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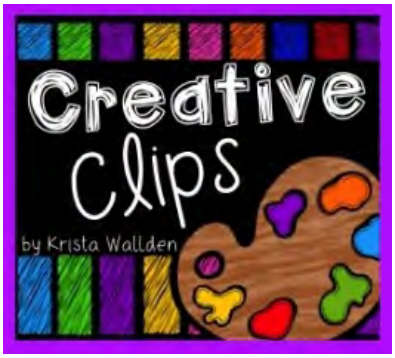
Jen Bengel

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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Mini Units for Mastery Mega Bundle

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

COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

Lesson 3: Making Connections

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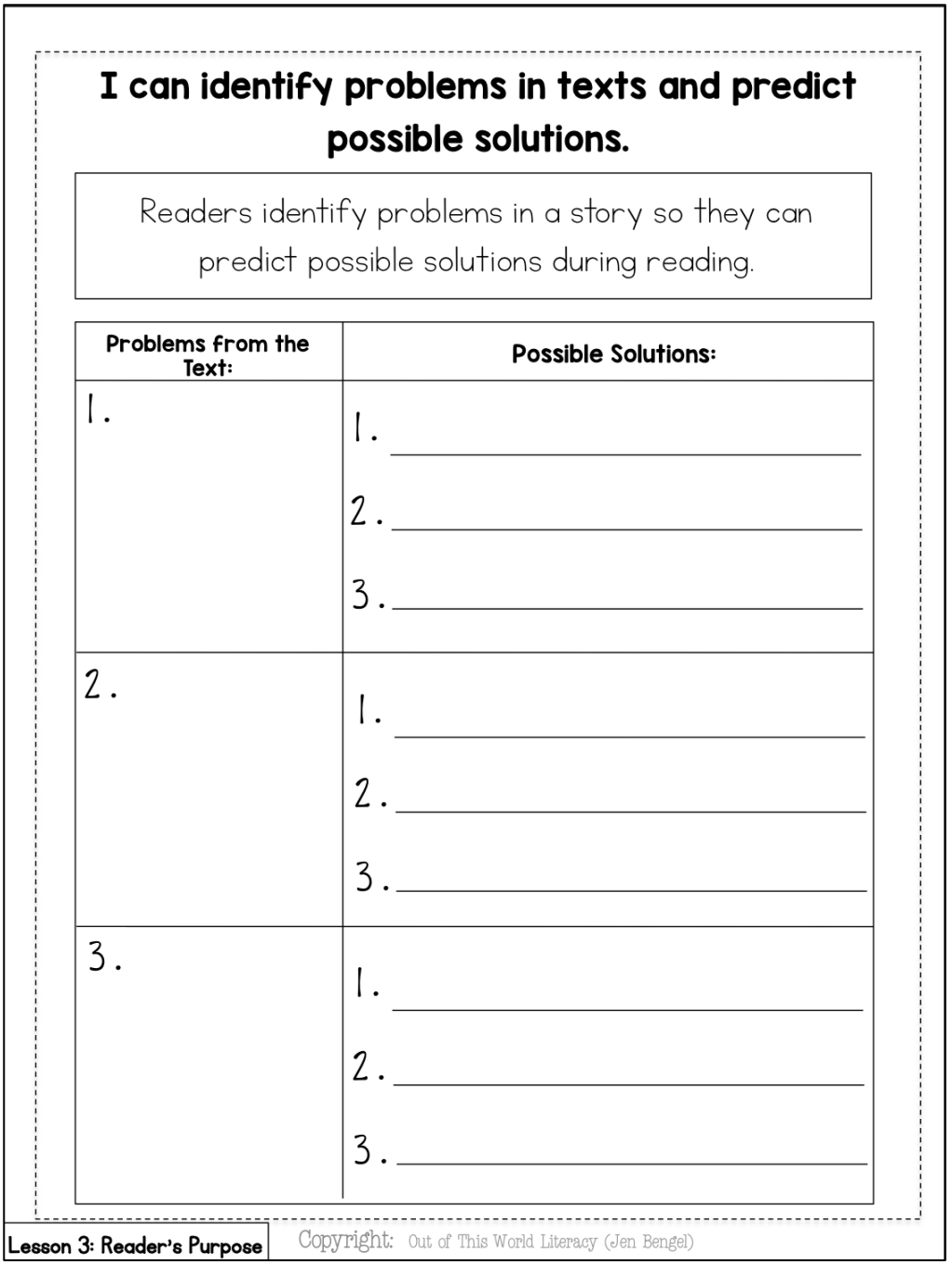
Student work pages to use with *any* book they are reading independently



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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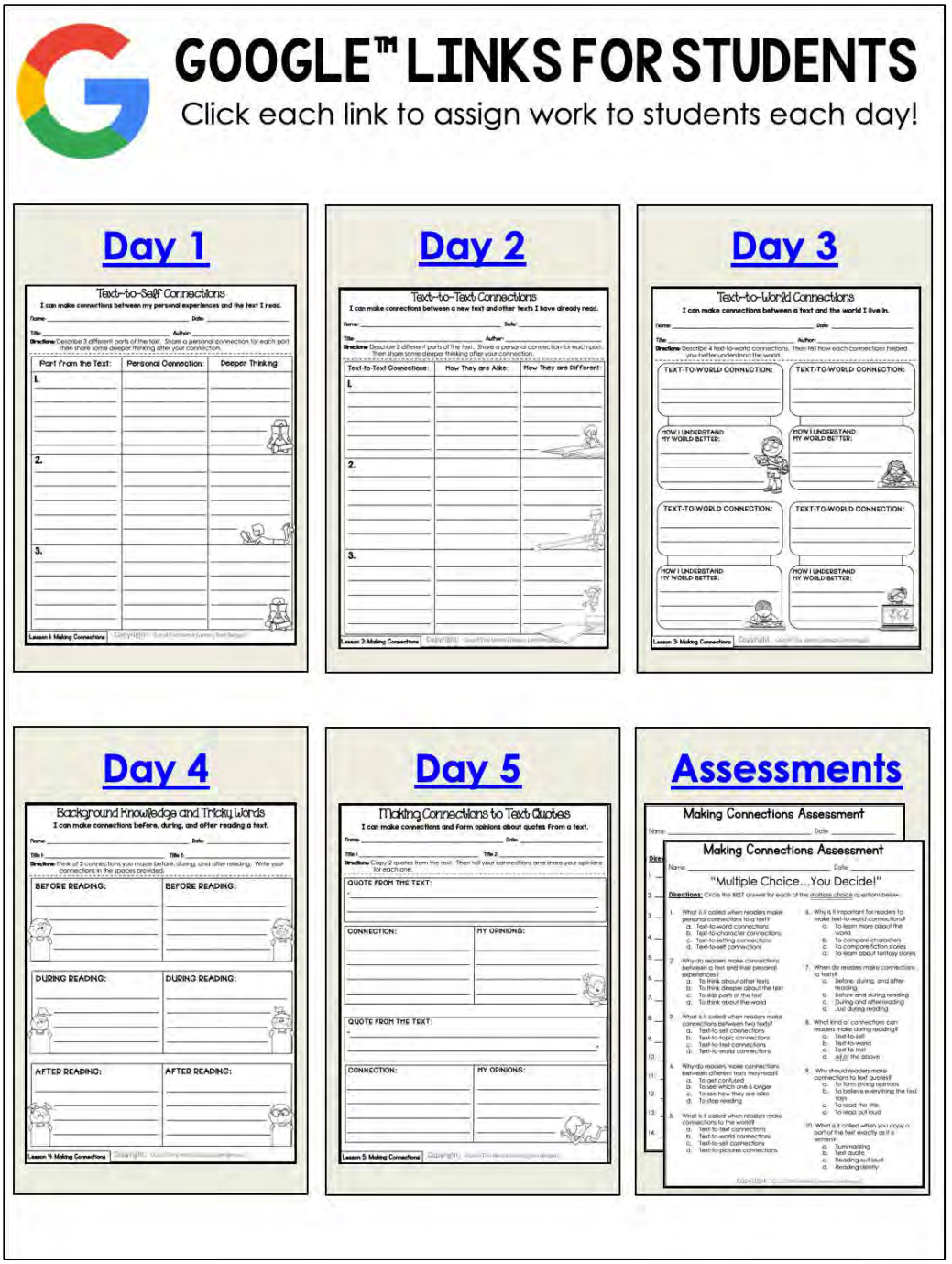
Google digital links for all student pages, including assessments



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!)

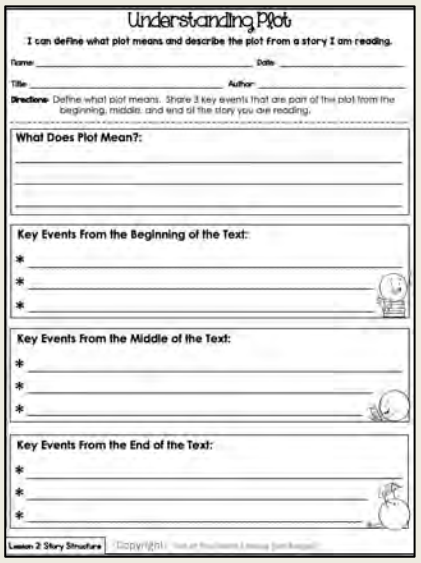
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

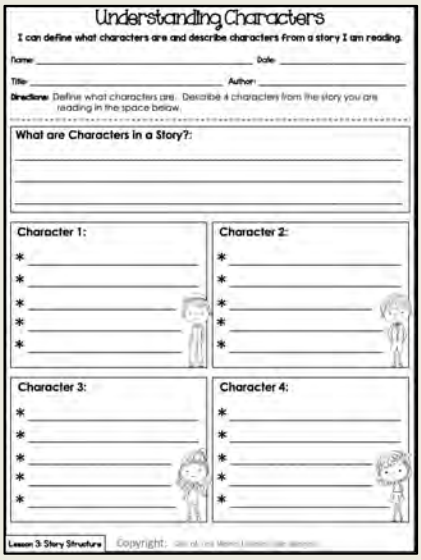
Day 1



Day 2



Day 3



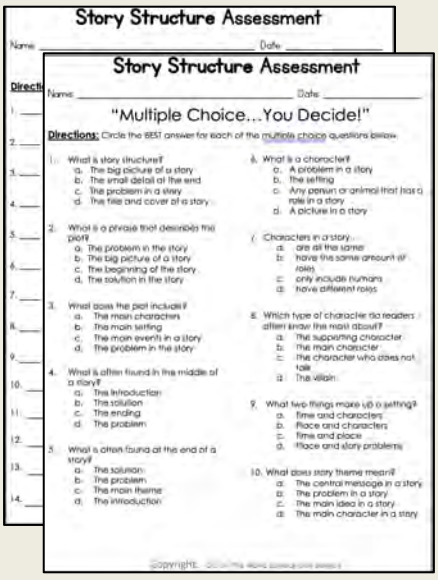
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, noticing story structure. The lessons are very specific and focus on 5 types of story structure 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 understanding story structure.
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 story structure 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: Story Structure

**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 Story Structure*	Readers define what story structure means in order to begin identifying different parts of a story.
LESSON 2 *Understanding Plot*	Readers define what plot means so they can identify and describe plots in stories they read.
LESSON 3 *Understanding Characters*	Readers define what characters are so they can identify and describe characters in stories they read.
LESSON 4 *Understanding Setting*	Readers define what setting means so they can identify and describe settings in stories they read.
LESSON 5 *Understanding Theme*	Readers define what theme means so they can identify and describe themes in stories they read.

Sample

Sample

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Readers define what story structure means in terms of reading so that they can begin identifying different parts of a story.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by defining and explaining what story structure means. Use this language to help:
"Today we are going to talk about seeing the big picture with stories we read. There is a name that authors and readers use to describe the big picture of a story. It's called story structure. The word 'structure' means something that is built from several parts. You may have heard of buildings called structures, because they are built from many parts. A story is just the same. It is build from many parts. Story structure means how the story is built or organized into a final product. There are many parts that go into a story structure and we are going to look at several over the next few days. Today, we are going to come up with our own definition for story structure and talk about why it's important for readers to think about. We'll also take a look at a few books we've read and think about their story structure and how they are organized. Let's get started!"
4. Begin by discussing what story structure means. Have the class think and create a class definition to write on your anchor chart. Have students copy onto their note-taking page.
5. Make a list of reasons readers should pay attention to story structure as they read. Invite students to help with your list and have them write on their note-taking page.
6. Use a mentor text you have already read to the class and begin thinking aloud about how the story is organized. Make a list of ways the story is organized on the class chart as you think aloud.
7. Ask students to complete their note-taking page as you think together and write on the anchor chart.
8. Use a different mentor text to continue reading and ask the class to help you with the 2nd example. As a class, identify the organization of the story by making a list of things you notice. Write all the thinking on the chart as students copy into their note-taking page.
9. Share another book with the class and have students turn and talk about a 3rd example for the anchor chart, following the same steps.
4. Tell students that they will be working on identifying the story structure of a text they are reading. 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.
5. At the end of the workshop, call the class together to share what they learned about story structure. Have them turn and talk with a partner about what they wrote on their student page. Call on a few to share with the class.

Sample Graphic Organizer

*** Teacher ideas to start the lesson are in italics. Add the ideas you want to the anchor chart during the lesson.

Readers define what story structure means in terms of reading so that they can begin identifying different parts of story.

What does Story Structure Mean:	Reasons We Should Understand Story Structure:
Define what story structure means here. Have the class help you with the definition.	*List reasons for why readers should understand story structure. Have the class help you with the list.*

Book We've Read:	How the Story is Organized:

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Sample

I can define story structure and describe how a story I am reading is organized.

1. What does story structure mean?
2. Describe how the story is organized.
3. What else can you say about how the story is organized?
4. Why is it important for readers to think about how a story is organized when they are reading?

Sample

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I can define story structure and describe how a story I am reading is organized.

1. What does story structure mean?
2. Describe how the story is organized.
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4. Why is it important for readers to think about how a story is organized when they are reading?

Sample

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I can define story structure and describe how a story I am reading is organized.

Readers define what story structure means in terms of reading so that they can begin identifying different parts of a story.

What Does Story Structure Mean:	Questions We Should Understand by Story Structure:

Books We've Read:	How The Story Is Organized:

Sample

Sample

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Learning About Story Structure

I can define story structure and describe how a story I am reading is organized.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Define what story structure means. Share 5 reasons why readers should notice story structure as they read. Think about the book you are reading. Make a list of things you notice about how the story is organized.

Sample

What Does Story Structure Mean?:

_____

_____

_____

_____

_____

Reasons to Notice Story Structure:

_____

2. _____

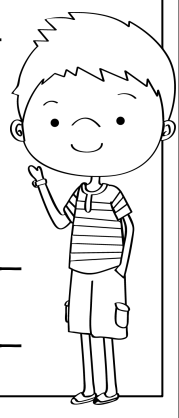
3. _____

4. _____

5. _____

List of Things I Notice About How the Story is Organized:

* _____
* _____
* _____
* _____
* _____
* _____
* _____
* _____
* _____



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Story Structure Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. __F__ A structure is something that is built from just one par

2. __T__ A story is like a building because it [illegible] fr[illegible] mar[illegible].

3. __F__ Sto[illegible]tructure [illegible]cuses [illegible] the [illegible]ain c[illegible]ers in a story.

4. __T__ Story [illegible] means how the story is built and organized into a final product.

5. __T__ Authors plan out the plot before they even begin writing the story.

6. __F__ It does not matter what order the events appear in a story.

7. __T__ Readers include most of the plot of a story when they write a summary.

8. __F__ Most stories only include one character throughout the [illegible]ry.

9. __T__ Some stories can include c[illegible] na[illegible]e [illegible]od [illegible] e[illegible]

10. __F__ Mos[illegible]ies ha[illegible] just o[illegible] s[illegible]ng t[illegible]ughout t[illegible] entire story.

11. __T__ Eleme[illegible] setting include culture, geography, time, and location.

12. __T__ Most stories have a main setting with several smaller settings throughout the story.

13. __F__ The theme of a story always has a moral lesson for readers to learn.

14. __T__ A theme is supported by events in a story and how characters act.

Sample

Sample

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Story Structure Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is story structure?
   a. The big picture of a story
   b. The small detail at the end
   c. The problem in a story
   d. The title and cover of a story

2. What is a phrase that describes the plot?
   a. The problem in the story
   b. The big picture of a story
   c. The beginning of the story
   d. The solution in the story

3. What does the plot include?
   a. The main characters
   b. The main setting
   c. The main events in a story
   d. The problem in the story

4. What is often found in the middle of a story?
   a. The introduction
   b. The solution
   c. The ending
   d. The problem

5. What is often found at the end of a story?
   a. The solution
   b. The problem
   c. The main theme
   d. The introduction

6. What is a character?
   a. A people in a story
   b. The title
   c. Any person or animal that has a role in a story
   d. A picture in a story

7. Characters in a story…
   a. are all the same
   b. have the same amount of roles
   c. only include humans
   d. have different roles

8. Which type of character do readers often know the most about?
   a. The supporting character
   b. The main character
   c. The character who does not talk
   d. The main character

9. What two things make up a setting?
   a. Time and characters
   b. Place and characters
   c. Time and place
   d. Place and story problems

10. What does story theme mean?
    a. The central message in a story
    b. The problem in a story
    c. The main idea in a story
    d. The main character in a story

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 Story Structure

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a
Story
Structure
master!



I am a
Story
Structure
master!



I am a
Story
Structure
master!



I am
Story
Structure
master!



I am a
Story
Structure
master!



I am a
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master!



I am a
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Sample
Sample