

# The Following are Included in this Bundle:

## Making Predictions:

1. Support Predictions with Evidence
  2. Character Trait Predictions
  3. Predicting Character Actions
  4. Predicting Dialogue
  5. Predicting Problems
  6. Predicting Solutions
  7. Predicting Before Reading
  8. Predicting During Reading
  9. Predicting After Reading
  10. Changing Predictions
  11. Predicting with Personal Experiences
  12. Predicting with Content Knowledge
  13. Using Other Texts to Make Predictions
  14. Predicting with Illustrations
  15. Predicting Outcomes
  16. Predicting Sequels
  17. Going Deeper with Predictions
  18. Predictions Based on Genre
  19. Correcting Predictions
  20. Predicting Word Meanings
- 

## Analyzing:

1. Support Predictions with Evidence
  2. Character Trait Predictions
  3. Predicting Character Actions
  4. Predicting Dialogue
  5. Predicting Problems
  6. Predicting Solutions
  7. Predicting Before Reading
  8. Predicting During Reading
  9. Predicting After Reading
  10. Changing Predictions
  11. Analyze How Illustrations and Text Work Together
  12. Analyze Dialogue
  13. Analyze the Use of Descriptive Language
  14. Analyze How Characters Change Over Time
  15. Analyze Different Points of View
  16. Analyze the Mood of the Writing
  17. Analyze the Structure of Complex Plots
  18. Analyze How the Writer Built Suspense
  19. Analyze Overall Opinions of a Text
  20. Analyze the Dialect Used in a Text
- 

## Background Knowledge:

1. What I Know About the Settings
2. What I Know About the Characters
3. What I Know About the Events
4. What I Know About the Facts
5. Connecting Background to New Learning
6. What I Know About the Topics
7. My Background with Vocabulary Words
8. Personal Connections
9. Illustrating My Prior Knowledge
10. My Mind Map
11. Prior Knowledge Quiz
12. Comparing My Background to Characters
13. Comparing My Setting to the Text
14. Comparing My Problems to the Text
15. Telling Stories About My Background Knowledge
16. Evaluating My Background Knowledge
17. Thinking How My Background Helps Me Read
18. My Best Background Knowledge
19. Background Knowledge and My Perspective
20. How My Background Knowledge Changes

# The Following are Included in this Bundle:

## Cause and Effect:

1. Cause and Effect Matching Set One
  2. Cause and Effect Matching Set Two
  3. Cause and Effect Matching Set Three
  4. If...Then...
  5. Identifying Causes in Texts
  6. Identifying Effects in Texts
  7. Inferring Causes in Texts
  8. Inferring Effects in Texts
  9. What Happened/Why It Happened
  10. Creating Causes Set One
  11. Creating Causes Set Two
  12. Creating Causes Set Three
  13. Creating Effects Set One
  14. Creating Effects Set Two
  15. Creating Effects Set Three
  16. Cause and Effect Signal Words
  17. Illustrating Cause and Effect
  18. One Cause, Multiple Effects Set One
  19. One Cause, Multiple Effects Set Two
  20. One Cause, Multiple Effects in Text
- 

## Comparing:

1. Comparing Characters' Choices
  2. Comparing Characters' Traits
  3. Comparing Characters from Different Stories
  4. Comparing Text to Favorite Text
  5. Comparing Facts From Two Texts
  6. Comparing Themes From Two Texts
  7. Comparing Quality of Writing
  8. Comparing Character Choices with Your own
  9. Comparing the text Beginning and End
  10. Comparing Different Versions of the Same Story
  11. Comparing the Plot to Other Texts
  12. Comparing 3 Favorite Books
  13. Comparing the Text to the Movie
  14. Comparing the Text to Your Life
  15. Comparing the Text to the Real World
  16. Compare Characters' Word Choices
  17. Comparing Multiple Text Structures
  18. Comparing Text Titles
  19. Comparing How Characters Change Over Time
  20. Comparing Reading Genres
- 

## Making Connections:

1. Text-to-Self Connections
2. Text-to-Text Connections
3. Text-to-World Connections
4. Connecting with Text Quotes
5. Connecting Authors' Styles
6. Connecting Characters in the Same Story
7. Connecting Characters from Different Stories
8. Connecting Main Ideas in a Story
9. Connecting Main Ideas from Different Stories
10. Connecting Key Details to Main Ideas
11. Connections Before Reading
12. Connections During Reading
13. Connections After Reading
14. Connections Before, During, and After Reading
15. Background Knowledge and Interpreting Characters
16. Connections to Different Cultures
17. Background Knowledge and Interpreting Settings
18. Background Knowledge and Interpreting Topics
19. Background Knowledge and Interpreting Story Elements
20. Background Knowledge and Connections

# The Following are Included in this Bundle:

## Inferring:

1. Infer Character Traits with Evidence
  2. Infer Character Feelings with Evidence
  3. Inferring with Dialogue
  4. Infer Cause and Effect
  5. Infer Causes of Problems
  6. Infer Author's Purpose
  7. Infer Alternate Meanings in Text
  8. Infer Setting Details from Illustrations
  9. Infer Themes and Ideas from illustrations
  10. Infer how Characters Feel About Each Other
  11. Infer the Meanings of Complex Words
  12. Infer Main ideas
  13. Infer Author's Choice of Words
  14. Reading Between the Lines
  15. Inferring Practice One
  16. Inferring Practice Two
  17. Inferring Practice Three
  18. Inferring Practice Four
  19. Inferring Practice Five
  20. Inferring Practice Six
- 

## Judging:

1. Judging Character Choices
  2. Judging Character Traits
  3. Judging Story Elements
  4. Judging Use of Descriptive Language
  5. Judging How Characters Change Over Time
  6. Judging Dialogue
  7. Judging the Quality of a Text
  8. Agreeing and Disagreeing with Ideas
  9. Judging Events
  10. Judging Topics
  11. Judging the Beginning, Middle, and End
  12. Judging Based on Personal Experiences
  13. Judging the Writer's Style
  14. Judging the Believability of the Text
  15. Evaluating Illustrations
  16. Evaluating How Simple the Text was to Understand
  17. Evaluating the Problems and Solutions
  18. Identifying Facts and Opinions
  19. Identifying Contradictions in the Text
  20. Expressing Reading Tastes
- 

## Metacognition:

1. Thinking Stems Set One
2. Thinking Stems Set Two
3. What the Text Says and My Thinking
4. Text *Plus* Thinking (equals Real Reading)
5. Thinking About My Thinking
6. Real Reading vs. Fake Reading
7. My Thinking About Characters
8. My Thinking About Settings
9. My Thinking About Themes
10. My Thinking About Nonfiction
11. My Thinking About Events
12. My Thinking About Problems and Solutions
13. Digging Deeper With Thinking
14. My Wonderings
15. Thinking With an Imagination
16. Thinking About Others Thinking
17. Getting Into the Minds of the Characters
18. Getting Into the Mind of the Author
19. Thinking and Visualizing
20. Reflecting on My Thinking

# The Following are Included in this Bundle:

## **Synthesizing:**

1. Determining Importance
  2. Making Connections
  3. Using Background Knowledge
  4. Asking and Answering Questions
  5. Making Inferences
  6. Drawing Conclusions
  7. Analyzing
  8. Critiquing
  9. Integrate New Information with Old
  10. Forming Mental Images
  11. Putting It All Together
  12. Changing My Thinking
  13. Big New Ideas
  14. How My Thinking Changes
  15. Evaluating My Own Thinking
  16. Thinking About My Perspective
  17. Imagining Others' Thinking
  18. Personalizing the Text
  19. Stop and Think
  20. My Thinking Surprises
- 

## **Questioning:**

1. Questioning Character Choices
  2. Questioning Character Traits
  3. Questioning Dialogue
  4. Questioning Text Problems
  5. Questions Before Reading
  6. Questions During Reading
  7. Questions After Reading
  8. Questioning Text Facts
  9. Asking and Answering Questions
  10. Questioning the Author's Purpose
  11. Questioning Text Events
  12. Questioning Tricky Vocabulary
  13. Questioning Reasons for Reading the Text
  14. Questions for Literature Groups
  15. Questioning Character Motives
  16. Questioning Alternative Events
  17. Questioning Alternative Endings
  18. Within the Text Questioning
  19. Beyond the Text Questioning
  20. About the Text Questioning
- 

## **Summarizing:**

1. Beginning, Middle, End
2. Somebody, Wanted, But, So, Then
3. Summarize Character Actions
4. Summarize Character Traits
5. Summarize Settings
6. Summarize Problems and Solutions
7. Summarize Nonfiction
8. Summarize and Relating Ideas
9. Summarize Theme
10. Summarize your Opinions
11. Paraphrasing
12. Quoting
13. Summarize Key Words
14. Summarize Moral Lessons
15. Summarize Personal Connections
16. Summarize Text Connections
17. Summarize the Author's Purpose
18. Summary Thinking Map One
19. Summary Thinking Map Two
20. Summary Thinking Map Three

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# "Going Deeper with Predictions"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers make lots of predictions that they quickly forget about or change. Readers need to think deeply about some predictions. Write down some of the biggest predictions you had about the text you are reading. Then answer the questions about each prediction.



Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

## Challenge:

On the back of this page make a list of all the reasons predictions are so helpful to readers. Circle the most important reason and say more about it.

# "Analyze Overall Opinions of a Text"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers form opinions of the text as a whole. Rate each part of the text by circling a number between 1-10 (10 being the best). Say a little something about your reasoning for each rating. Then share your overall opinion of the text.

MAIN CHARACTERS:

---

---

---

SETTING:

---

---

---

PLOT:

---

---

---

My OPINION:

1 2 3 4 5 6 7 8 9 10

My OPINION:

1 2 3 4 5 6 7 8 9 10

My OPINION:

1 2 3 4 5 6 7 8 9 10

SEQUENCE OF EVENTS

---

---

---

PROBLEM/SOLUTION

---

---

---

USE OF LANGUAGE

---

---

---

My OPINION:

1 2 3 4 5 6 7 8 9 10

My OPINION:

1 2 3 4 5 6 7 8 9 10

My OPINION:

1 2 3 4 5 6 7 8 9 10

My OVERALL OPINION:

---

---

---

---

1      2      3      4      5      6      7      8      9      10

## Challenge:

Compare your ratings with a partner. Discuss your reasons for each rating. Share any new thinking you had from your discussion on the back of this page. Share if you would change any rating after your conversation.

# "My Mind Map"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers are always making connections in the text with what they already know in their mind. As you read today, fill in the mind map with connections you make between the text and your background knowledge.

The mind map template consists of several interconnected shapes: a star, a rectangle, a cloud, a speech bubble, a large oval, another rectangle, another cloud, and another speech bubble. Each shape is connected to a small cartoon character. The word "Sample" is written in large, red, cursive letters across the center of the page, overlapping the mind map shapes.

## Challenge:

Share your mind map with a partner. Tell stories about your background that help explain why you made the connections you did with the text. Share any new thinking on the back of this page.

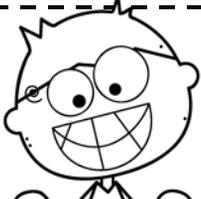
# "Cause and Effect Matching Set One"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

A cause is an event that triggers something else to happen. What happens because of the cause is called the effect. For example, if I jump in a pool (cause), I will be completely wet (effect). Draw lines to connect each of the cause and effect events below.



## CAUSES

Forgetting homework on the kitchen counter

Winning the football championship

Forgetting to let the dog out

Eating too many cupcakes

Picking flowers for mom

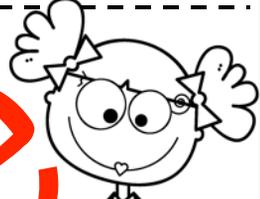
Washing mom and dad's cars

Realizing you forgot your lunch at home

Haven't taken a shower in 6 days

## Challenge:

Create your own cause and effect matching on the back of this page. Exchange papers with a friend and see if you can match them all correctly!



## EFFECTS

Having to clean up a doggie accident

Getting extra hugs and dessert that night

Earning \$5

Getting in trouble with the teacher

Friends keep saying you stink

Getting a HUGE trophy!

Having a very upset stomach

Borrowing money from a friend at school

# "Comparing Character Choices with Your Own" :

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## What To Do:

Readers wonder if they would make the same choices as the characters in a story if they were faced with the same situations. Describe four choices the characters made in the story. Check whether you would do the same or something different. Then explain your thinking.

Choice:



SAME:

DIFFERENT:

My Thinking:



Choice:



SAME:

DIFFERENT:

My Thinking:



Choice:



SAME:

DIFFERENT:

My Thinking:



Choice:



SAME:

DIFFERENT:

My Thinking:



## Challenge:

Get together with a partner or small group. Share the character choices and whether you would do the same. Use the back of this page to take notes on your conversation.

# "Background Knowledge and Connections"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers are always making connections when they are reading. Sometimes they have to change their background knowledge to make sense of the new information. Describe your background knowledge and details in the text. Then check yes or no if you had to change your thinking.

BACKGROUND KNOWLEDGE	TEXT DETAILS	CHANGE MY THINKING?
		YES: <input type="checkbox"/> NO: <input type="checkbox"/>

## Challenge:

Choose one of the examples above where you checked yes to changing your thinking. Explain why you changed your thinking on the back of this page.

# "Inferring With Evidence"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

When readers make an inference they combine what the text says and what they already know to create some new thinking. Write down three events (evidence) from the text. Share what you already know about each event. Then use them both to create new thinking (inference).

**EVIDENCE FROM TEXT:**

---

---

---



**WHAT I ALREADY KNOW:**

---

---

---



**MY INFERENCE:**

---

---

---



**EVIDENCE FROM TEXT:**

---

---

---



**WHAT I ALREADY KNOW:**

---

---

---



**MY INFERENCE:**

---

---

---



**EVIDENCE FROM TEXT:**

---

---

---



**WHAT I ALREADY KNOW:**

---

---

---



**MY INFERENCE:**

---

---

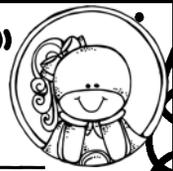
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## Challenge:

Get Together with a partner. Share the evidence and what you already know. See if your partner makes the same inference. Write any new inferences on the back of this page.

# "Judging the Believability of the Text"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers have to decide if the big ideas in the text are believable or not. Share some of the big ideas from the text. Check one box to judge each idea. Then share your thinking about why you checked the box you did.

Idea: \_\_\_\_\_  
\_\_\_\_\_



AGREE:   
DISAGREE:   
NOT SURE:

My Reasons: \_\_\_\_\_  
\_\_\_\_\_



Idea: \_\_\_\_\_  
\_\_\_\_\_



AGREE:   
DISAGREE:   
NOT SURE:

My Reasons: \_\_\_\_\_  
\_\_\_\_\_



Idea: \_\_\_\_\_  
\_\_\_\_\_



AGREE:   
DISAGREE:   
NOT SURE:

My Reasons: \_\_\_\_\_  
\_\_\_\_\_



Idea: \_\_\_\_\_  
\_\_\_\_\_



AGREE:   
DISAGREE:   
NOT SURE:

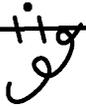
My Reasons: \_\_\_\_\_  
\_\_\_\_\_



## Challenge:

Get together with a partner. Share one idea from the text. See if you and your partner have the same opinions. On the back of this page, describe how your opinions were alike and different.

*Sample*



# "Thinking Stems Set Two"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers think deeply about a text when they become aware of how they think and process information. Complete the thinking stems below by sharing your thinking from the text you are reading.

One part of the text I really did not understand was...




---



---

Something interesting I noticed in the text was...




---



---

Something I am picturing is...




---



---

Something I am trying to figure out about the text is...




---



---

## Challenge:

Cut out each thinking stem and fold them on the dotted line. Describe your thought process for each of your thoughts from the text on the cover of each thinking stem.



# "Going Deeper with Predictions"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers make lots of predictions that they quickly forget about or change. Readers need to think deeply about some predictions. Write down some of the biggest predictions you had about the text you are reading. Then answer the questions about each prediction.



Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

Why?	Prediction _____ _____	Did it come true?
How?		New prediction...

## Challenge:

On the back of this page make a list of all the reasons predictions are so helpful to readers. Circle the most important reason and say more about it.

# “Questions for Literature Groups”

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## What To Do:

Readers often get together with other readers to talk about the texts. Use these general questions to start a conversation in a literature group!

What was your favorite part of the text? Why?



What are some questions you still have about the text after reading?



What are some tricky vocabulary words from the text?



What happened to the characters in the text? What do you think about what happened?



Which character do you think you are most like? Why?



If you were a character in the text how would you have acted? What would you have said? Why?



What did you learn from reading this text?



What connections did you make between the text and your own life?



What parts of the text surprised you? Why do you think you were surprised?



What do you think of the writer's style? Why do you feel that way?



Are you glad you read this text? Why or why not?



Would you recommend this text to others? Why or why not?



## Challenge:

Cut out these questions to bring to your literature group. Before the group starts, write your own answers on the back of each card.

# "Summary Thinking Map Two"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What To Do:

Readers use a thinking map to prepare for writing a summary so that they only retell the most important parts. Complete the summary thinking map by listing main ideas and events in the order they happened. Use the book you are reading or the book you just finished.

The diagram is a summary thinking map consisting of 10 empty rectangular boxes arranged in a hierarchical structure. The boxes are connected by lines, suggesting a flow of information. Each box is accompanied by a small, simple line drawing of a child engaged in a reading or writing activity. The drawings include a girl writing, a boy reading, a girl reading, a boy reading, a girl reading, a boy reading, a girl reading, and a girl reading. A large, red, diagonal watermark reading "Sample" is overlaid across the entire diagram.

## Challenge:

Circle only the most important parts of the summary thinking map. On the back of this page write a summary using the parts you circled. Don't forget to use complete sentences!

# "Determining Importance"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What To Do:

Readers have to process a ton of information when they are reading. Part of that processing is determining which parts of the text are the most or least important. Describe parts of the text, then rate each one by circling a number between 1-10 (10 being the most important).

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

DETAIL: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

## Challenge:

Cut out each of the cards. On the back of each card write one or two sentences explaining why you ranked each detail like you did. Share your thinking with a partner.