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!

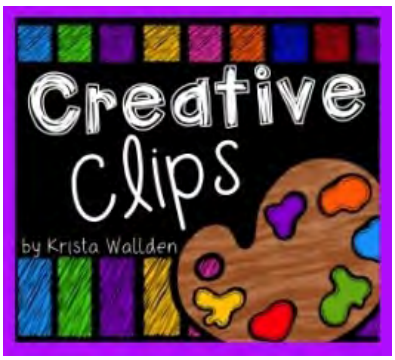
Jen Bengel

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	

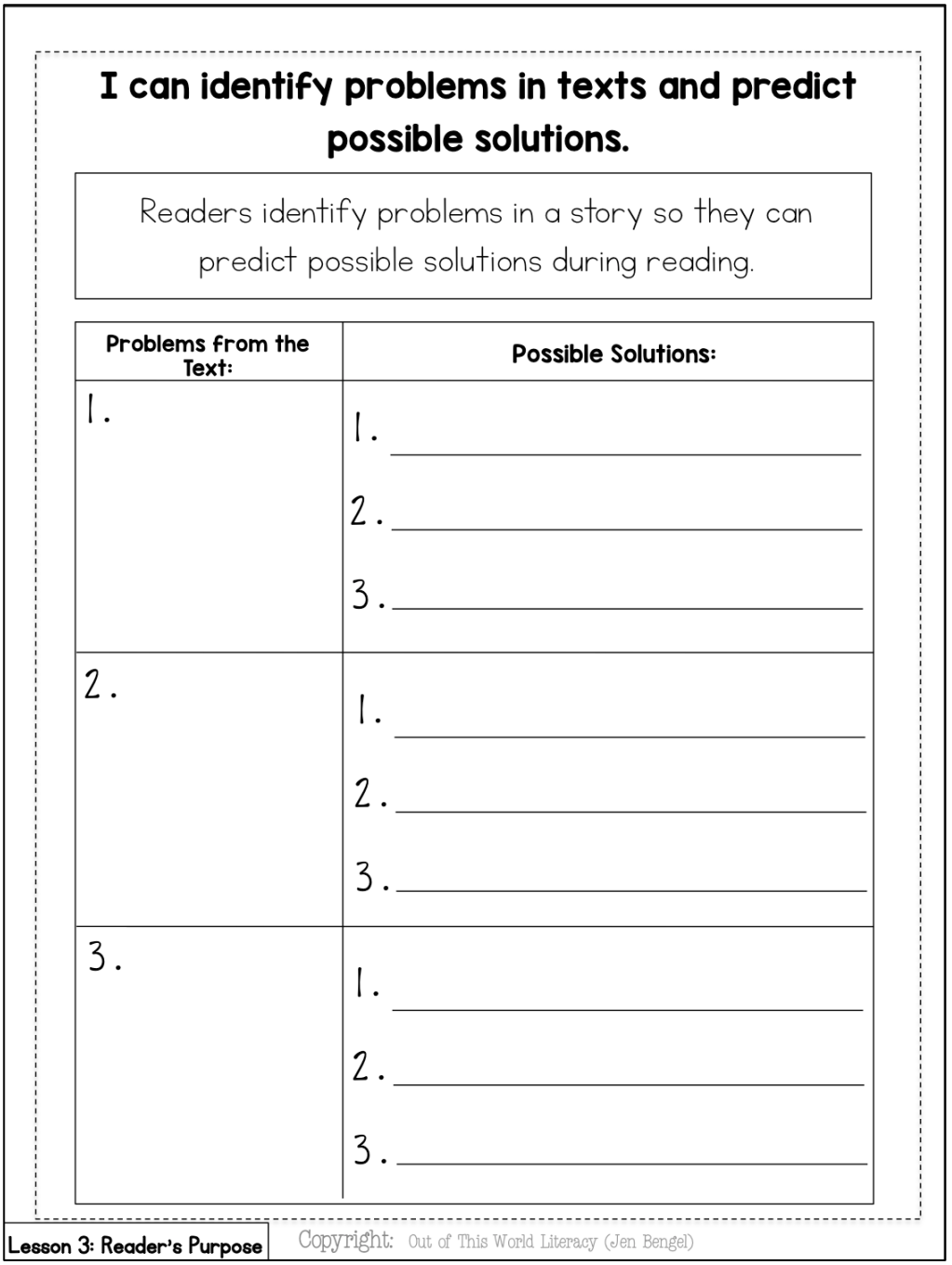
Lesson 3: Making Connections

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. _____

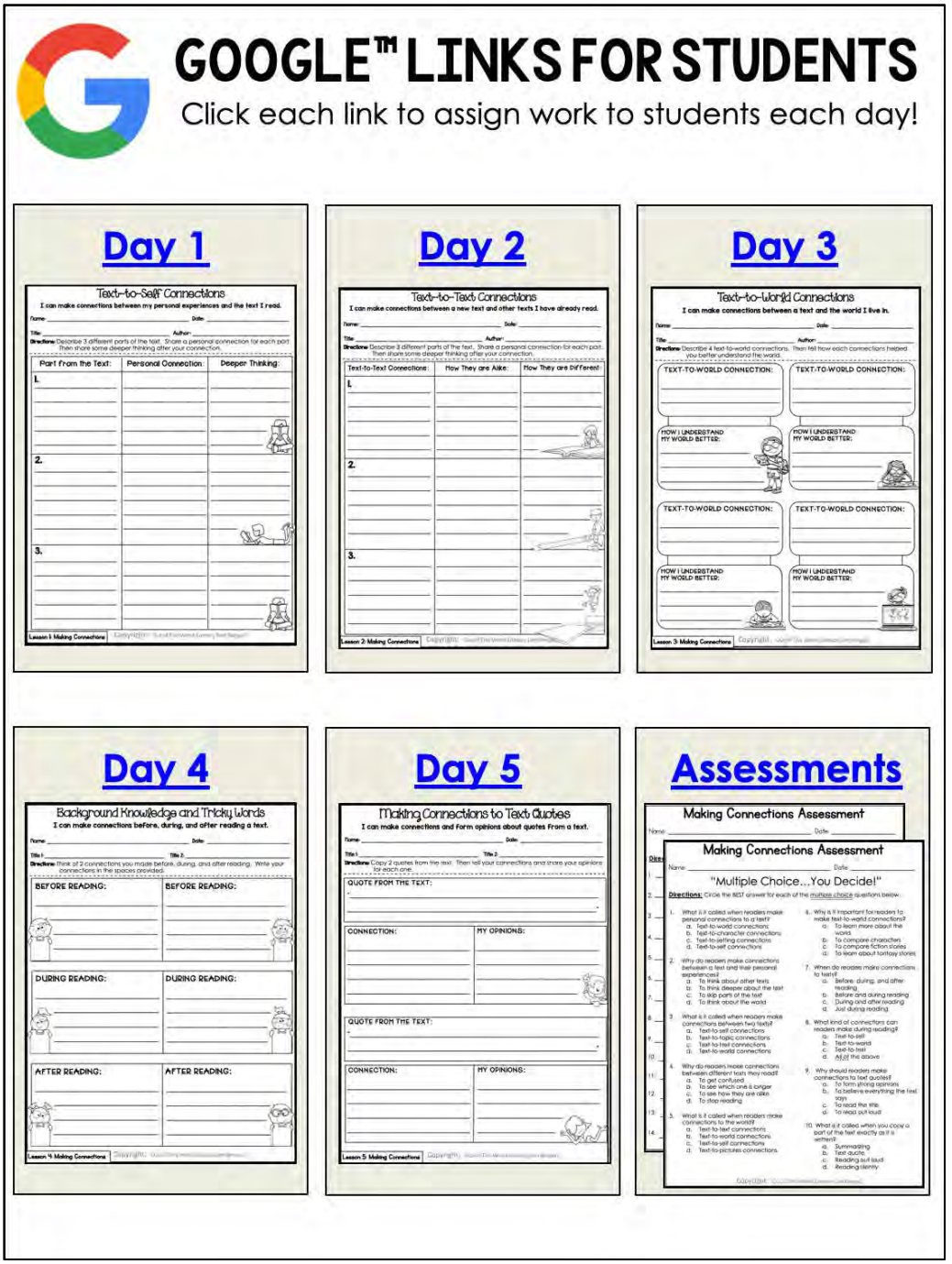
Lesson 3: Reader's Purpose

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.

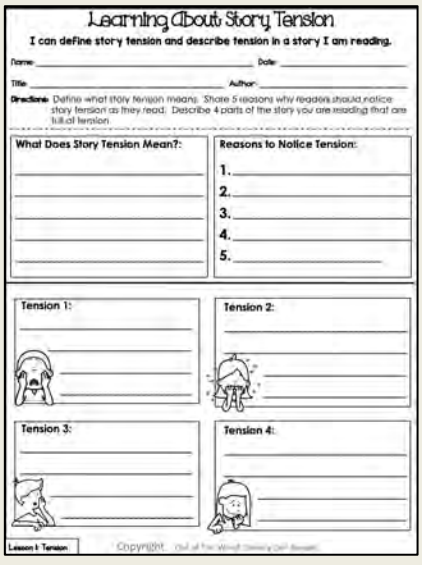
Mini Units for Mastery Mega Bundle

(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 Story Tension

I can define story tension and describe tension in a story I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Define what story tension means. State 5 reasons why readers should notice story tension as they read. Describe 4 parts of the story you are reading that are full of tension.

What Does Story Tension Mean?:

Reasons to Notice Tension:

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

Tension 1:

Tension 2:

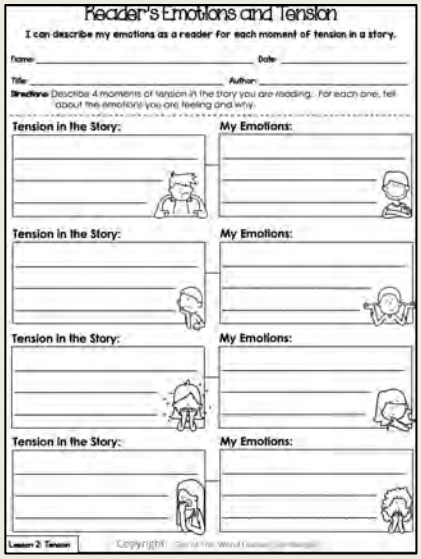
Tension 3:

Tension 4:

Lesson 1 Tension

Copyright

Day 2


Reader's Emotions and Tension

I can describe my emotions as a reader for each moment of tension in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 moments of tension in the story you are reading. For each one, tell about the emotions you are feeling and why.

Tension in the Story:

My Emotions:

Tension in the Story:

My Emotions:

Tension in the Story:

My Emotions:

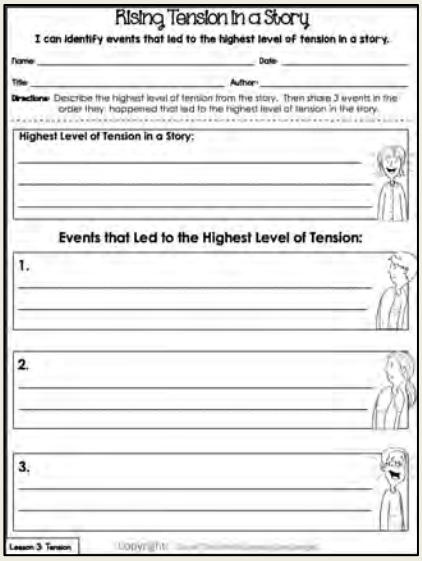
Tension in the Story:

My Emotions:

Lesson 2: Tension

Copyright

Day 3


Rising Tension in a Story

I can identify events that led to the highest level of tension in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe the highest level of tension from the story. Then share 3 events in the order they happened that led to the highest level of tension in the story.

Highest Level of Tension in a Story:

Events that Led to the Highest Level of Tension:

1.

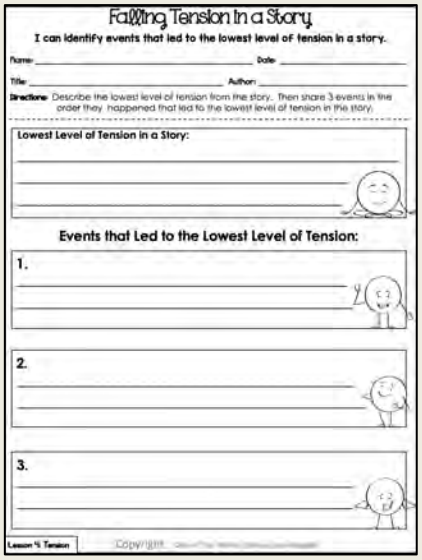
2.

3.

Lesson 3: Tension

Copyright

Day 4


Falling Tension in a Story

I can identify events that led to the lowest level of tension in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe the lowest level of tension from the story. Then share 3 events in the order they happened that led to the lowest level of tension in the story.

Lowest Level of Tension in a Story:

Events that Led to the Lowest Level of Tension:

1.

2.

3.

Lesson 4 Tension

Copyright

Day 5


Writer's Style and Tension

I can notice clues the author leaves behind to find tension in stories I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

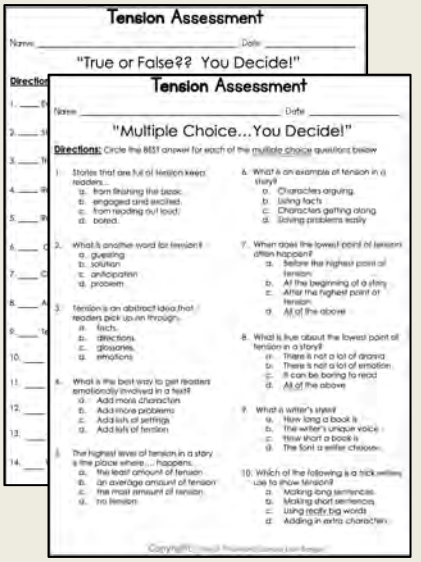
Directions: Describe 4 areas of tension in the story. Describe a clue the author left in the writing style that told you there was tension. Tell how the clue helped.

Tension in the Story:	Writer's Style:	How it Helped:
Tension in the Story:	Writer's Style:	How it Helped:
Tension in the Story:	Writer's Style:	How it Helped:
Tension in the Story:	Writer's Style:	How it Helped:

Lesson 5 Tension

Copyright

Assessments


Tension Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions:

Tension Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. Stories that are full of tension keep readers...
   a. from finishing the book.
   b. engaged and excited.
   c. from reading out loud.
   d. bored.
2. What is another word for tension?
   a. guessing
   b. solution
   c. anticipation
   d. problem
3. Tension is an abstract idea that readers pick up on through...
   a. facts.
   b. directions.
   c. glossaries.
   d. emotions.
4. What is the best way to get readers emotionally involved in a text?
   a. Add more characters
   b. Add more problems
   c. Add lots of settings
   d. Add lots of tension
5. The highest level of tension in a story is the place where... happens.
   a. the least amount of tension
   b. an average amount of tension
   c. the most amount of tension
   d. no tension
6. What is an example of tension in a story?
   a. Characters arguing
   b. Using facts
   c. Characters getting along
   d. Solving problems easily
7. When does the lowest point of tension often happen?
   a. Before the highest point of tension
   b. At the beginning of a story
   c. After the highest point of tension
   d. All of the above
8. What is true about the lowest point of tension in a story?
   a. There is not a lot of drama
   b. There is not a lot of emotion
   c. It can be boring to read
   d. All of the above
9. What is writer's style?
   a. How long a book is
   b. The writer's unique voice
   c. How short a book is
   d. The font a writer chooses
10. Which of the following is a trick writers use to show tension?
    a. Making long sentences
    b. Making short sentences
    c. Using really big words
    d. Adding in extra characters

Copyright

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, tension. The lessons are very specific and focus on 5 types of tension 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 tension in a story.
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 tension 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: Tension

**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 Tension*	Readers define what story tension consists so that they can begin identifying tension in stories they read.
LESSON 2 *Tension and Emotions*	Readers identify tension in stories so they can think about the different emotions they feel as they read.
LESSON 3 *Rising Tension*	Readers identify events that cause tension to rise so that they can describe the highest level of tension in a story.
LESSON 4 *Falling Tension*	Readers identify events that cause the tension to fall so that they can identify what happened in the story to solve conflicts.
LESSON 5 *Author Tricks with Tension*	Readers understand the writing styles authors use to create tension so they can notice times that tension happens in a story.

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Readers define what story tension means so that they can begin identifying tension in stories they read.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by defining and explaining what story structure means. Use this language to help:
   "Have you ever heard the word tension before? Every good story is full of tension. It's what keeps readers engaged, excited, and wanting to keep reading. Another word for tension is anticipation. When authors fill their stories with tension, it makes reader anticipate what might happen next. It keeps them excited and [illegible]ing, 'this i[illegible]st book ever!' Tension means to keep readers engaged with a level of suspense. It is the opposite of b[illegible]g. W[illegible]ve a[illegible]d books that are boring. They're not really interesting because they don't include enou[illegible]sion [illegible]ep [illegible]nsion is not something the author comes out and says. It's an abstract ide[illegible]er [illegible]s u[illegible] throug[illegible]notions. Today, we are going to come up with our own definition for sto[illegible]n a[illegible]lk abou[illegible]y [illegible]imp[illegible]eaders to think about. We'll also take a look at a few [illegible]d a[illegible]ink[illegible]ut the [illegible]sion [illegible]ach of those stories. Let's get started!"
4. Begin by [illegible]fining what [illegible]y ten[illegible] m[illegible]s. Ask [illegible]e clas[illegible] he[illegible]ou and create a class definition to write on your anch[illegible]t. Hav[illegible]tudents [illegible]py [illegible]nto th[illegible] note-taking [illegible]e.
5. Make a list of re[illegible] w[illegible]ou[illegible] pay attention to story tension as they read. Invite students to help with your list and h[illegible] them copy onto their note-taking page.
6. Use a mentor [illegible]ou have already read to the class and begin thinking aloud about tension in the story. Make a list of the highest levels of tension in the story 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 thinking about tension. Invite the class to help you work through the 2nd example. 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 of tension for the anchor chart, following the same steps.
4. Tell students that they will be working on identifying tension in the stories 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 [illegible]ut s[illegible]y ten[illegible] Have them turn and talk with a partner about what they wrote on their stud[illegible] Ca[illegible] a[illegible]are with the class.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in[illegible] [illegible]dd the [illegible]dea[illegible] to t[illegible] anchor chart during the lesson.

Readers def[illegible] wh[illegible] sto[illegible] m[illegible]ns so[illegible]at th[illegible] c[illegible]egin identifying tension in stories they [illegible]ead.

What does Story [illegible]on [illegible]an:	Reasons We Should Pay Attention to Tension:
Define what tension mea[illegible]ere. [illegible]e the class help you with the [illegible].	*List reasons for why readers should pay attention to tension in a story. Have the class help you with the list.*

Book We've Read:	Tension in the Story:

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can define story tension, describe tension in a story I am reading.

1. What does story tension mean?

2. Describe the biggest moment of tension in the story. How do you know?

3. What other parts in the story have tension? Tell me more.

4. Why is it important for readers to notice tension in a story?

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can define story tension and describe tension in a story I am reading.

Sample

1. What does story tension mean?

2. Describe the biggest moment of tension in the story. How do you know?

Sample

3. What other parts in the story have tension? Tell me more.

4. Why is it important for readers to notice tension in a story?

Copyright: Out of This World Literacy (Jen Bengel)

I can define story tension and describe tension in a story I am reading.

Readers define what story tension means so that they can begin identifying tension in stor[illegible]s th[illegible]ad.

What Does Story Tens[illegible] Me[illegible]	[illegible]ons W[illegible] S[illegible]uld Understand [illegible]ory Tension:

Books We've Read:	Tensi[illegible] [illegible] St[illegible]y:

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Learning About Story Tension

I can define story tension and describe tension in a story I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Define what story tension means. Share 5 reasons why readers should notice story tension as they read. Describe 4 parts of the story you are reading that are full of tension.

What Does Story Tension Mean?:

_____

_____

_____

_____

_____

Reasons to Notice Tension:

_____

2. _____

3. _____

4. _____

5. _____

Tension 1:

_____

_____

_____

_____



Tension 2:

_____

_____

_____

_____



Tension 3:

_____

_____

_____

_____



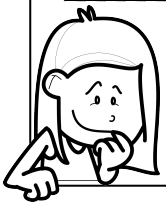
Tension 4:

_____

_____

_____

_____



Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Tension Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. __T__ Every good story is full of tension that keeps the reader wanting to know more.

2. __F__ Stories that are full of tension are [illegible] to read.

3. __F__ The author states each part of the story that has tension in a literal way.

4. __T__ Readers often have strong emotions when there is a lot of tension in a story.

5. __F__ Readers have more emotions about a text when there is no tension in the story.

6. __T__ Characters arguing in a story is an example of tension.

7. __T__ Creating tension in a story is important because it keeps readers interested.

8. __F__ Authors cannot use tension to help readers feel certain emotions.

9. __F__ Tension in a story happens [illegible] believe it.

10. __T__ There are different levels of tension that can happen in a story.

11. __F__ The lowest point of tension in a story is the most exciting part to read.

12. __T__ The lowest point of tension in a story can feel a bit boring to read.

13. __T__ Writers use tricks in their writing style to help build tension in a story.

14. __F__ Writers use really long sentences to help add tension into a story.

Sample
Sample
Copyright: Out of This World Literacy (Jen Bengel)

Tension Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Stories that are full of tension keep readers…
   a. from finishing the book.
   b. engaged and excited.
   c. from reading out loud.
   d. b…

2. What is another word for tension?
   a. guessing
   b. solution
   c. anticipation
   d. problem

3. Tension is an abstract idea that readers pick up on through…
   a. facts.
   b. directions.
   c. glossaries.
   d. emotions.

4. What is the best way to get readers emotionally involved in a text?
   a. Add more characters
   b. Add a problem
   c. Add lots of settings
   d. Add lots of tension

5. The highest point of tension in a story is the place where…. happens.
   a. the least amount of tension
   b. an average amount of tension
   c. the most amount of tension
   d. no tension

6. What is an example of tension in a story?
   a. Contradicting arguing
   b. Living facts
   c. Characters getting along
   d. Solving problems easily

7. When does the lowest point of tension often happen?
   a. Before the highest point of tension
   b. At the beginning of a story
   c. After the highest point of tension
   d. All of the above

8. What is true about the lowest point of tension in a story?
   a. There is not a lot of drama
   b. There is not a lot of emotion
   c. It can be boring to read
   d. All of the above

9. What is a writer's style?
   a. How long a book is
   b. The writer's unique voice
   c. How short a book is
   d. The font a writer chooses

10. Which of the following is a trick writers use to show tension?
    a. Making long sentences
    b. Making short sentences
    c. Using really big words
    d. Adding in extra characters

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Understanding Story Tension

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



Sample
Sample

I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



I am a
Tension
master!



Sample
Sample