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This SUPER Mega Bundle Includes:

- ALL 36 Reading Comprehension Literacy Centers available, enough for the ENTIRE YEAR!!!

THAT'S 288 LITERACY CENTERS!

- ALL 36 Mini Units for Mastery available, enough for the ENTIRE YEAR!!!

THAT'S 180 DAILY LESSONS!

Growing Bundle

IMPORTANT: This is a growing bundle. That means that the bundle is not yet complete. The following set will be added to this bundle NO LATER than the date listed below. Once you purchase this bundle, you can check back in you 'my purchases' on the date listed to download the last update at no extra cost to you! Thank you for your patience!

MINI UNIT SETS:	DATE TO BE ADDED:
OPINIONS	August 31
SPECULATING	September 21
TEXT IMPORTANCE	October 19
INTERPRETTING DIALOGUE	November 9
WORD STRATEGIES	November 30
GRAPHICS/ILLUSTRATIONS	December 21
TEXT FEATURES	January 18
PERSPECTIVE	February 8
PREDICTING	March 1
STORY STRUCTURE	March 29
TENSION	April 26

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: Drawing Conclusions

**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 <i>Define and practice visualizing</i>	Readers use what they know in their minds and clues from a text so they can draw conclusions about what they are reading.
LESSON 2 <i>Understanding benefits of visualizing</i>	Readers draw conclusions so they can deepen their understandings of what is happening in a text.
LESSON 3 <i>Descriptive language and visualizing</i>	Readers draw conclusions about a text so they can form opinions about each conclusion.
LESSON 4 <i>Thinking Deeper about visualizing</i>	Readers draw conclusions about a text so they can apply lessons from the text into their own lives.
LESSON 5 <i>Forming opinions based on visualizing</i>	Readers identify dialogue in the story so they can think about what each character might really mean and draw conclusions.

Readers draw conclusions so they can deepen their understandings of what is happening in a text.

- Write the mini lesson statement on anchor chart paper and read it aloud to the class.
- 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.
- Introduce the lesson by explaining that you'll be drawing more conclusions and thinking deeper. Use this language to help:

"Yesterday we talked about what it means to draw conclusions as we read. We practiced drawing our own conclusions from books we've read. Today we are going to draw some more conclusions, but we are going to think a little bit deeper too. One of the main reasons that readers draw conclusions is so they can deepen their understandings of a text. If we read just the words on the page and don't spend any time thinking about what the author is really trying to say and what we can learn, then we will miss out on so much deeper thinking. By drawing conclusions and then thinking about what those conclusions really mean, we can learn so much more. Let's practice drawing some conclusions and then thinking even deeper about the text."
- Use a mentor text you have already read to the class and think aloud about a topic. Write it on the class chart. Then think aloud about what you know, clues from the text, and your conclusion. Write the conclusion on the class chart. Think aloud about some of your deeper understandings and write them on the chart.
- Ask students to complete their note-taking page as you think together and write on the anchor chart.
- Use the same mentor text (or a different one) and ask the class to help you with the same steps as example #1. As a class, work through all 3 parts of the 2nd example and write your thinking on the chart as students copy into their note-taking page.
- Ask students to turn and talk with a partner about a 3rd example, following all 3 parts. After a few minutes call on students to share and write answers on the anchor chart.
- Tell students that they will be working on identifying key topics from books they are reading independently and drawing conclusions. Explain how they will be asked to share their deeper understandings as well. 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.
- At the end of the workshop, call the class together to share what they learned about drawing conclusions. 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

Sample Anchor Chart

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

Readers draw conclusions so they can deepen their understandings of what is happening in a text.		
Topic:	Our Conclusions:	Our Deeper Understandings:
1.	<i>Draw conclusions based on what you know and clues from the text.</i>	<i>Share some deeper understandings about each topic after your conclusions.</i>
2.		
3.		

conclusions.
a text after drawing
deeper thinking about
I can share my

Sample

1. What is one main topic from the text?
2. What is a conclusion you can draw about this topic? Tell me more.
3. What is some of your deeper thinking about this topic? Tell me more.
4. Why is it important for readers to think deeply about a text?

I can share my
deeper thinking
about a text
after drawing
conclusions.



Sample

1. What is one main topic from the text?
2. What is a conclusion you can draw about this topic? Tell me more.
3. What is some of your deeper thinking about this topic? Tell me more.
4. Why is it important for readers to think deeply about a text?

I can share my deeper thinking about a text after drawing conclusions.

Readers draw conclusions so they can deepen their understandings of what is happening in a text.

Topics	Our Conclusions:	Our Deeper Thinking:
1.		
2.		
3.		

Sample

Drawing Conclusions and Thinking Deeper

I can share my deeper thinking about a text after drawing conclusions.

Name: _____ Date: _____

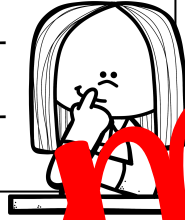
Title: _____ Author: _____

Directions: Identify 4 topics from the text you are reading. Draw a conclusion and form some deeper thinking for each topic.

Topic:

My Conclusion:

My Deeper Thinking:



Topic:

My Conclusion:

My Deeper Thinking:



Topic:

My Conclusion:

My Deeper Thinking:



Topic:

My Conclusion:

My Deeper Thinking:



Sample

Drawing Conclusions Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

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

1. ____ Readers use what they know and what the text says to draw conclusions.
2. ____ Author's do not expect readers to draw conclusions.
3. ____ Authors want readers to use their own minds to think about what else is in the text.
4. ____ Authors leave clues behind in a text so that readers can become confused.
5. ____ When readers think deeper about a text, they can learn more.
6. ____ If readers do not draw conclusions, they will miss out on learning even more.
7. ____ Every reader is forming strong opinions about a text.
8. ____ When readers draw conclusions, it helps them form even stronger opinions.
9. ____ Some readers do not take much time to think about their opinions of the text.
10. ____ Readers can learn lessons from reading to help them in their own lives.
11. ____ Authors do not leave clues to help readers learn lessons.
12. ____ Readers can learn lessons from mistakes characters make in a story.
13. ____ Characters are always saying exactly how they feel in stories.
14. ____ Readers draw conclusions to think about what characters are really thinking.

Drawing Conclusions Assessment

Name: _____ Date: _____

“Multiple Choice...You Decide!”

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

- What do readers use to draw a conclusion?
 - Clues from the text
 - What they already know
 - Draw a picture
 - Both a and b
- What do authors want readers to do?
 - Read just the beginning
 - Skip to the ending
 - Draw conclusions
 - Read as fast as possible
- What is another term for drawing conclusions?
 - Read between the lines
 - Find the problem
 - Form an opinion
 - All of the above
- Why do readers draw conclusions?
 - To pass a test
 - To think even deeper
 - To read faster
 - To read slower
- When readers think deeper about a text they can _____.
 - skip pages
 - have less opinions
 - learn even more
 - get too confused
- What might happen when readers draw conclusions?
 - They form stronger opinions
 - They make connections
 - They think on a deeper level
 - All of the above
- When readers draw conclusions they are able to form _____ opinions.
 - stronger
 - sharper
 - faster
 - confusing
- Authors _____ to help readers learn lessons.
 - do not do anything
 - hide clues
 - add confusing language
 - All of the above
- Readers can learn lessons from _____.
 - character's mistakes
 - facts in a text
 - other people's real life stories
 - All of the above
- Characters in stories _____.
 - always say what they're thinking.
 - sometimes don't say what they're thinking
 - do not talk
 - never tell the truth

Drawing Conclusions Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

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

1. T Readers use what they know and what the text says to draw conclusions.
2. F Author's do not expect readers to draw conclusions.
3. T Authors want readers to use their own minds to think about what else is in the text.
4. F Authors leave clues behind in a text so that readers can become confused.
5. T When readers think deeper about a text, they can learn more.
6. T If readers do not draw conclusions, they will miss out on learning even more.
7. F Every reader is forming strong opinions about a text.
8. T When readers draw conclusions, it helps them form even stronger opinions.
9. T Some readers do not take much time to think about their opinions of the text.
10. T Readers can learn lessons from reading to help them in their own lives.
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12. T Readers can learn lessons from mistakes characters make in a story.
13. F Characters are always saying exactly how they feel in stories.
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Drawing Conclusions Assessment

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 - other people's real life stories
 - All of the above
- Characters in stories _____.
 - always say what they're thinking.
 - sometimes don't say what they're thinking
 - do not talk
 - never tell the truth

Certificate of Mastery

This Certificate is Presented To:

In Recognition of Your Mastery of:

Mastering the art of Understanding Drawing Conclusions

Presented this _____ day of _____ in the year _____

Teacher Signature

I am a
Drawing
Conclusions
master!



I am a
Drawing
Conclusions
master!



I am a
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master!



I am a
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I am a
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Sample

I am a
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I am a
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I am a
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I am a
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master!



Sample

The following pages are a sample of all the components for one literacy center to practice comprehension skills all year long.

Each literacy center includes 8 focus cards, with I Can statements and directions. Use them over and over again with any text!!

Rationale:

This resource is designed for you to use during a small group or partner setting. The comprehension skills are set up in 'I Can' statements. Each comprehension skill focuses on 5 key 'I Can' activities, with 2 special bonus "I Can" activities.

Each of the 5 key 'I Can' activities match the mini units for mastery in my store, at www.miniunitsformastery.com

These literacy center comprehension activities are PERFECT for using in small groups or partner settings to reinforce the comprehension lessons from your whole group instruction.

The best part?? Students can use these over and over with any text they are reading, since the focus is on comprehension skills that can be applied to any text!

These also work great to support comprehension during guided reading, literacy centers, literature circles, partner reading, and so much more!

Included in this Resource:

1. 5 key 'I Can' comprehension activities with student-friendly directions for easy use.
2. 3 bonus 'I Can' comprehension activities to challenge your readers!
3. A full page version of a general template for students to respond to each of the activities.
4. A student-friendly checklist to track completing each 'I Can' activity.
5. A teacher-friendly page for tracking students' progress with the 'I Can' activities.
6. Printable labels and simple directions for setting up the comprehension 'I Can' activities.

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

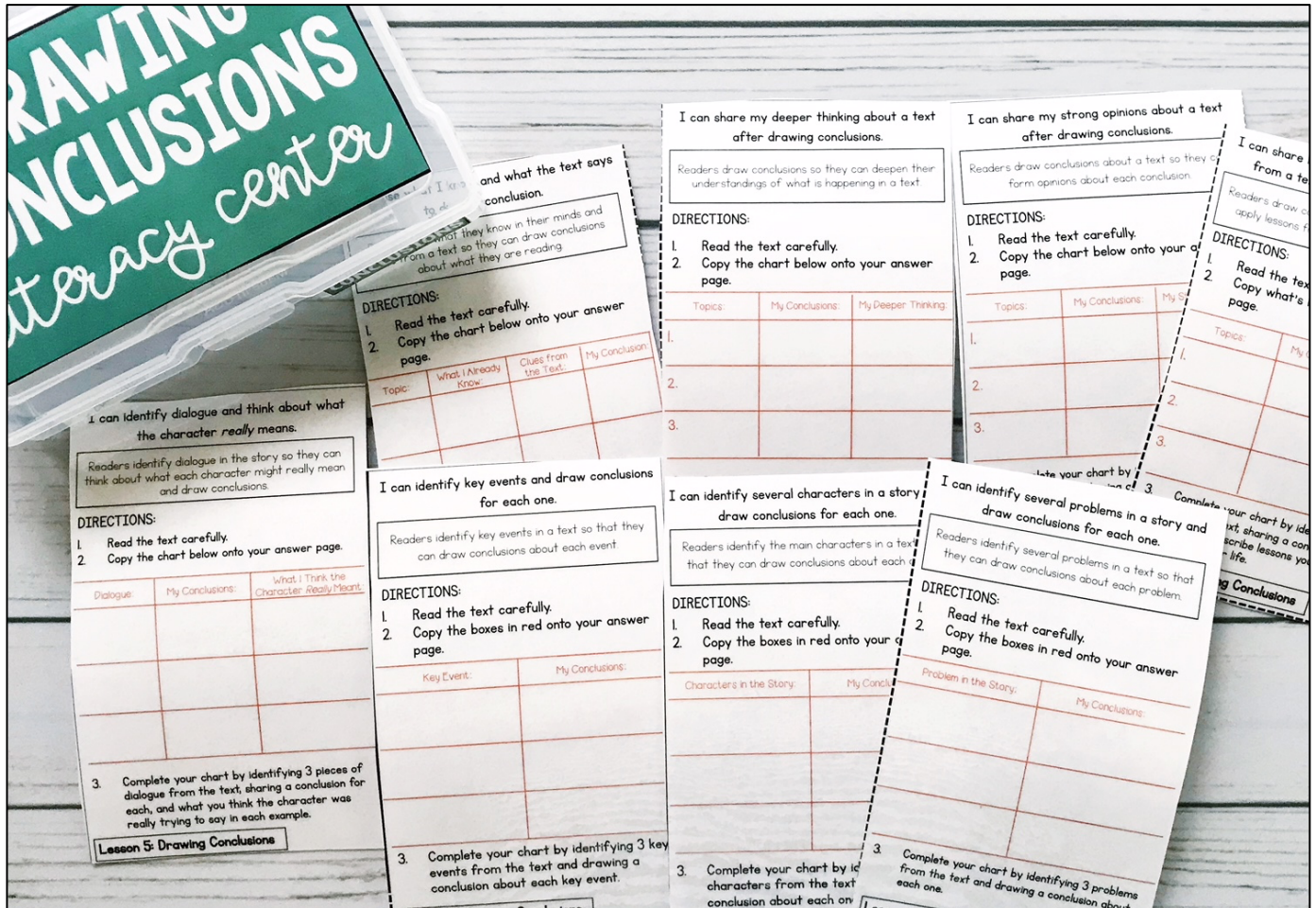


SET UP THE CENTERS:

Step 1: print on cardstock

Step 2: Laminate

Step 3: hot glue to boxes



will have to drop out of school."
atched the lucky students pass,
d the lump in his throat.
go tree,
own the road,

CONCLUSION
literacy center

Student Answer page

Use this page to complete your literacy center activity

Name: Marcus Date: Sept 8

Title: The Boy Who Harnessed the Wind Author: William Kamkwamba

Comprehension Skill: Drawing Conclusions Lesson Number: 2

Use this space to complete step 2 from your literacy center activity card.

Topics	My Conclusions	My Deeper Thinking
In the village of Malawi there was no electricity	They didn't have TV, video games, lights, or anything.	I wonder what they did for fun at night. Did they just go to sleep when it got dark out?
When the sun came up they got to work in the corn fields.	Life was full of hard work in Malawi	I have it pretty easy in America. I don't think I want to move to Malawi.
William had to drop out of school because there was no money.	Working in corn fields all day long did not pay very well at all.	I want to go to college so I can get a good job and make lots of money.

Readers draw conclusions so they can understand what is happening in a text.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your page.

Topics:	My Conclusions:
1.	
2.	
3.	

3. Complete your chart by identifying topics from the text, sharing a conclusion you draw, and your deeper thoughts about each topic.

Lesson 2: Drawing Conclusions

USE OVER AND OVER WITH ANY TEXT!

I can use what I know and what the text says to draw a conclusion.

Readers use what they know in their minds and clues from a text so they can draw conclusions about what they are reading.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

Topic:	What I Already Know:	Clues from the Text:	My Conclusion:

3. Complete your chart by identifying 3 topics from the text, sharing what you know, what the text says, and drawing a conclusion for each one.

Lesson 1: Drawing Conclusions

I can share my deeper thinking about a text after drawing conclusions.

Readers draw conclusions so they can deepen their understandings of what is happening in a text.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

Topics:	My Conclusions:	My Deeper Thinking:

3. Complete your chart by identifying 3 topics from the text, sharing a conclusion for each, and your deeper thoughts about each topic.

Lesson 2: Drawing Conclusions

Sample

I can share my strong opinions about a text after drawing conclusions.

Readers draw conclusions about a text so they can form opinions about each conclusion.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

Topics:	My Conclusions:	My Strong Opinions:
1.		
2.		
3.		

3. Complete your chart by identifying 3 topics from the text, sharing a conclusion for each, and your strong opinions about each topic.

Lesson 3: Drawing Conclusions

I can share lessons I learned for my own life from a text after drawing conclusions.

Readers draw conclusions about a text so they can apply lessons from the text into their own lives.

DIRECTIONS:

1. Read the text carefully.
2. Copy what's in red onto your answer page.

Topics:	My Conclusions:	Lessons that Apply to My Life:
1.		
2.		
3.		

3. Complete your chart by identifying 3 topics from the text, sharing a conclusion for each, and then describe lessons you learned that apply to your life.

Lesson 4: Drawing Conclusions

I can identify dialogue and think about what the character *really* means.

Readers identify dialogue in the story so they can think about what each character might really mean and draw conclusions.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

Dialogue:	My Conclusions:	What I Think the Character <i>Really</i> Meant:

3. Complete your chart by identifying 3 pieces of dialogue from the text, sharing a conclusion for each, and what you think the character was really trying to say in each example.

Lesson 5: Drawing Conclusions

I can identify key events and draw conclusions for each one.

Readers identify key events in a text so that they can draw conclusions about each event.

DIRECTIONS:

1. Read the text carefully.
2. Copy the boxes in red onto your answer page.

Key Event:	My Conclusions:

3. Complete your chart by identifying 3 key events from the text and drawing a conclusion about each key event.

Lesson 6: Drawing Conclusions

I can identify several characters in a story and draw conclusions for each one.

Readers identify the main characters in a text so that they can draw conclusions about each one.

DIRECTIONS:

1. Read the text carefully.
2. Copy the boxes in red onto your answer page.

Characters in the Story:	My Conclusions:

3. Complete your chart by identifying 3 characters from the text and drawing a conclusion about each one.

Lesson 7: Drawing Conclusions

I can identify several problems in a story and draw conclusions for each one.

Readers identify several problems in a text so that they can draw conclusions about each problem.

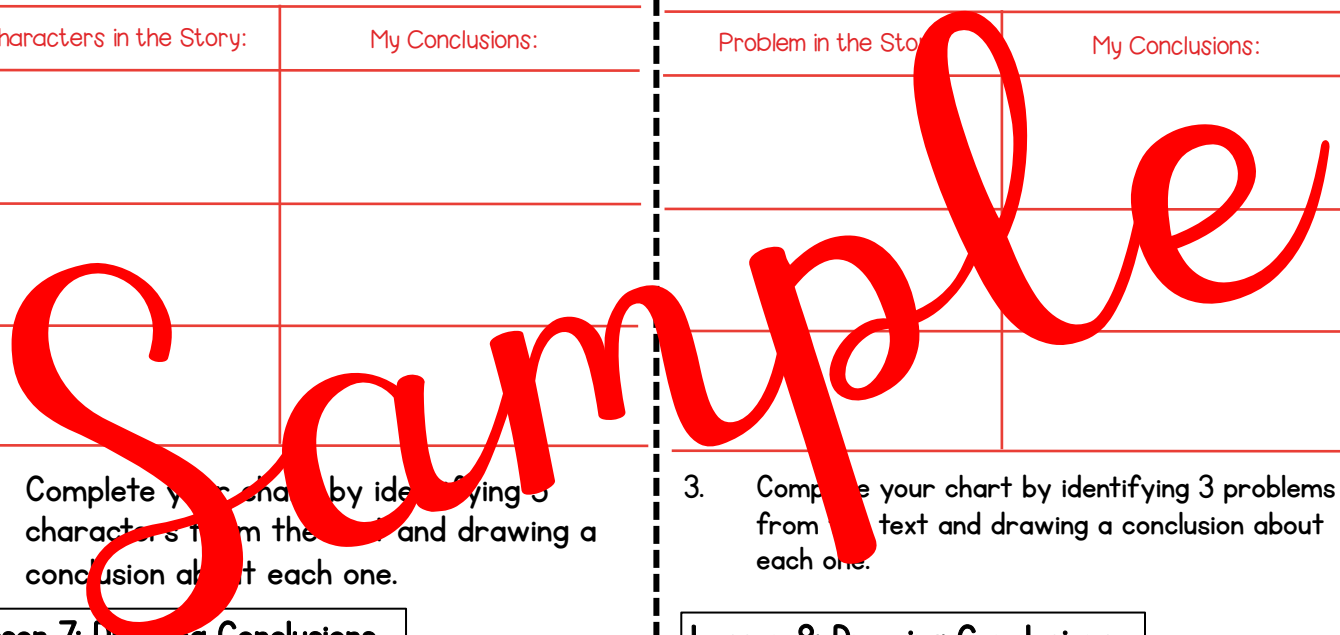
DIRECTIONS:

1. Read the text carefully.
2. Copy the boxes in red onto your answer page.

Problem in the Story:	My Conclusions:

3. Complete your chart by identifying 3 problems from the text and drawing a conclusion about each one.

Lesson 8: Drawing Conclusions



Student Answer Page

Use this page to complete your literacy center activity

Name: _____ Date: _____

Title: _____ Author: _____

Comprehension Skill: _____ Lesson Number: _____

Use this space to complete step 2 from your literacy center activity card.

Sample

Tracking my Work

Use this page to keep track of all the centers you have completed

My Name: _____

Comprehension Skill:	Lesson Number	Date completed	Text I Read

Sample

Tracking Student Work

Use this page to keep track of all the centers students have completed

Student	Date	Comprehension Skill	Lesson # Completed	Skill Mastered?

Sample