Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

*** The license in not transferrable to another person.

*** If you are a coach, principal, or district interested in a site license, please contact me for a quote at jenbengel5@gmail.com.

*** This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

This Resource is NOT to be:

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

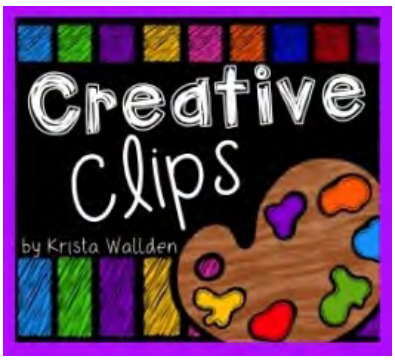
Jen Bengel

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.

Copyright: Out of This World Literacy (Jen Bengel)

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	

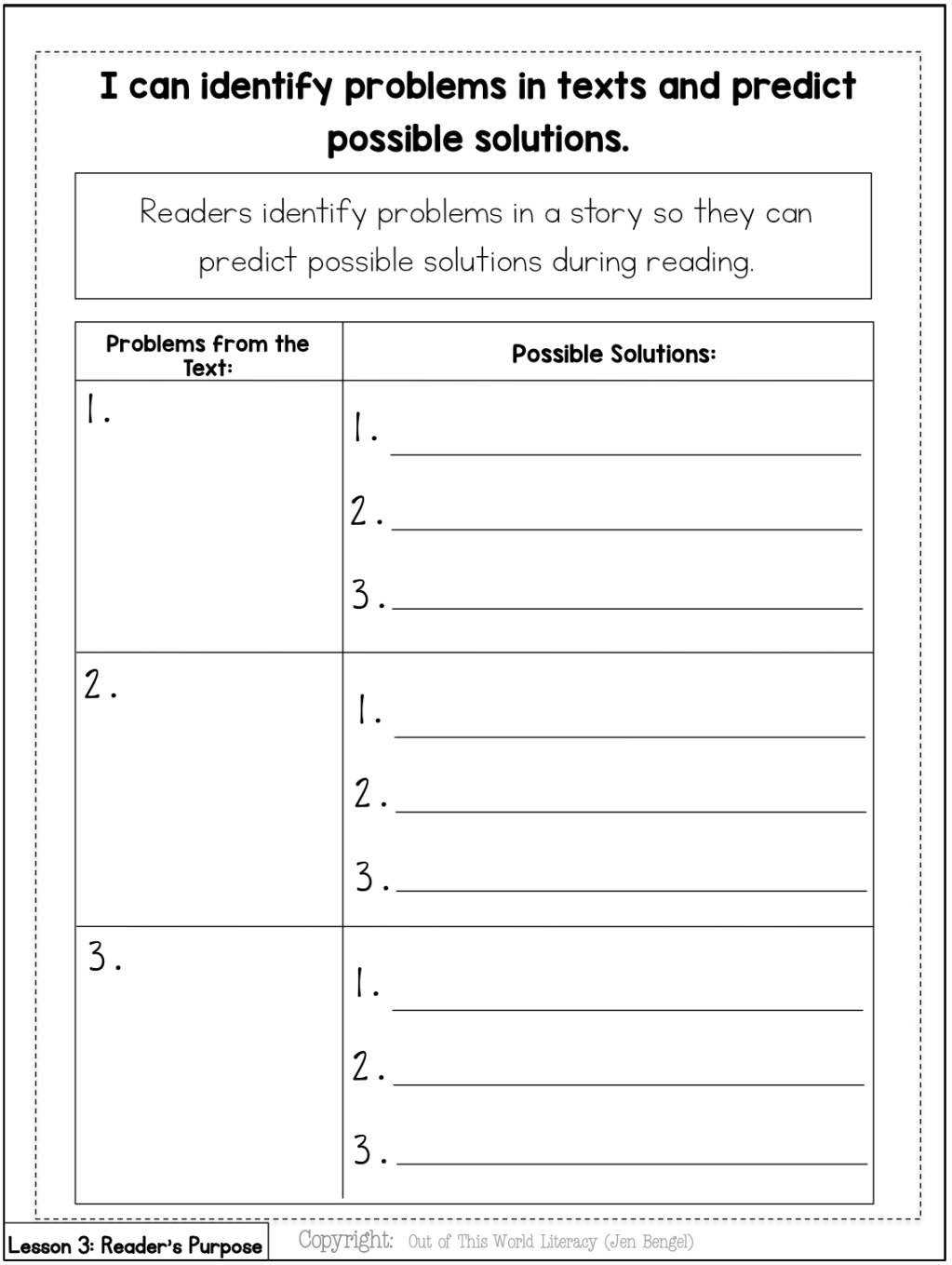
Lesson 3: Making Connections

Copyright: Out of This World Literacy (Jen Bengel)

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. _____

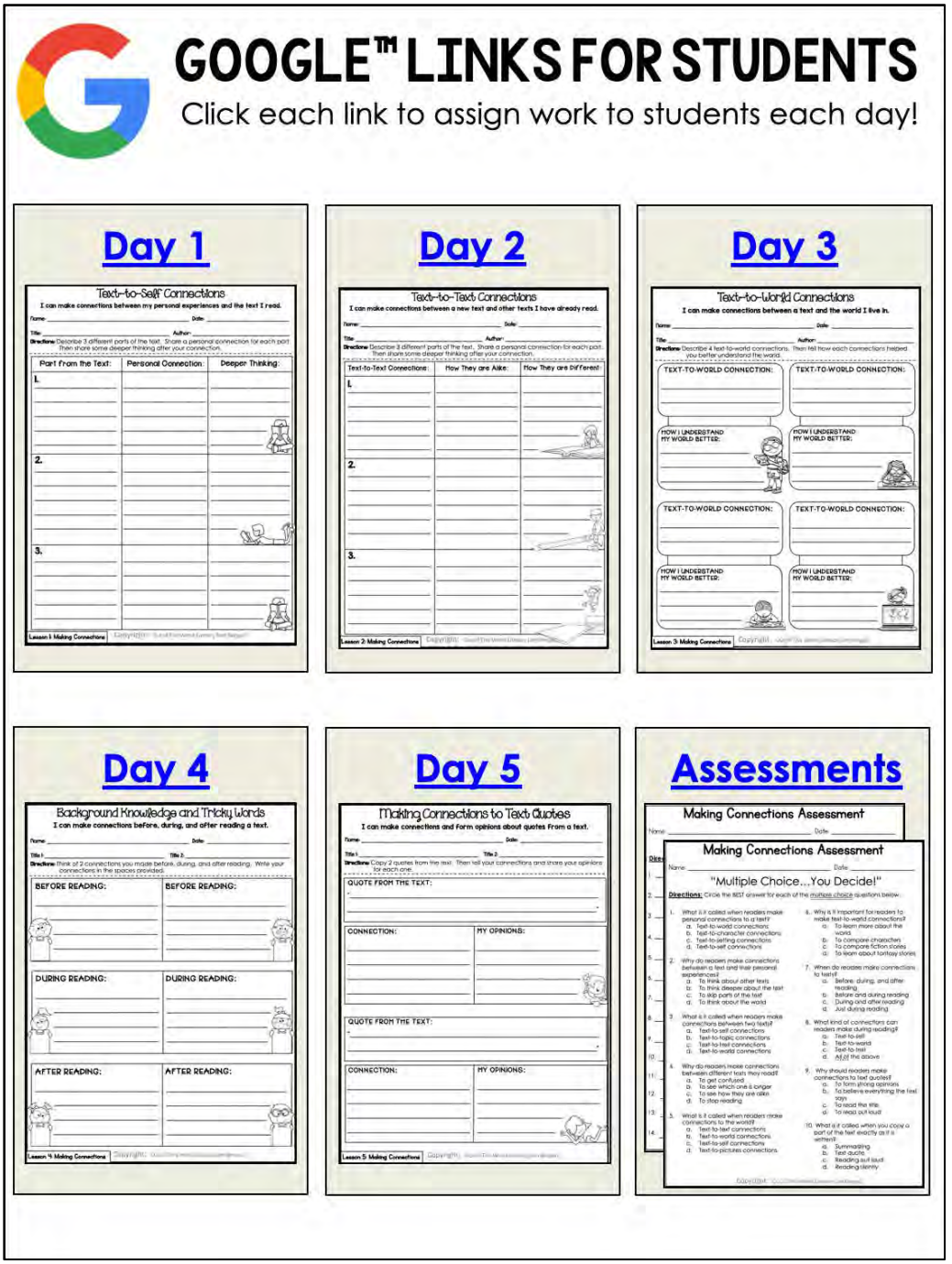
Lesson 3: Reader's Purpose

Copyright: Out of This World Literacy (Jen Bengel)

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.



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.

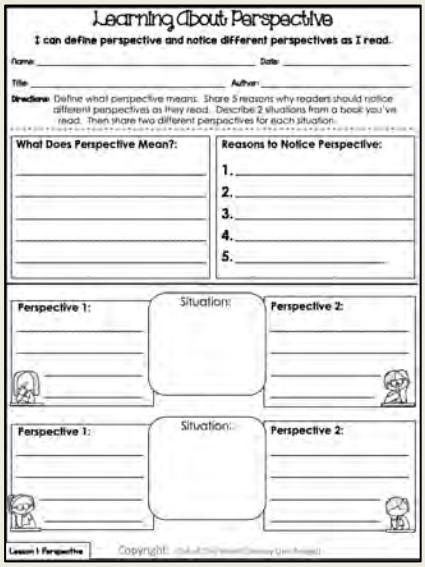
Mini Units for Mastery Mega Bundle

(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


Learning About Perspective

I can define perspective and notice different perspectives as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Define what perspective means. Share 5 reasons why readers should notice different perspectives as they read. Describe 2 situations from a book you've read. Then share two different perspectives for each situation.

What Does Perspective Mean?:

Reasons to Notice Perspective:
1. _____
2. _____
3. _____
4. _____
5. _____

Perspective 1: Situation: Perspective 2:

Perspective 1: Situation: Perspective 2:

Lesson 1 Perspective Copyright:

Day 2


Forming Opinions About Perspectives

I can identify different perspectives for one situation and decide which I agree with the most.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify a situation from the text you are reading. Share four different perspectives from characters in the story. Name the perspective you agree with the most and list reasons that lead you to agree with that perspective.

Perspective 1: Situation: Perspective 2:

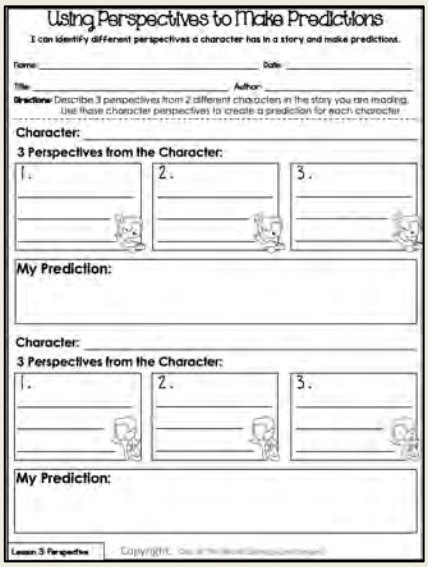
Perspective 3: Perspective 4:

Perspective I Agree with the Most:

My Reasons:
1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 2 Perspective Copyright:

Day 3


Using Perspectives to Make Predictions

I can identify different perspectives a character has in a story and make predictions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 perspectives from 2 different characters in the story you are reading. Use these character perspectives to create a prediction for each character.

Character: _____

3 Perspectives from the Character:

1. 2. 3.

My Prediction:

Character: _____

3 Perspectives from the Character:

1. 2. 3.

My Prediction:

Lesson 3 Perspective Copyright:

Day 4


Past Experiences and Perspective

I can use my own past experiences to create perspectives as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Quickly tell about 2 events from the text. Share 3 personal experiences that are similar to each event. Then share your perspective for each event.

Event: _____

My Past Experiences:

1. 2. 3.

My Perspective:

Event: _____

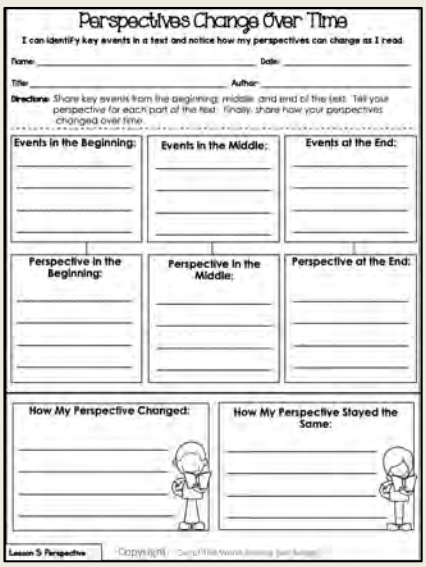
My Past Experiences:

1. 2. 3.

My Perspective:

Lesson 4 Perspective Copyright:

Day 5


Perspectives Change Over Time

I can identify key events in a text and notice how my perspectives can change as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Share key events from the beginning, middle, and end of the text. Tell your perspective for each part of the text. Finally, share how your perspectives changed over time.

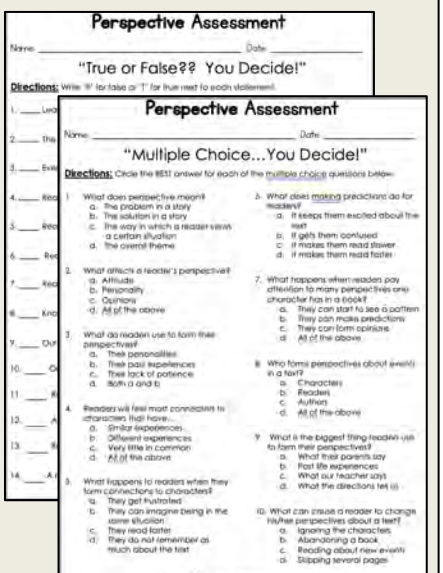
Events in the Beginning: Events in the Middle: Events at the End:

Perspective in the Beginning: Perspective in the Middle: Perspective at the End:

How My Perspective Changed: How My Perspective Stayed the Same:

Lesson 5 Perspective Copyright:

Assessments


Perspective Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

Perspective Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. What does perspective mean?
   a. The problem in a story
   b. The solution in a story
   c. The way in which a reader views a certain situation
   d. The overall theme

2. What affects a reader's perspective?
   a. Attitude
   b. Personality
   c. Opinions
   d. All of the above

3. What do readers use to form their perspectives?
   a. Their personalities
   b. Their past experiences
   c. Their lack of patience
   d. Both a and b

4. Readers will feel most connected to characters that have...
   a. Similar experiences
   b. Different experiences
   c. Very little in common
   d. All of the above

5. What happens to readers when they form connections to characters?
   a. They get frustrated
   b. They can imagine being in the same situation
   c. They read faster
   d. They do not remember as much about the text

6. What does making predictions do for readers?
   a. It keeps them excited about the text
   b. It gets them confused
   c. It makes them read slower
   d. It makes them read faster

7. What happens when readers pay attention to many perspectives one character has in a book?
   a. They can start to see a pattern
   b. They can make predictions
   c. They can form opinions
   d. All of the above

8. Who forms perspectives about events in a text?
   a. Characters
   b. Readers
   c. Author
   d. All of the above

9. What is the biggest thing readers use to form their perspectives?
   a. What their parents say
   b. Past life experiences
   c. What our teacher says
   d. What the directions tell us

10. What can cause a reader to change his/her perspectives about a text?
    a. Ignoring the characters
    b. Abandoning a book
    c. Reading about new events
    d. Skipping several pages

Copyright:

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, thinking of multiple perspectives. The lessons are very specific and focus on 5 types of perspectives 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 perspective.
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 perspective 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.

Copyright: Out of This World Literacy (Jen Bengel)

The Mini Lessons: Perspective

**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 Perspective*	Readers define what perspective means in terms of reading so that they can begin noticing different perspectives as they read.
LESSON 2 *Character Perspectives*	Readers learn to notice different perspectives from characters as they read so that they can decide which perspective they agree with the most.
LESSON 3 *Using Perspectives to Predict*	Readers identify different perspectives characters have in a story so they can predict what that character might do next.
LESSON 4 *Perspectives and Past Experiences*	Readers identify their own past experiences so that they can use them to form their own perspectives about events in a text.
LESSON 5 *Perspectives Change Over Time*	Readers identify events in the beginning, middle, and end of text so they can identify how their perspectives change over time.

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Readers learn to notice different perspectives from characters as they read so that they can decide which perspective they agree with the most.

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 that readers identify which perspective they agree with the most. Use this language to help:
   "Yesterday we talked about what it means to notice perspective as we read. We talked about all the reasons why we should notice perspective and we practiced a few times. Today we are going to practice finding perspectives in texts we've read. We are also going to take it a step further. We are going to decide which of the perspectives we agree with the most. Remember, our perspectives are based on our personalities, life experiences, and opinions. We'll use those today to decide which character's perspective we feel the most connected to. When readers make connections to character's perspectives, it helps them imagine what it might be like to be that character and helps them think of how they might act in a similar situation. Let's get started finding perspectives today!"
4. Use a mentor text you have read aloud to the class and think aloud about a situation from the text. Write it on the chart. Think aloud about a character and his/her perspective towards that situation. Add your thinking about the caption to the class chart.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use the same text or situation to invite students to think of another character with a different perspective. Complete the character part of the chart.
5. Ask students to turn and talk with a partner about a 3rd character and his/her perspective. After a few minutes call on students to share and write answers on the anchor chart.
6. Ask students to turn and talk with a partner about which perspective they agreed with the most and why. After a few minutes call on students to share and write answers on the anchor chart. Have a discussion about how there could be multiple answers here based on different experiences, personalities, and opinions.
7. Tell students that they will be working on describing a situation with multiple perspectives and deciding which they agree with the most. 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.
8. At the end of the workshop, call the class together to share what they learned about perspective. 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 to the anchor chart during the lesson.

Readers learn to notice different perspectives from characters as they read so that they can decide which perspective they agree with the most.

Situation	Character	Perspective:

Perspective We Agree with the Most:	Our Reasons:
Identify which perspective you agree with the most	*Share personal experiences, opinions, and personality traits that impact your reasons for having the same perspective*

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can identify different perspectives for one situation and decide which I agree with the most.

1. Describe a situation from the text that has more than one perspective.
2. What are some different perspectives characters have about that situation? How do you know?
3. Which perspective do you agree with the most? Why?
4. Why is it important for readers to find a perspective they agree with?

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can identify different perspectives and decide which I agree with the most.

1. Describe a situation from the text that has more than one perspective.
2. What are some different perspectives characters have about that situation? How do you know?
3. Which perspective do you agree with the most? Why?
4. Why is it important for readers to find a perspective they agree with?

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can identify different perspectives for one situation and decide which I agree with the most.

Readers learn to notice different perspectives from characters as they read so that they can decide which perspective they agree with the most.

Situation:	Character:	Perspective:

Perspective We Agree With the Most:	Our Reason:

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Forming Opinions About Perspectives

I can identify different perspectives for one situation and decide which I agree with the most.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify a situation from the text you are reading. Share four different perspectives from characters in the story. Name the perspective you agree with the most and list reasons that lead you to agree with the perspective.

Perspective 1:



Perspective 2:



Perspective 3:



Perspective 4:



Perspective I Agree with the Most:

My Reasons:

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

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Perspective Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T Learning about different character perspectives can help readers in real life too.
2. F The characters in books all have the same perspectives about situations.
3. F Every character in a book must have a different perspective to each situation.
4. T Readers often agree with one character's perspective over other characters.
5. F Readers do not need to think about their own experiences when reading.
6. T Readers often imagine how they may act in a situation they read about in a text.
7. T Readers pay attention to all the different perspectives characters have in a book.
8. T Knowing a character's perspective can help readers make predictions.
9. T Our minds are always forming perspectives about people, places, and things.
10. F Our perspectives are always true and based on facts from the world.
11. F Readers do not consider their own perspectives, only the perspectives of authors.
12. F A reader's perspectives about characters will not change over time.
13. T Readers can change their perspectives over time.
14. T A reader's perspective might not change from the beginning to end of a text.

Sample Sample

Copyright: Out of This World Literacy (Jen Bengel)

Perspective Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What does perspective mean?
   a. The problem in a story
   b. The solution in a story
   c. The way in which a reader view a certain situation
   d. T[illegible] all th[illegible]

2. What affects [illegible] ea[illegible]r's [illegible]pective?
   a. Attitude
   b. Perso[illegible]
   c. Opinions
   d. All of the above

3. What do readers use to form their perspectives?
   a. Their personalities
   b. Their past experiences
   c. Their lack of patience
   d. Both a and b

4. Readers will feel most connected to characters that have…
   a. Similar experiences
   b. Diff[illegible]xperi[illegible]
   c. Ve[illegible]ittle in co[illegible]mon[illegible]
   d. All o[illegible] abo[illegible]

5. What happ[illegible] readers when they form connections to characters?
   a. They get frustrated
   b. They can imagine being in the same situation
   c. They read faster
   d. They do not remember as much about the text

6. What do[illegible] mak[illegible]g p[illegible]ictions do for re[illegible]s?
   a. [illegible]re[illegible]s [illegible]m ex[illegible]ed about the [illegible]t
   b. [illegible]gets [illegible]em confused
   c. It makes them read slower
   d. It makes them read faster

7. What happens when readers pay attention to many perspectives one character has in a book?
   a. They can start to see a pattern
   b. They can make predictions
   c. They can form opinions
   d. All of the above

8. Who forms perspectives about events in a text?
   a. Ch[illegible]acters
   b. Rea[illegible]rs
   c. [illegible]uth[illegible]
   d. A[illegible] of [illegible]e [illegible]ove

9. W[illegible]e biggest thing readers use [illegible] f[illegible]n their perspectives?
   a. What their parents say
   b. Past life experiences
   c. What our teacher says
   d. What the directions tell us

10. What can cause a reader to change his/her perspectives about a text?
    a. Ignoring the characters
    b. Abandoning a book
    c. Reading about new events
    d. Skipping several pages

Sample
Sample

Copyright: Out of This World Literacy (Jen Bengel)

I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



Sample
Sample

I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



I am a Perspective master!



Sample
Sample