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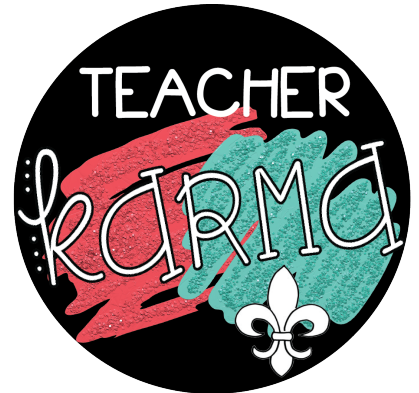
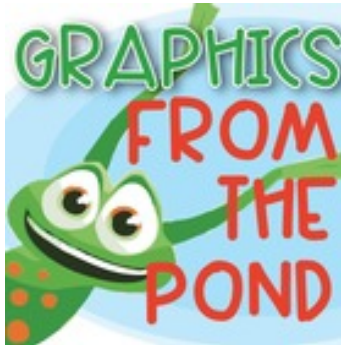
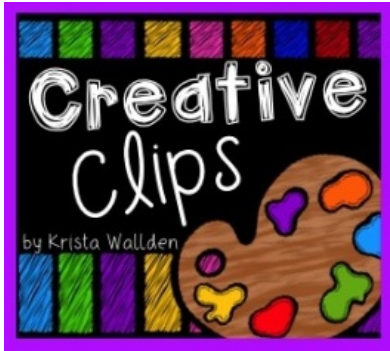
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Thank you so much to these amazing artists,
whose work is found in this resource!!



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
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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: _____

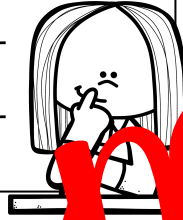
Title: _____ Author: _____

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 _____.
 - a 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.
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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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Sample

I am a
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Sample