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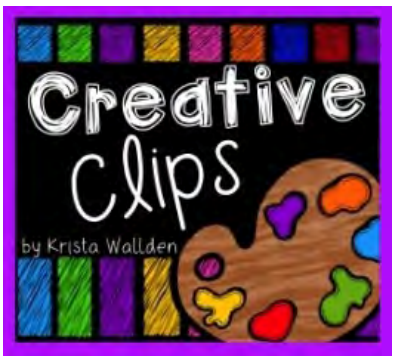
Jen Bengel

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



















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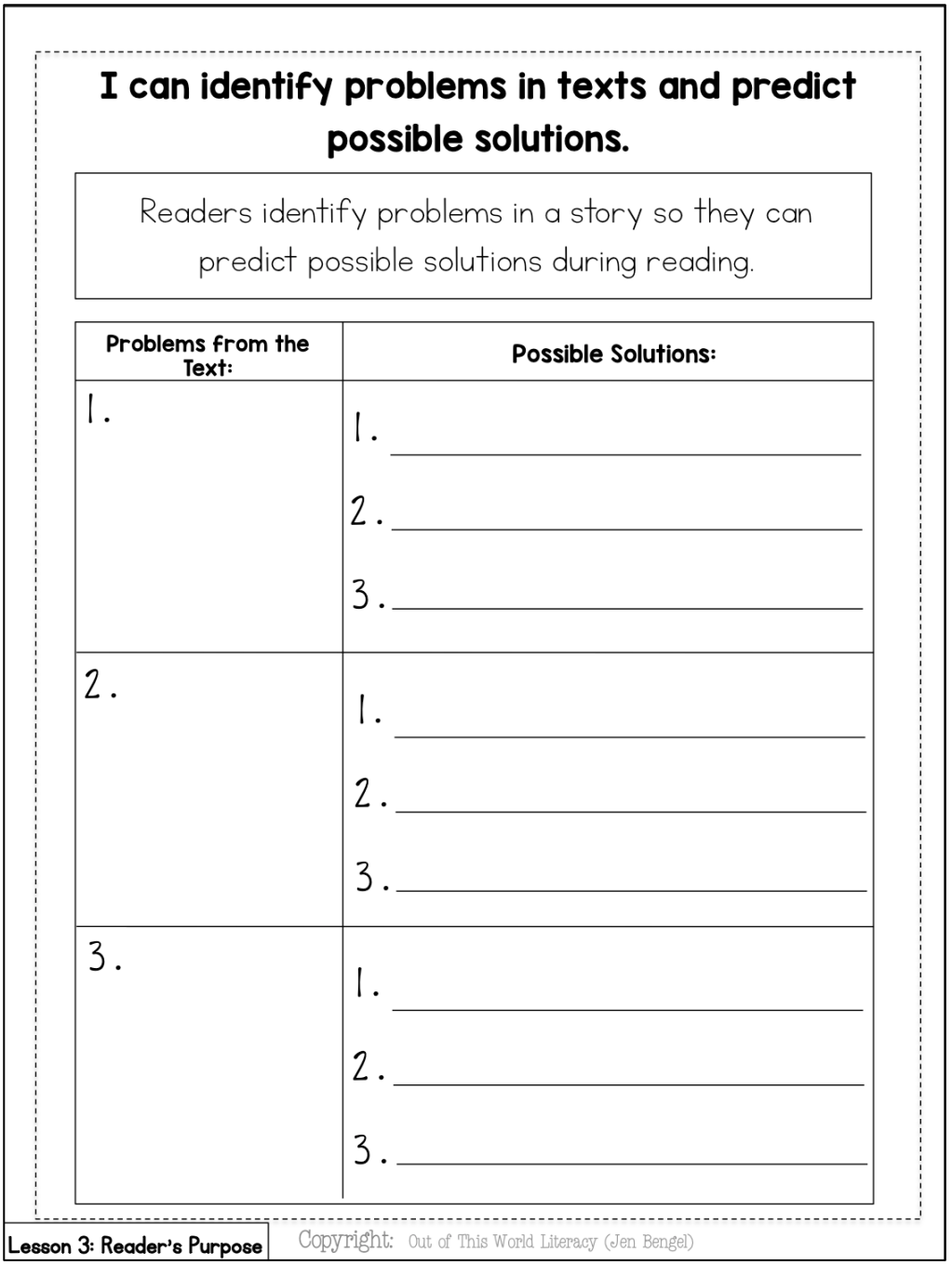
Student work pages to use with *any* book they are reading independently



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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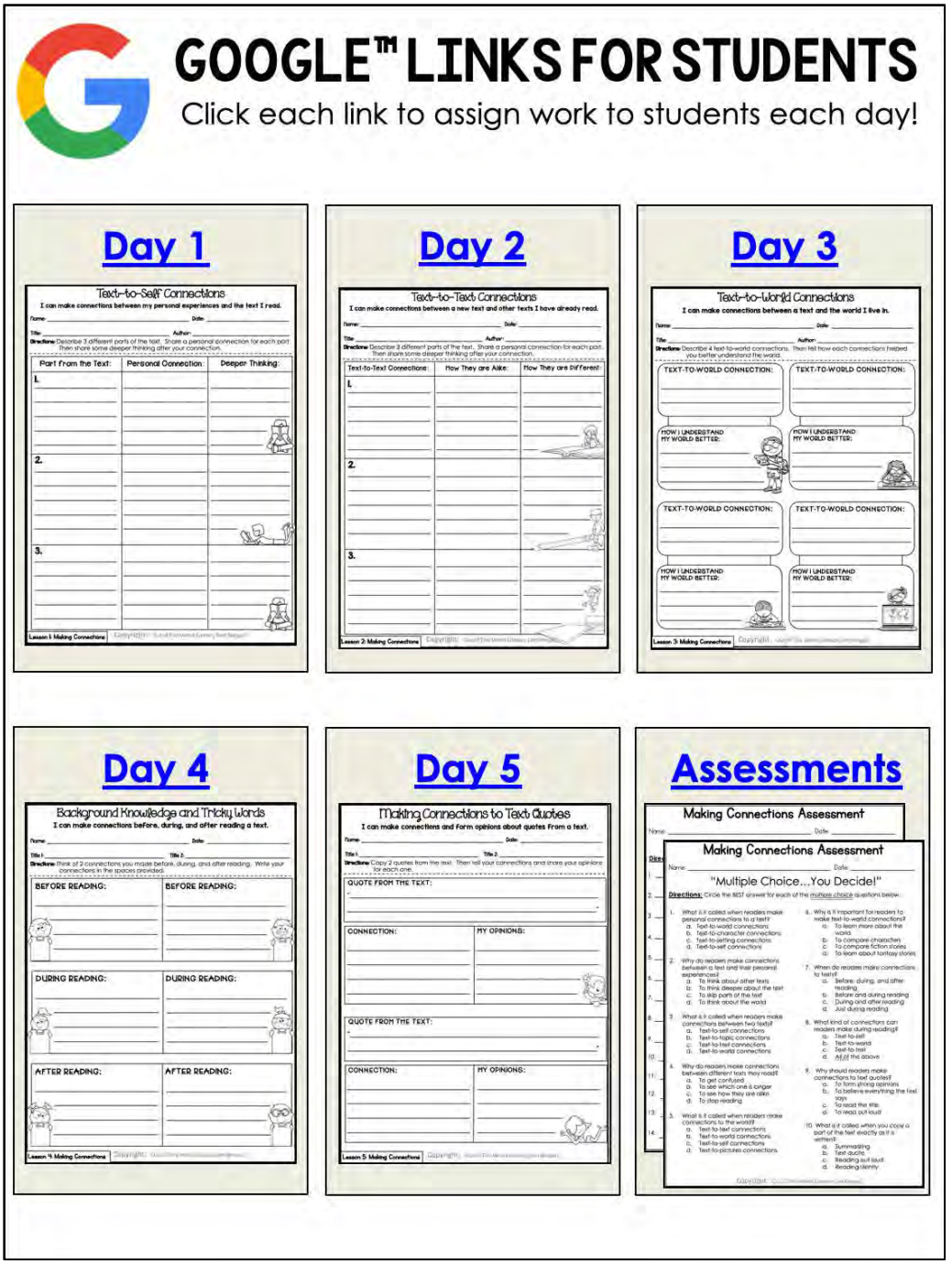
Google digital links for all student pages, including assessments



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(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!)

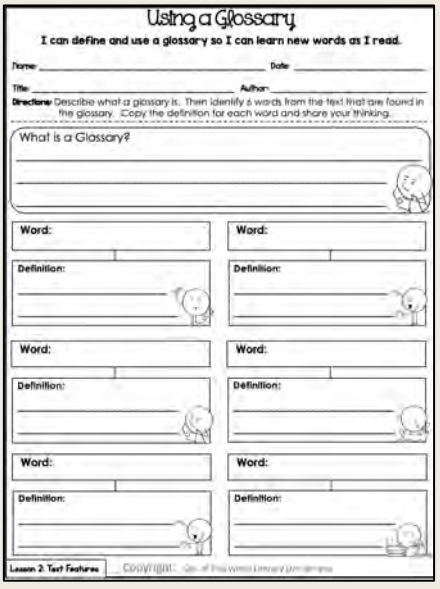
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



Day 2



Day 3



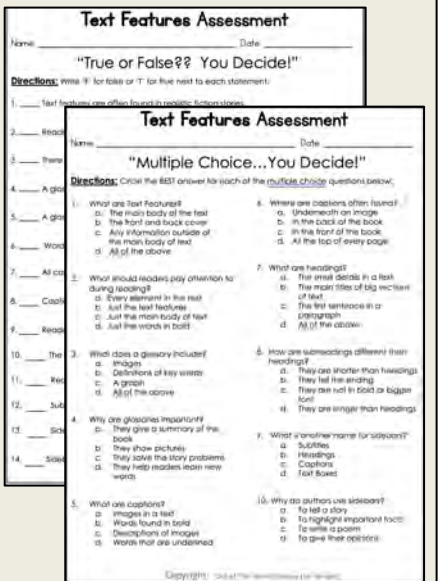
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, understanding text features. The lessons are very specific and focus on 5 types of text features to notice 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 text features.
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 text features 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: Text Features

**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 Text Features*	Readers define what text features are so that they can begin to identify different types and explore how they help readers.
LESSON 2 *Bolded Print and Glossary*	Readers identify what a glossary is so they can look for and define words in bold print that appear in a nonfiction text.
LESSON 3 *Captions and Illustrations*	Readers identify what a caption is so they can pay close attention to captions for illustrations as they read.
LESSON 4 *Headings and Subheadings*	Readers identify what headings and subheadings are so they can look for them in a text and predict what might happen next.
LESSON 5 *Sidebar and Fact Boxes*	Readers identify what a sidebar and a text box are so they can look for them in a text and understand what they mean.

Sample

Sample

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Readers identify what a caption is so they can pay close attention to captions for illustrations as they read.

I. Write the mini lesson statement on anchor chart paper and read it aloud to the class.

I. 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.

I. Introduce the lesson by explaining that captions are a text feature. Use this language to help:
"We've been talking a lot about text features often found in books. These features are in addition to the content of the text and help readers better understand all the information. There are many [illegible]es of text features. We've talked about glossaries. Today we are going to talk about captions. Captions almost always [illegible]ear be[illegible] to help explain what that image means. They are short descriptions that my be in sentence format, [illegible]hey [illegible]e phrase. The main job of a caption is to give readers a quick description of the ima[illegible]em [illegible]in [illegible]about what that image means to a text. Sometimes readers skip over reading [illegible] capt[illegible]nd the[illegible]iss[illegible] o[illegible]nin[illegible]rtant things. Today, let's practice looking for captions and taking [illegible]and [illegible]nk abou[illegible]ich[illegible]."

4. Begin by d[illegible] what capt[illegible]e. [illegible]ne [illegible] to he[illegible]ou[illegible] a class definition to write on your anchor [illegible]. [illegible]e stu[illegible]s [illegible] o[illegible] their [illegible]-takin[illegible]ag[illegible].

4. Use a me[illegible]xt you [illegible]e alrea[illegible]ea[illegible] the [illegible]s that inclu[illegible]aptions. Hunt for captions. Copy a caption onto the chart[illegible] al[illegible]abo[illegible]r[illegible]ng that caption helped you better understand the text. Add your thinking about the [illegible]ion [illegible]class chart.

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

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

4. Ask students to turn and talk with a partner about a 4th caption, describing how it helped them as readers to better understand the text. After a few minutes call on students to share and write answers on the anchor chart.

5. Tell students that they will be working on identifying captions in the text.. Pass out the student page (graphic organizer). Ask them to bring their completed work to the share at the end of the reading workshop.

4. At the end of the workshop, call the class together to share what they learn[illegible]bout c[illegible]Have them turn and talk with a partner about what they wrote on their students pages. Call [illegible] few[illegible]shar[illegible]h the class.

Sample Anchor [illegible]t

*** Teacher ideas to start the lesson are in red. Students will [illegible]ide[illegible] Add th[illegible]to [illegible]anc[illegible] during the lesson.

Readers identif[illegible]t a capti[illegible]o [illegible]ca[illegible]ay cl[illegible]a[illegible]o captions for illustrations as the[illegible]ead.

What is a Capt[illegible]

Define what a caption is.[illegible]ave the class help you with the definition.

Captions:	How They Helped Us as Readers:
Copy captions found in the text.	*Describe how each caption helped you better understand the text.*

Sample

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I can define captions and think about how they help me understand a text.

1. What is a caption? Tell me more.
2. What captions do you see in this text?
3. What information would you have missed out on if you skipped reading the caption?
4. How does understanding the importance of captions help readers?

Sample

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I can define captions and think about how they help me understand a text.

1. What is a caption? Tell me more.
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3. What information would you have missed out on if you skipped reading the caption?
4. How does understanding the importance of captions help readers?

Sample

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I can define captions and think about how they help me understand a text.

Readers identify what a caption is so they can pay close attention to captions for illustrations as they read.

What is a Caption?

Captions:	How They Helped Us as Readers:

Sample

Sample

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Understanding Captions

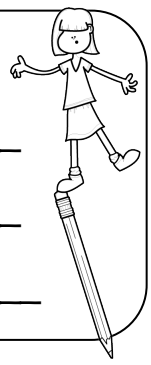
I can define captions and think about how they help me understand a text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe what captions are. Then identify 4 captions from from the text you are reading. Share how each one helped you better understand the text.

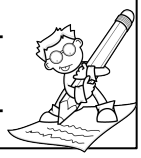
What are Captions?



Sample

Caption:

How it Helped Me Understand the Text:



Caption:

How it Helped Me Understand the Text:



Sample

Caption:

How it Helped Me Understand the Text:



Caption:

How it Helped Me Understand the Text:



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Text Features Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. __F__ Text features are often found in realistic fiction stories.

2. __T__ Readers need to pay attention to [illegible] the [illegible] just th[illegible] m[illegible]n b[illegible] a text.

3. __F__ The[illegible] is only o[illegible] type [illegible] te[illegible] feat[illegible]e fou[illegible]d i[illegible] [illegible]ooks.

4. __F__ A glo[illegible] [illegible]ound at the front of a book.

5. __T__ A glossary is like a context clue for readers to solve new words.

6. __T__ Words are found in alphabetical order in a glossary.

7. __F__ All captions are written in complete sentences.

8. __T__ Captions almost always appear underneath an image [illegible]d t[illegible] means.

9. __F__ Readers can skip reading [illegible]d j[illegible] lo[illegible] at th[illegible] [illegible]e instead.

10. __F__ The [illegible]dings i[illegible] text [illegible] [illegible]en lo[illegible] sentenc[illegible] with key details.

11. __T__ Readi[illegible] [illegible]eadings can help readers predict what might happen next.

12. __T__ Subheadings give the main points of a section of text and are often in bold font.

13. __F__ Sidebars tell readers about the least important facts in a text.

14. __T__ Sidebars allow the author to highlight the most important facts.

Sample

Sample

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Text Features Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What are Text Features?
   a. The main body of the text
   b. The front and back cover
   c. Any information outside of the main body of t
   d. A ab

2. What should r de ention to during re in
   a. Every element in the text
   b. Just the text features
   c. Just the main body of text
   d. Just the words in bold

3. What does a glossary include?
   a. Images
   b. Definitions of key words
   c. A graph
   d. All of the above

4. Why are glossaries important?
   a. They give a summary of bo
   b. The show pic es
   c. They the ory p le
   d. They help d ew words

5. What are captions?
   a. Images in a text
   b. Words found in bold
   c. Descriptions of images
   d. Words that are underlined

6. Where d cap ns n found?
   a. Un ne mage
   b. th o of th book
   c. I he ont e book
   d. the p of every page

7. W t are headings?
   a. The small details in a text
   b. The main titles of big sections of text
   c. The first sentence in a paragraph
   d. All of the above

8. How are subheadings different than headings?
   a. They are shorter than headings
   b. The tell the ending
   c. The re n d or bigger font
   d. ey e ger th n headings

9. W other name for sidebars?
   a. Subtitles
   b. Headings
   c. Captions
   d. Text Boxes

10. Why do authors use sidebars?
    a. To tell a story
    b. To highlight important facts
    c. To write a poem
    d. To give their opinions

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Understanding Text Features

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



Sample
Sample

I am a
Text Features
master!



I am a
Text Features
master!



I am a
Text Features
master!



I am
Text Features
master!



I am a
Text Features
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I am a
Text Features
master!



Sample
Sample