Terms of Use:

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

*** This resource is <u>not to be shared</u> 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 <u>site license</u>, 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.
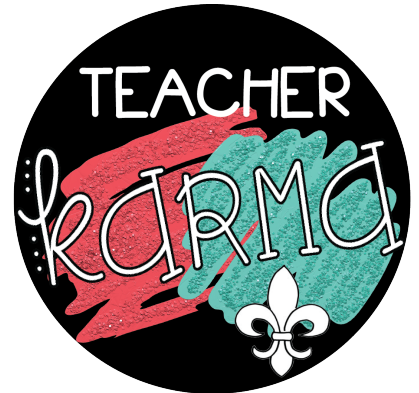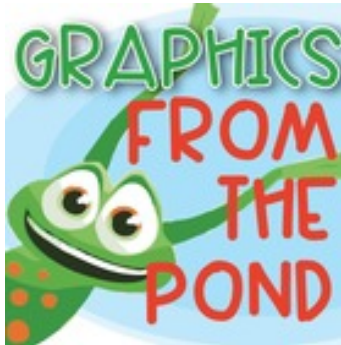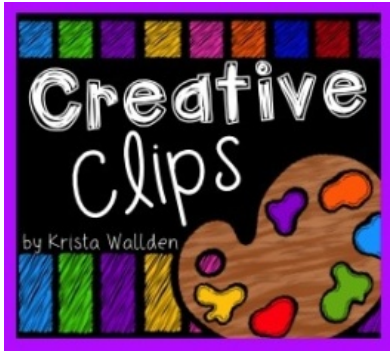
This Resource is NOT to be:

- 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!!

ALL Fonts
Lifetime License
kimberly geswein Fonts KG

MELONHEADZ ILLUSTRATING
Nikki Shop TPT LLC
TALENT Bundles
Pencils TOU
Download Freebies
stores Exciting
Coupons Giveaways
Friends
Paper Wordies
ETSY Addicts
Foundation Adorable
SALES Doodles BLOG
Makes Me Smile
Kidlettes fun clipart

RebeccaB designs

Creative Clips
by Krista Wallden

SKETCHY GUY

Teachers Resource Force

Kelly B.'s Clipart

GRAPHICS FROM THE POND

TEACHER karma

SARAH PECORINO
ILLUSTRATION • DESIGN • CLIP ART

CLIP ART by PRINCE PADANIA

ron leishman
digital toonage

GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!

Day 1

Analyzing Parts of a Text
I can analyze a text to think more deeply about what I read.

Name: _____ Date: _____

Title: _____

Directions: Describe different parts from the text. Then share some of your deeper thinking about each part.

Part from the Text:	Part from the Text:
My Deeper Thinking:	My Deeper Thinking:
Part from the Text:	Part from the Text:
My Deeper Thinking:	My Deeper Thinking:

Lesson 1: Analyzing   Copyright: Out of This World Literacy (Jen Bengel)

Day 2

Analyzing Parts of a Text
I can analyze different parts of a story to think deeper about what I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe your first thoughts about a characters, settings, plot, and problem/solution. Share some deeper thinking for each of these parts of the story.

CHARACTERS:	SETTINGS:
First Thought:	First Thought:
Deeper Thinking:	Deeper Thinking:
PLOTS:	PROBLEM/SOLUTION:
First Thought:	First Thought:
Deeper Thinking:	Deeper Thinking:

Lesson 2: Analyzing   Copyright: Out of This World Literacy (Jen Bengel)

Day 3

Analyzing Facts and Opinions
I can analyze facts and opinions from a text I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 2 facts and opinions from the text. Share your first thoughts for each one. Then share your deeper thinking for each fact and opinion.

Fact One:	First Thought:
Opinion One:	Deeper Thinking:
Fact Two:	First Thought:
Opinion Two:	Deeper Thinking:

Lesson 3: Analyzing   Copyright: Out of This World Literacy (Jen Bengel)

Day 4

Finding Implied Meanings
I can think deeply about parts of a text and think about what the author is really trying to say.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Think about 4 different parts from the text. Copy what they author said in each part. Then describe what the author was really trying to say each time.

PART FROM THE TEXT:	PART FROM THE TEXT:
IMPLIED MEANING:	IMPLIED MEANING:
PART FROM THE TEXT:	PART FROM THE TEXT:
IMPLIED MEANING:	IMPLIED MEANING:

Lesson 4: Analyzing   Copyright: Out of This World Literacy (Jen Bengel)

Day 5

Combining Text with Illustrations
I can combine what the text and illustrations say to think more deeply.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Describe 3 parts from the text. Draw a picture of illustrations from each part. Then combine both the text and illustrations to share some deep thinking you have.

WHAT THE TEXT SAYS:	ILLUSTRATIONS:	MY DEEPER THINKING:

Lesson 5: Analyzing   Copyright: Out of This World Literacy (Jen Bengel)

Assessments

Analyzing Assessment

Name: _____ Date: _____

Analyzing Assessment

Name: _____ Date: _____

Directions:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

"Multiple Choice…You Decide!"

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

1. Which is the best way to describe analyzing?
   a. Asking questions
   b. Describing characters
   c. Finding the main idea
   d. Thinking deeper about a text

2. Analyzing helps us…?
   a. answer our own questions
   b. read faster
   c. skip words
   d. read out loud

3. What parts of a fiction text should readers analyze?
   a. characters
   b. settings
   c. plots
   d. all of the above

4. Readers should analyze _____ in a story.
   a. just one character
   b. only the last setting
   c. just the first and last page
   d. all the parts

5. Why is it important to think deeper about facts in a text?
   a. To prove the facts wrong.
   b. To learn even more.
   c. To stop learning.
   d. All of the above.

6. Deeper thinking is…
   a. a first thought readers have
   b. usually not true
   c. a way to think more about reading
   d. not something you need to do

7. What is an implied meaning?
   a. Opinions in the text
   b. Facts in the text
   c. What the author says
   d. What the author doesn't say but probably means

8. Why should readers find implied meanings?
   a. To think more deeply
   b. To get confused
   c. To write their own story
   d. To stop reading

9. What 2 things can we combine to think more deeply?
   a. text and page numbers
   b. illustrations and text
   c. illustrations and page numbers
   d. text and font colors

10. Combining what the text says and what the illustrations show can…
    a. help readers analyze the text.
    b. get readers confused.
    c. tell readers the title.
    d. tell readers the ending.

Copyright: Out of This World Literacy (Jen Bengel)

ALL STUDENT PAGES AVAILABLE ON GOOGLE CLASSROOM!

The following pages are a sample of all the components for one lesson in the mini units for mastery.

Each mini unit includes 5 days of lessons, student pages, assessments, I Can statement cards, and more!

The Mini Lessons: Synthesizing

**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 *Making Connections to Text*	Readers make connections to texts they read so they can think about how similar the text is to their own lives.
LESSON 2 *Changing Thinking Over Time*	Readers sometimes change their thinking as they read so that the text continues to make sense.
LESSON 3 *Using Background Knowledge*	Readers use their own background knowledge to think about a text so they can be sure what they know matches what they learned.
LESSON 4 *Analyzing Parts of Text*	Readers think deeply about different parts of a text so they can gain a stronger understanding of the text.
LESSON 5 *Putting it all Together*	Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

Sample

Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

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

2. Briefly review the anchor chart and main points from day 1.

3. 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.

4. Read today's ML statement to the class and share a mentor text you have already read to the class. Begin thinking aloud about some of the important parts of the text.

5. As you think aloud, write a few examples of important parts of the text on the class brainstorming web (see example below). Come up with one conclusion you can draw based on a few important parts of the text. Explain to the class that readers can draw conclusions based on important pieces of a text.

1. Invite students to share some more important parts from the mentor text. Encourage them draw a conclusion as well. Write a few examples down on the anchor chart as students share.

2. For the third example, ask students to turn and talk with a partner, thinking about another important part of the text and a conclusion they can draw. Add new examples to your class interactive brainstorming chart.

3. Look at the chart and talk about all the great thinking that you just did as a class. Leave the chart up all day and invite students to add text when they have time throughout the day. Review new comments at the end of the day.

1. Tell students that they will be working on using finding important information and drawing conclusions as they read independently today. Pass out the student page and 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 identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

*** Create your own giant brainstorming web and fill it in with the class as you go over the lesson.

| Important Part: | Important Part: | Important Part: | Important Part: | Important Part: | Important Part: | Important Part: | Important Part: |

| Conclusion we can draw: | Conclusion we can draw: | Conclusion we can draw: | Conclusion we can draw: |

Lesson 5: Synthesizing

conclusions

I can identify and think about important.

parts of a text to draw

1. What are some important parts of the text?

2. How do you know these are important parts of the text?

3. What are some conclusions you can draw based on these important parts of the text?

4. Why is it important for readers draw conclusions from important parts of a text?

I can identify and think about important parts of a text to draw conclusions

1. What are some important parts of the text?

2. How do you know these are important parts of the text?

3. What are some conclusions you can draw based on these important parts of the text?

4. Why is it important for readers draw conclusions from important parts of a text?

I can identify and think about important parts of a text to draw conclusions.

Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

Important Part:

Important Part:

Conclusion we can draw:

Important Part:

Important Part:

Conclusion we can draw:

Important Part:

Important Part:

Conclusion we can draw:

Important Part:

Important Part:

Conclusion we can draw:

Sample

Drawing Conclusions from Important Parts

I can identify and think about important parts of a text to draw conclusions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe a few important parts of the text. Then draw a conclusion for each set of important details.

- -

Important Part:

Important Part:

Conclusion I can draw:

Important Part:

Important Part:

Conclusion I can draw:

Important Part:

Important Part:

Conclusion I can draw:

Important Part:

Important Part:

Conclusion I can draw:

Sample

Lesson 5: Synthesizing
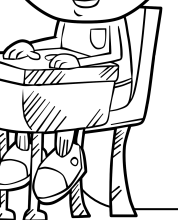
Synthesizing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ We make connections only at the end of reading.

2. _____ Readers make connections to help them remember what they are reading.

3. _____ Readers can only change their thinking at the end of something they read.

4. _____ Readers always change their thinking as they read.

5. _____ We can make connections before, during and after reading.

6. _____ Readers change their thinking to help the text make more sense as they read.

7. _____ I can use my background knowledge to help understand a text.

8. _____ The text will always be right and my background is always wrong.

9. _____ My background knowledge is always wrong and the text it right.

10. _____ We usually have deeper thoughts when we read a text more than once.

11. _____ Readers should only think about each part of text for a short time.

12. _____ There is not much to think about a text after we read.

13. _____ Readers use small parts of a text to draw conclusions.

14. _____ To draw a conclusion means to judge the text based on what you know.

Synthesizing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Readers make connections…?
   a. During reading
   b. Before reading
   c. After reading
   d. All of the above

2. Readers make connections to a text so they can…
   a. Forget the main idea
   b. Write the same story
   c. Remember the text
   d. Be confused about the text

3. Readers change their thinking as they read to…
   a. Help the text make sense
   b. Change what is written
   c. Get themselves confused
   d. Create their own story

4. Readers _____ change their thinking as they read?
   a. Always
   b. Never
   c. Sometimes
   d. Should not

5. Our background knowledge is almost always…
   a. Correct
   b. Helpful when reading
   c. Wrong information
   d. Hard to remember

6. When our thinking from reading does not match our background we can…
   a. Change our thinking
   b. Keep our thinking the same
   c. Not trust the text
   d. Know we are always right

7. When we think deeper about a text we can…
   a. Get confused
   b. Understand it better
   c. Learn more
   d. Both b and c

8. Thinking deeper about a text means…
   a. Sticking to your first thought
   b. Asking a friend about the text
   c. Telling others to read it
   d. Adding more to your first thought

9. What does it mean to draw a conclusion?
   a. To make a drawing
   b. To tell what the problem was
   c. To judge the text based on what you know
   d. To tell what the solution is

10. Readers mostly use…to draw conclusions.
    a. Important text parts
    b. Guesses
    c. What others say
    d. All of the above

Synthesizing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. __F__ We make connections only at the end of reading.

2. __T__ Readers make connections to help them remember what they are reading.

3. __F__ Readers can only change their thinking at the end of something they read.

4. __F__ Readers always change their thinking as they read.

5. __T__ We can make connections before, during and after reading.

6. ____ Readers change their thinking to help the text make more sense as they read.

7. __T__ I can use my background knowledge to help understand a text.

8. __F__ The text will always be right and my background is always wrong.

9. __F__ My background knowledge is always wrong and the text it right.

10. __T__ We usually have deeper thoughts when we read a text more than once.

11. __F__ Readers should only think about each part of text for a short time.

12. __F__ There is not much to think about a text after we read.

13. __F__ Readers use small parts of a text to draw conclusions.

14. __T__ To draw a conclusion means to judge the text based on what you know.

Synthesizing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Readers make connections…?
   a. During reading
   b. Before reading
   c. After reading
   (d.) All of the above

2. Readers make connections to a text so they can…
   a. Forget the main idea
   b. Write the same story
   (c.) Remember the text
   d. Be confused about the text

3. Readers change their thinking as they read to…
   a. Help the text make sense
   b. Change what is written
   c. Get themselves confused
   d. Create their own story

4. Readers _____ change their thinking as they read?
   a. Always
   b. Never
   c. Sometimes
   (d.) Should not

5. Our background knowledge is almost always…
   a. Correct
   (b.) Helpful when reading
   c. Wrong information
   d. Hard to remember

6. When our thinking from reading does not match our background we can…
   (a.) Change our thinking
   b. Keep our thinking the same
   c. Not trust the text
   d. Know we are always right

7. When we think deeper about a text we can…
   a. Get confused
   b. Understand it better
   c. Learn more
   (d.) Both b and c

8. Thinking deeper about a text means…
   a. Sticking to your first thought
   b. Asking a friend about the text
   c. Telling others to read it
   (d.) Adding more to your first thought

9. What does it mean to draw a conclusion?
   a. To make a drawing
   b. To tell what the problem was
   (c.) To judge the text based on what you know
   d. To tell what the solution is

10. Readers mostly use…to draw conclusions.
    (a.) Important text parts
    b. Guesses
    c. What others say
    d. All of the above

Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Synthesizing

_____

Presented this _____ day of _____ in the year _____

_____
Teacher Signature

Sample

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
__Synthesizing__
master!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!

I am a
Synthesizing
master!

AWESOME!