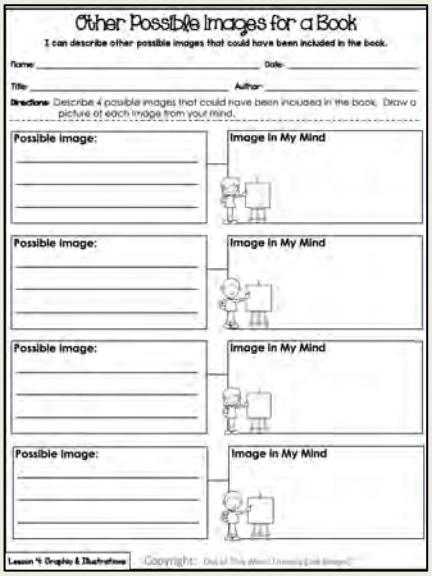
Day 2



Day 3



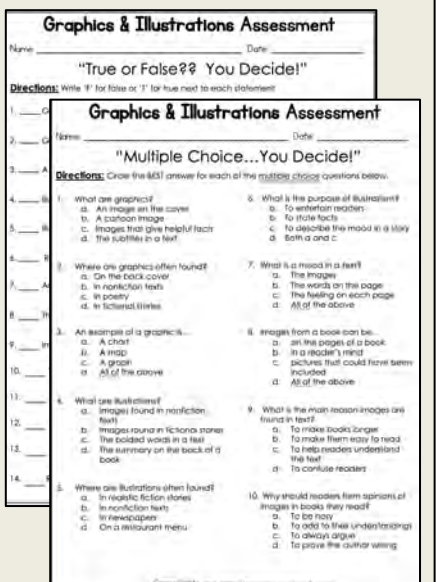
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, understanding graphics and illustrations. The lessons are very specific and focus on 5 angles of graphics and illustrations 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 about graphics and illustrations.
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 graphics and illustrations 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: Graphics and Illustrations

**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 Graphics and Illustrations*	Readers define what graphics and illustrations are so that they can begin to think deeply about them as they read.
LESSON 2 *Connecting Images to Text*	Readers identify how images in a book connect to the text they are reading so they can think about how the images add to the meaning of the text.
LESSON 3 *Analyzing Graphics and Illustrations*	Readers carefully analyze graphics and illustrations as they read so they can identify the mood in a text.
LESSON 4 *Considering Other Images*	Readers consider what other graphics or illustrations could have been added to the text so they can form images in their minds.
LESSON 5 *Forming Opinions about Images*	Readers form opinions about graphics and illustrations so they can decide how much those images added to their understandings of the text.

Sample
Sample

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Readers identify how images in a book connect to the text they are reading so they can think about how the images add to the meaning of the 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 comparing images to the text in a book. Use this language to help:
   "Yesterday we defined graphics and illustrations in books. We shared a few examples of each and then practiced our thinking from images in books we've read. Today we are going to think about how the images in a book compare to the the words in the book, also known as the text. Each image that is chosen to be included in a book is chosen because it adds to the meanings already in the words of the book. Images often reinforce what readers are learning. They also can add to the understanding of the words. There is a strong connection between the images in a book and the text that is on the same page. Today, let's practice describing images and parts from books we've read and see how the images really truly compare to the text we read. Let's get started."
4. Use a mentor text you have already read. Pass around the images and think aloud about one of the images. Describe the image on the anchor chart. Copy some text on the same page as the image. Think aloud and write down how the image and text are connected. Be sure to consider how the image and text complement each other in the sense that they add meaning and [illegible] understandings to the reader.
5. Ask students to complete the note-taking page as you think together and write on the anchor chart.
6. Use the same [illegible] text (or another you've already read) to find another image. 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.
7. Ask students to turn and talk with a partner about a 3rd image, describing the image and how it connects to the text. 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 describing images and text from books they are reading independently, sharing how the two compare. Pass out the student page (graphic organizer). Ask them to bring their completed work to the share at the end of the reading workshop.
9. At the end of the workshop, call the class together to share what they learned about images and text. 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. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers identify how images in a book connect to the text they are reading so they can think about how the images add to the meaning of the text.

Images in the Book:	Text in the Book:	How they are Connected:
Describe an image from the book.	*Copy some text from the book that relates to the image*	*Describe how the text and image are connected.*

Sample

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I can describe how images and the text in a book are connected to add meaning.

Sample

1. Describe an image from the book.
2. What text in the book has a similar meaning as what you see in the image?
3. How are the image and the text connected? Tell me more?
4. How does connecting images to text help readers?

Sample

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I can describe how
[illegible] and the
text in a book are
connected to add
meaning.

Sample

1. Describe an image from the book.
2. What text in the book has a similar meaning as what you see in the image?
3. How are the image and the text connected? Tell me more?
4. How does connecting images to text help readers?

Sample

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I can describe how images and the text in a book are connected to add meaning.

Readers identify how images in a book connect to the text they are reading so they can thi abo w the images add to the meaning of e

Images in the Book:	Te ne oo	H y they are connected:

Sample
Sample

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Connecting Images to Text

I can describe how images and the text in a book are connected to add meaning.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 images from the book. For each image, copy parts of the text. Then tell how the image and text are connected in meaning.

Image:

Text:

How They Are Connected:



Image:

Text:

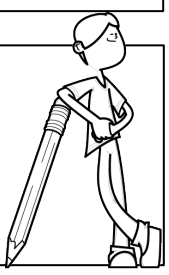
How They Are Connected:



Image:

Text:

How They Are Connected:



Sample

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Graphics & Illustrations Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Graphics can be distracting to readers because they don't offer information.
2. _____ Graphics are often found in many nonfiction texts.
3. _____ A chart, graph and map are all examples of illustrations in fictional stories.
4. _____ Illustrations are found in fictional stories and add entertainment to the story.
5. _____ Illustrations help set the mood in a story.
6. _____ Readers can skip over the graphics in a nonfiction text because they're not helpful.
7. _____ Another word to describe words in a book is text.
8. _____ There is no real connection between the text and images in a story.
9. _____ Images often add to the meaning and understanding of the words in a text.
10. _____ There is only one mood in every story.
11. _____ Readers do not need to spend any time looking closely at images in a book.
12. _____ There are 3 layers of images that readers think about as they read.
13. _____ Readers can form opinions about images they see in texts.
14. _____ Readers do not form opinions about images they find in a book.

Sample

Sample

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Graphics & Illustrations Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What are graphics?
   a. An image on the cover
   b. A cartoon image
   c. Images that give helpful facts
   d. The subtitles in a text

2. Where are graphics often found?
   a. On the book cover
   b. In nonfictional texts
   c. In poetry
   d. In fictional stories

3. An example of a graphic is…
   a. A chart
   b. A map
   c. A graph
   d. All of the above

4. What are illustrations?
   a. Images found in nonfiction texts
   b. Images found in fictional texts
   c. The bolded words in a text
   d. The summary of the [illegible] of a book

5. Where are illustrations often found?
   a. In realistic fiction stories
   b. In nonfiction texts
   c. In newspapers
   d. On a restaurant menu

6. What is the purpose of illustrations?
   a. To entertain readers
   b. To state facts
   c. To describe the mood in a story
   d. Both a and c

7. What is a mood in a text?
   a. The images
   b. The words on the page
   c. The feeling on each page
   d. All of the above

8. Images from a book can be…
   a. on the pages of a book
   b. in a reader's mind
   c. pictures that could have been included
   d. All of the above

9. Why are the illustrations images are found in text?
   a. To make books longer
   b. To make them easy to read
   c. To help readers understand the text
   d. To confuse readers

10. Why should readers form opinions of images in books they read?
    a. To be nosy
    b. To add to their understandings
    c. To always argue
    d. To prove the author wrong

Sample
Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Understanding Graphics and Illustrations

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a
Graphics & Illustrations
master!



I am a
Graphics & Illustrations
master!



I am a
Graphics & Illustrations
master!



I am a
Graphics & Illustrations
master!



I am a
Graphics & Illustrations
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Sample
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master!



Sample
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