Graphic Organizers for Reading

Teaching Tools Aligned with the Common Core

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Graphic Organizers for Reading is so much more than a book of printables, and I want to offer my sincere gratitude to those who contributed to its creation. The seeds of this book took root in the Empowering Readers Learning Community, and I am indebted to many of those teachers, including those named below, who contributed to its final form. Whether they tested the graphic organizers with their students, suggested instructional strategies, or proofread the final version, the individuals below helped shape this book into a wonderful and very practical tool for teachers. I want to express special thanks to my friend and workshop director Pat Calfee for her guidance in the area of lesson design and the creation of effective mini-lessons. Writing this book has definitely been a collaborative process, and I’ve enjoyed sharing this amazing journey with a terrific group of educators!

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Graphic organizers come in all shapes and sizes, from poster-sized charts to folded pieces of paper that tuck into your pocket. But regardless of what they look like, they serve the same general purpose. Graphic organizers help us organize and conceptualize information so that we can better understand it. These tools help us connect new ideas to previously-learned concepts. They allow us to sort, classify, and manipulate concepts, which results in higher retention of information and leads to new insights.

For many years as an upper-elementary teacher, I have found graphic organizers to be extremely powerful tools in all subject areas. First of all, graphic organizers can be included in almost any reading program. Whether you are using the reading workshop approach, literature circles, small groups and centers, or teaching from a basal reader, graphic organizers are helpful before, during, and after reading. They are particularly powerful for visual learners who need to see new information organized and mapped out in ways that make sense to them.

Graphic organizers are also powerful because of their flexibility and adaptability; they can be used to teach almost any reading strategy or skill. Some graphic organizers, like the Character Map, have a specific purpose and are used in a certain way. Others, like the Venn Diagram, are more generic and can be used in many ways. Almost every state has adopted the Common Core Standards, and every one of the English Language Arts Standards for Information Text and Literature can be taught with a variation of one of the graphic organizers in this book. Page 19 offers a visual snapshot of some of the most common folded and flat graphic organizers.
While graphic organizers can be used in every subject area, I found them to be particularly effective for teaching reading strategies and for application of those skills in content areas like science, health, and social studies. My students enjoyed creating and completing graphic organizers, and they loved referring to them during our class discussions or talking about their work with a partner or team. Using graphic organizers introduced an element of excitement and fun into any lesson!

In Graphic Organizers for Reading: Teaching Tools Aligned with the Common Core, you’ll find effective strategies for using graphic organizers to meet Common Core Standards for Informational Text and Literature. This version of the book does not include a list of specific Standards for each graphic organizer; fortunately, most of the graphic organizers are aligned with at least one Standard from grades 2 through 6 and can easily be adapted to support them.

Let’s take a look at how Graphic Organizers for Reading is organized:

- Chapter 1 - How to Teach with Graphic Organizers
- Chapter 2 - Multi-purpose Graphic Organizers
- Chapter 3 - Informational Text Organizers
- Chapter 4 - Literature Graphic Organizers

One of the best things about using graphic organizers is that they make lesson planning a breeze! In Chapter 1, you’ll learn easy strategies for creating Common Core mini lessons from nothing more than a graphic organizer and a short reading selection. This chapter concludes with a complete, step-by-step lesson for introducing the KWL Chart to your students using a well-known children’s book about the rain forest, Nature’s Green Umbrella. In Chapter 2, you’ll discover how to create a variety of multi-purpose graphic organizers and how to use them specifically for reading instruction. In that chapter, you’ll also learn how to teach your students to select the best graphic organizer for a particular text. In Chapters 3 and 4, you’ll find almost two dozen very specific graphic organizers for informational texts and literature selections. In no time at all, you and your students will be tapping into the power of graphic organizers!
Chapter 1
How to Teach With Graphic Organizers

Graphic organizers can be powerful instructional aids when used effectively, but these tools can also be confusing and frustrating for students if they are not introduced properly. Fortunately, it’s extremely easy to develop a top-notch reading lesson by learning to choose the right graphic organizer for the strategy or skill being taught.

Teaching Tools for the Common Core
Now that the Common Core State Standards have been adopted widely, teachers are scrambling for materials to meet those objectives. The Standards outline what to teach, but they don’t specify how to meet those objectives. As stated on the Common Core Standards Initiative website, “By emphasizing required achievements, the Standards leave room ... to determine how those goals should be reached....Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.”

The movers and shakers behind the Common Core are to be applauded for limiting the Standards to the “what” and not mandating the “how.” The classroom teacher will always be the best judge of how to meet his or her students’ needs. On the other hand, any time new standards are introduced, there’s a learning curve involved in figuring out how to use best practices in education to meet the new objectives.

Thankfully, graphic organizers are like superheroes that appear to save the day! Because of graphic organizers’ adaptability, you can take any one of the Standards, pair it with a reading selection, and easily create an effective mini-lesson to meet that objective. Let me show you how!
How to Create an Effective Reading Lesson

Before we look how to create Common Core lessons, let’s dig into some general principles for creating any effective reading lesson. My colleague Pat Calfee shared with me a framework that takes the mystery out of lesson design, and we’ve been working together to create a planning tool based on that framework. Pat is a former classroom teacher and curriculum director, and one of her areas of expertise is in reading instruction. We developed the lesson plan form on the next page according to the “gradual release of responsibility” instructional model. This process is effectively summed up by the words, “I Do, We Do, You Do,” and the chart below outlines the components that might appear in each part of the lesson.

What is meant by “gradual release of responsibility”? Essentially, the lesson progresses through stages from teacher-directed instruction to independent work. During the “I Do” phase of the lesson, the teacher introduces and explains the new strategy in a whole-group setting. Information about the strategy might be added to a class “anchor” chart that is saved as a reference to use later. During the “We Do” phase, the teacher works with his or her students to practice the skill together or students try out the skill with a partner or team. The final, “You Do,” phase requires students to apply the skill on their own.

---

Reading Strategy Lesson Structure

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Possible Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Do</strong></td>
<td><strong>Teacher Input</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher introduces and explains the new strategy; teacher reads the focus text aloud; teacher “thinks aloud” to model how to apply the strategy; teacher demonstrates how to record thinking on class anchor chart or graphic organizer</td>
</tr>
<tr>
<td><strong>We Do</strong></td>
<td><strong>Guided Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Students work with the teacher or other students interactively to practice the skill; may take place in a whole or a small group setting; may involve partner work or cooperative learning activities; often involves analysis and discussion among class members</td>
</tr>
<tr>
<td><strong>You Do</strong></td>
<td><strong>Independent Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Students read independently and apply the new reading skill; the text may be assigned by the teacher or may be self-selected; may involve written response in the form of journal writing or the completion of a graphic organizer</td>
</tr>
</tbody>
</table>
## Reading Strategy Lesson Plan

### Targeted Strategies


### Lesson Text(s)


### Lesson Time Frame


### Graphic Organizer and/or Anchor Chart


### Lesson Components and Sequence

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Components and Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Do</strong></td>
<td></td>
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<tr>
<td>Teacher Input</td>
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</tr>
<tr>
<td><strong>We Do</strong></td>
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<tr>
<td>Guided Practice</td>
<td></td>
</tr>
<tr>
<td><strong>You Do</strong></td>
<td></td>
</tr>
<tr>
<td>Independent Practice</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1: How to Teach with Graphic Organizers

Meeting Common Core Standards with Graphic Organizers

At the beginning of this chapter, I wrote that it’s easy to create a reading lesson for any of the Common Core standards by pairing a graphic organizer with a reading selection. However, it’s also true that an effective lesson involves more than assigning students to read a particular text and to take notes on a chart or Venn diagram. Graphic organizers are teaching tools, and like any tool, they can be used and misused. Students must do more than take notes and write responses to literature; they must be given the opportunity to discuss the information, make inferences, and draw conclusions.

The Common Core Reading Standards are divided into two categories, Literature Standards and Informational Text Standards, and the remaining chapters of this book offer dozens of graphic organizers for these standards. Let’s take a look at how to develop an effective lesson based on the 3rd grade Literature Standard RL 3.3 that deals with character traits, motivations, and feelings.

Developing a Common Core Character Trait Lesson

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Introducing the Strategy and the Graphic Organizer

In designing a lesson to meet this standard, let’s imagine that you choose to read aloud The Rainbow Fish and introduce the Character Trait Map. Begin by explaining what the term “character trait” means and brainstorming a list of character traits. Then ask your students to think about Rainbow Fish’s traits as you read the book aloud. Next, display a copy of the character trait map and show students how to identify the main character’s traits. Demonstrate how to write in the traits and supporting details on the graphic organizer. For the guided practice phase, have students work with a partner to list and discuss additional traits to be added to the class chart.

Discussing and Extending the Strategies

Before you assign the graphic organizer for independent work, there’s a little more work to be done to meet objective RL3.3. The second half of the objective states, “... and explain how their actions contribute to the sequence of events.” Having students merely complete a graphic organizer won’t meet that standard, but including a lively discussion will. Ask students how Rainbow Fish’s actions moved the story along to its logical conclusion. Discuss his feelings and why he behaves as he does throughout the story. After discussing these concepts, give each student a blank copy of the Character Trait Map to use with one of their own self-selected texts. Then have them write a short journal entry that describes their character’s motivations, actions, and feelings, and how the main character’s actions contributed to the sequence of events in the story.
Chapter 1: How to Teach with Graphic Organizers

How to Create Reading Mini-Lessons

Teachers who use the reading workshop approach are urged to teach mini-lessons, but it’s not always clear what’s meant by that term. The main difference between a full lesson and a mini-lesson is simply the amount of time spent on whole-class reading instruction. A complete reading lesson may take 45 minutes to an hour, but a mini-lesson is generally only 15 or 20 minutes, and it’s followed by 30 to 40 minutes of small group instruction or independent reading times.

Let’s take a closer look at the difference between a full reading lesson and a mini-lesson. You might have read the 3-step character trait lesson on the preceding page and wondered, “How in the world am I supposed to teach that entire lesson in one day?” The simple answer is, “You Aren’t!” A “lesson” is a sequence of instructional steps to teach a skill, and lessons aren’t time-specific. When you’re attuned to your students’ needs and adapt your instruction accordingly, a lesson may take anywhere from a day to a week.

If you have a 90-minute reading block, it might be possible to teach a complete reading lesson in a single day. However, if you use the reading workshop approach, you’ll want to divide the lesson into several shorter mini-lessons. The outline below shows how a basic hour-long lesson might be adapted to three short mini-lessons. The “I Do, We Do, You Do” lesson sequence is the same, but it’s “chunked” into 20-minute sections.

How to Chunk a Full Lesson into Mini-Lessons

I Do and We Do

Day 1

Read aloud the selected text and introduce the skill with the corresponding graphic organizer. Ask your class for input as you work together to complete the graphic organizer. As you send your students off to read on their own, ask them to think about how they could apply the strategy, but don’t require a written response since the strategy is new.

We Do and You Do

Day 2

During the opening mini-lesson, ask your students to complete a blank graphic organizer with a partner. Walk around assisting and monitoring their progress. Then give each student another graphic organizer to begin using with an assigned text or their own self-selected book. They should be expected to add some details, but not to finish it that day.

You Do

Day 3

During today’s mini-lesson, review the previous days’ instruction and ask students to share examples from their own books. Then send them off to read and allow plenty of class time for them to read independently and complete their own graphic organizers. When you are conferring with students individually, check on their progress with the targeted skill.
I’ve introduced basic principles for creating effective lessons with graphic organizers as well as how to chunk a full reading lesson into shorter mini-lessons. Now I’d like to share a complete, step-by-step lesson plan for the Know Wonder Learned (KWL) Chart. The lesson description below has not been chunked into mini-lessons so you’ll have to adapt it to your own time frame. If you’re ready to jump into the remaining chapters, feel free to skip this section and move on!

**Introducing the KWL Chart**

The KWL chart is excellent for informational texts. This 3-column graphic organizer requires students to list what they already **know** about a topic in the first column, and then have them pose questions that they **wonder** about in the second column. Finally, after they read or listen to the text, students return to the graphic organizer to record what they **learned** in the third column. For the purposes of this lesson, we’ll use Gail Gibbon’s book about the rain forest, *Nature's Green Umbrella*, but you could easily substitute any short, engaging, nonfiction book.

**Step 1: Whole Class Modeling (I Do and We Do)**

1. **Record Knowledge** - Display a copy of the KWL chart on page 14 or draw a similar one on chart paper. If you wish, you can give your students their own copies and ask them to record details as you work on it together. However, doing this will slow the process considerably, so you may want to simply have them share ideas and watch you complete the class chart. Explain that good readers often think about what they already know about a topic, and they begin to wonder about what they’ll learn while reading. Then show the KWL chart and ask your students what they know about tropical rain forests. To actively engage them, have students write their suggestions on individual dry erase boards or slips of paper. As they offer ideas, record them in the “know” column. If they suggest a fact that’s not correct, wait to see if anyone challenges the detail. If someone does question it, transfer the "fact" to the "wonder" column. If no one challenges it, let the “fact” remain in the “know” column; you can always move it later.

2. **Ask Questions** - Next, ask your students what they wonder about the rain forest. Have students write their questions on dry erase boards or on their own charts. Add as many of their questions to the "wonder" column as time allows.
3. **Read and Record** - After you complete the “know” and “wonder” columns, read aloud *Nature's Green Umbrella*, being sure to show the illustrations as you read. A document camera comes in handy when reading aloud books with interesting illustrations and diagrams. Ask students to raise their hands if they hear the answer to a question, and then stop to record it on the chart. They can also record important information they learned, even if it’s not the answer to a question. When introducing the graphic organizer as a part of a mini-lesson, you may need to finish the book the next day to allow time for students to read independently.

4. **Review Completed KWL Chart** – After you finish the book, ask the class to take a moment to review the chart. Are there any "facts" that need to be corrected? Are there any questions that have not been answered? If so, discuss how they might use other sources such as the Internet or other books to find the answers. However, let the students know that it’s fine to leave some questions unanswered. If you require them to find the answer to every question, it may keep them from asking questions freely the next time they use the graphic organizer.

**Step 2: Partner Practice (We Do)**

1. **Pair Students** - The next day, pair students and ask them to choose a different nonfiction book to read together.

2. **Record Prior Knowledge** - Before they read, give them one blank KWL Chart to share between them and ask them to take turns adding facts to the “know” column.

3. **Record Questions** - Next, ask them to write at least 3 or 4 questions total in the "wonder" column.

4. **Read and Record Answers** - Finally, ask them to read the book in whisper voices, taking turns on each paragraph or page. When they find an answer, they should stop to record it briefly. Remind them that they may record additional facts in that column, even if those facts are not the answer to a question. If they need more room to record notes, they can turn the paper over and continue writing what they learned on the back of the graphic organizer. In some cases the partner practice step may take more than one day to complete, especially if you want to provide time for independent reading after the mini-lesson.

**Step 3: Independent Application (You Do)**

The last part of the learning process is for students to complete the KWL chart on their own with a short nonfiction book that interests them. If you are using the Reading Workshop approach, you may want them to use this graphic organizer instead of completing their usual reading response activity.
# KWL Chart

<table>
<thead>
<tr>
<th><strong>Know</strong></th>
<th><strong>Wonder</strong></th>
<th><strong>Learned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you read, write what you think you know about the topic.</td>
<td>Before or as you read, write what you wonder or want to know about the topic.</td>
<td>While reading or after you finish, take notes about what you learned.</td>
</tr>
</tbody>
</table>

Title: _______________________________________________   Topic __________________

Name ______________________________________

Date _______________________________________

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<table>
<thead>
<tr>
<th>Know</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you read, write what you think you know about the topic.</td>
<td>While reading or after you finish, take notes about what you learned.</td>
</tr>
<tr>
<td>Rain forests are hot. Rain forests are wet. They have interesting animals and plants. People are cutting them down. Rain forests are mostly around the equator. Bananas come from the rain forest.</td>
<td>• Over 240 inches of rain a year—rains more than 200 days a year. Thousands of species of animals and insects. Rain forest has many layers: emergent, canopy, understory, and floor. Products: fruits, nuts, vegetables, and medicine. Trees being cut for roads, lumber, clearing land for farming and mining.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wonder</th>
<th>KWL Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before or as you read, write what you wonder or want to know about the topic.</td>
<td>Name ______________________________________  Date ______________________________________</td>
</tr>
<tr>
<td>• How many different types of animals live in the rain forest?</td>
<td>KWL Chart: Nature's Green Umbrella</td>
</tr>
<tr>
<td>• Why are people cutting them down?</td>
<td>• How much rain falls each year?</td>
</tr>
<tr>
<td>• How hot is it in the rain forest?</td>
<td>• What products do we get from the rain forest?</td>
</tr>
</tbody>
</table>

Title: Nature's Green Umbrella
Multi-purpose graphic organizers are amazing tools because they’re so versatile. The number of ways you can use them is limited only by your imagination. After you understand how they work, it’s easy to decide which graphic organizer is best for each type of text. Most of them can be used with both informational text and literature, and quite a few of them are appropriate for a wide range of content areas. In this chapter, I’ll introduce the seven graphic organizers shown on the right and share some general directions for how to use each one. You’ll find a “Featured Reading Example” for each one and a list of additional suggestions for use.

Seven Basic Multi-purpose Organizers

The seven multi-purpose graphic organizers listed below are introduced in this chapter. The illustrations on the right are in the same order as they are listed below:

- T-charts
- 3-Column Charts
- Folded Flappers
- Venn Diagrams
- Attribute Charts
- Sequencing Frames
- Sharing Boards

Folded Versus Flat Graphic Organizers

Flat graphic organizers have been around for a long time, but folded ones have been introduced more recently. Interestingly, many flat graphic organizers can easily be converted into folded ones. So how do you decide which one is best for the job?
Chapter 2: Multi-purpose Graphic Organizers

To better understand the advantages and disadvantages of folded versus flat graphic organizers, let’s use the KWL chart to take a look at how a flat graphic organizer can be replaced with a folded one. Since the chart has 3 columns, it’s easy to substitute the 3-flap folded graphic organizer shown below the chart. Notice how each column heading becomes a heading on the corresponding flap. I call this type of folded graphic organizer a “flapper.”

Flappers made from plain paper have several advantages over flat printed ones. First of all, the folded ones don’t require photocopying. Also, the flapper can easily be folded and tucked inside a book to save for later. Creating the folded version gives students practice in following directions and engages the kinesthetic learner. The only disadvantage I’ve noticed is that it’s more time-consuming to have students create folded graphic organizers, at least at first. But after students learn how to make them, they delight in quickly folding and cutting a piece of paper to use in a lesson.

How to Introduce New Graphic Organizers

Whether you are introducing a folded or a flat graphic organizer, you can use the “I Do, We Do, You Do” lesson plan format outlined in Chapter 1 to introduce it to your students. If they have not been using graphic organizers on a regular basis, spend several days introducing each one when you first use it. Rather than introducing a new graphic organizer each day, introduce just one each week and provide multiple opportunities to use it over time. By showing your students how to use the same graphic organizer with different texts, including both informational texts and literature, they will learn the essential elements of that tool and how it should be used.

Remember to introduce each graphic organizer first in a whole-group setting so that you can explain how to complete each section appropriately. Later in the lesson or the next day, have students complete one with a partner. Finally, ask students to apply it to their own self-selected or assigned reading.

Using Graphic Organizers for Teambuilding

As a part of the whole-group modeling lesson, you may want to spend a few minutes applying it to a non-academic concept or something personally relevant. For example, when you first introduce a Venn diagram, you could have your students compare two...
popular movies or two comic book characters. These activities serve as great classbuilders and teambuilders while teaching your students the essential elements of the graphic organizer. The directions for each Multi-purpose graphic organizer in this section includes one non-academic suggestion as an optional way to begin.

**Learning to Select the Best Graphic Organizer**

As you use different graphic organizers throughout the year, explain to your students why you have chosen that particular one and ask them for their ideas. For example, some organizers are more suited to comparison while others may be better for sequencing events. Try to use the graphic organizers with both literature and informational text selections so that students can see how the same one can be used in many ways.

**How to Teach Students to Choose the Best Graphic Organizer**

The real power of multi-purpose graphic organizers becomes apparent when students are able to choose the best graphic organizer for a particular text on their own. When you feel your students are ready for this step, you can use the lesson outline below to teach students how to select an appropriate graphic organizer for almost any text. You may want to give them a copy of page 19 to keep in their notebooks as a reference when they are trying to figure out which graphic organizer would work best.

1. **Display and Discuss Graphic Organizers** - Display at least 5 different graphic organizers you have completed as a class. Be sure to introduce the Informational Text Structures graphic organizer on page 63 prior to this lesson. Ask students to discuss why you chose a certain graphic organizer for a particular type of text.

2. **Discuss Text Structure** - Next ask students to consider the structural differences between informational text and literature selections:
   - **Literature selections** usually involve characters, setting, and plot. The events usually take place in chronological order.
   - **Informational texts** may be organized in other ways, such as by main idea and details, cause and effect, sequence of events, question and answer, and so on.

3. **Match Graphic Organizers with Texts** - Now ask students to look at the graphic organizer examples and determine which types of organizers would work best with informational texts, and which would work best with literature. Some of them, especially the generic ones, can easily be used with both.

4. **Let Students Choose** - When possible, from this point forward, allow students to choose the folded or flat graphic organizer that best meets their needs. Ask them to justify their choices to a partner or small group before starting to work on their graphic organizer. You might even choose to have them turn over their graphic organizer and write their reason for choosing it on the back.
Graphic Organizer Examples

Graphic organizers help you organize information. You can create 2D flat graphic organizers on a sheet of paper, or you can cut and fold paper to create 3D graphic organizers. These often have flaps that can be lifted to display information.

### 2D Graphic Organizers
- Venn Diagrams
- Storyboards
- Story Plot Maps
- T-charts
- Sequencing Frames
- Multi-Column Charts
- KWL Charts

### 3D Folded Graphic Organizers

These folded variations can often be used to replace the well-known graphic organizers above. For example, the 2-flap organizer can be used instead of the T-chart, and the long folded strip of paper can be used as a timeline. Be creative!
Chapter 2: Multi-purpose Graphic Organizers

T-Charts

**Purposes:** Sorting and classifying concepts into two categories; identifying two sides of an issue

**Introducing the T-Chart**
One of the simplest graphic organizers to use is a two column T-chart. A fun and content-free way to introduce this is to have students list the pros and cons of homework. Create a large class chart and ask students to write their ideas on sticky notes and post them on the chart. Challenge your students to find an equal number of pros and cons.

**Featured Reading Example - Fact and Opinion**
A T-chart makes an easy way to list facts and opinions found in a selection. Display the chart shown on the next page or draw a chart on the board. Ask students to draw a similar chart on their own paper. Read aloud from an informational article, a book, or a website that includes clear examples of facts and opinions. As you read aloud, ask students to raise their hands when they hear a fact or an opinion. Discuss each statement before having students jot it down on their own charts or before writing it on the class chart.

Remind students that facts can be verified by measuring, counting, or using reliable sources of data. Opinions tell what someone thinks and frequently include evaluative words like “should,” “best,” or “worst.” The example given on page 23 is based on the rain forest, a topic with an abundance of facts and opinions.

After they practice the skill as a class, give them another text to practice with a partner. Ask students to take turns writing facts and opinions on their chart and provide time for sharing their results with the class at the end of the lesson.

**More Suggestions**
- List the problems and solutions in a story with multiple events
- Write causes and effects of an event
- Write statements while reading and classify them as inferences or predictions
- Write questions before reading a book and add the answers during or after you read
- List book titles as fiction or nonfiction
# Fact and Opinion T-Chart

**Topic**

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Fact and Opinion T-chart

**Topic**

Tropical Rain Forests

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rain forests receive over 240 inches of rain a year.</td>
<td>- The Amazon Rain Forest is the most beautiful place on earth.</td>
</tr>
<tr>
<td>- It rains more than 200 days every year.</td>
<td>- People who live in the rain forests shouldn’t cut down the trees to clear land for roads and homes.</td>
</tr>
<tr>
<td>- Thousands of species of animals and insects live in the rain forest.</td>
<td>- Hunting animals to sell for their fur is wrong.</td>
</tr>
<tr>
<td>- The tropical rain forest has many layers such as the emergent layer, canopy, understory, and forest floor.</td>
<td>- Destruction of tropical rain forests is one of our biggest environmental challenges.</td>
</tr>
<tr>
<td>- Products from the rain forest include fruits, nuts, vegetables, and medicine.</td>
<td>- The sweetest pineapples come from the tropical rain forest.</td>
</tr>
<tr>
<td>- Trees are being cut down for roads, lumber, farming, and mining.</td>
<td>- Big companies are greedy when they cut down the trees to make room for cattle farms.</td>
</tr>
<tr>
<td>- Astronauts in space can see smoke from rain forest fires.</td>
<td></td>
</tr>
</tbody>
</table>
**Purpose:** Compare and contrast related topics

**Introducing the Venn Diagram**

Venn Diagrams are the next logical step beyond T-charts since they offer a way to compare two topics that have both similarities and differences. As noted before, it’s best to begin with something content-free, such as two types of candy, perhaps Skittles and M&Ms. To introduce the Venn Diagram concept, draw two large circles that don’t overlap and write the name of each topic above one circle. If you have two large hula-hoops, you can place them on the floor and ask students to sit in a circle around them. Give each student a few pieces of each type of candy and ask them to name characteristics of these candies. As they do so, write the details on sticky notes and place them in the two circles. Soon they will begin naming characteristics that both candies have in common, such as being colorful and sweet. Show your students that if you move the circles together and overlap them, they only need to write those characteristics once and place them in the overlapping area. When students are ready, you may want to add a third overlapping circle.

**Featured Reading Example - Informational Texts vs. Literature**

Two-part Venn Diagrams are easy to use and well-suited for many literacy concepts. For example, they are an excellent tool to use when comparing and contrasting informational texts and literature. Gather a collection of both types of texts and ask students to look through them to find examples of text structures and features that differentiate the two genres. Have students work with a partner on a shared Venn Diagram and then add details to create a class chart such as the one on page 26. Remind them that these details are general characteristics and don’t hold true for every informational or literature selection.

**More Suggestions**

Use Venn Diagrams to compare ....

- Books with their movie versions
- Two characters within a book
- A character in a book with yourself
- Two books by the same author
- Two informational books on a similar topic
- A fiction book with a nonfiction book
- Poetry with prose
Comparing Text Types
Comparing Text Types

**Literature**
- Cartoons, drawings, or sketches
- Narrative; tells a story
- May include elements of fantasy or magic
- Includes story elements such as plot, setting, and theme

**Informational Texts**
- Photographs
- Charts and Diagrams
- Topics and Subtopics
- Topics include real places, people, and things
- Often divided into chapters
- Written by one or more authors
- Includes facts and information

Illustrations
- Words organized into sentences and paragraphs

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Chapter 2: Multi-purpose Graphic Organizers

**Multi-Column Charts**

**Purposes:** Take notes or list details; classify concepts under multiple subtopics or categories

**Introducing the Multi-Column Charts**
If you’ve already introduced the T-chart, it’s a simple matter to create a multi-column chart by adding a column or two. There’s no need to print out this graphic organizer because it’s so easy to draw. If students are drawing them on standard letter-sized paper, you probably don’t want more than three columns because the columns become very narrow. However, if you are distributing legal-sized paper or posterboard, it might be okay to add more columns. An easy way to introduce a 3-column chart with non-academic content is to quickly sketch the Favorite Foods chart on the next page. Call on at least ten volunteers to each add one favorite food to the chart in the appropriate column, creating a bulleted list of foods. Remind students that they don’t have to write in complete sentences when they are listing items or taking notes.

**Featured Reading Example - News Review**
The News Review graphic organizer on page 30 is an effective way to use a 3-column chart: the illustration below was based on an article in my local paper about an emu on the loose. To introduce the organizer, find an interesting local news article or use the emu article if it’s still available online (http://www.fayobserver.com/articles/2012/01/05/1147597). Display the blank graphic organizer and ask students to help you find the important facts and details (the who, what, where, when, why, and how of the news story). As they identify relevant details, list them on the chart. Next, ask them why the information in the article is newsworthy. Why is it important? List their ideas in the middle column. Finally, ask volunteers to share their personal responses which might include unanswered questions, their feelings about the topic, connections, inferences, or even predictions about how the story will turn out. After they understand how to use the graphic organizer, have them read a different article with a partner and complete another News Review together.

**More Suggestions**
- Take notes on a non-fiction book or article and organize them by subtopic
- Describe a character by listing what the character looks like in one column, his or her words in the middle, and the character’s actions in the third column
- List important details in a story organized by beginning, middle, and end
# News Review Example

**Name**  
Sally Jones

**Title**  
6-foot tall Emu Roaming Harnett County Countryside

**Article Date**  
January 5, 2012

**Source**  
Fayetteville Observer Newspaper

<table>
<thead>
<tr>
<th><strong>Facts &amp; Details</strong></th>
<th><strong>Why Important?</strong></th>
<th><strong>Personal Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emu seen by 8 people in Harnett County NC</td>
<td>Emus are not usually seen in NC so people need to know this information in case they see it.</td>
<td>It was funny when the emu was looking in the window and the lady said she thought it was the biggest turkey she had ever seen!</td>
</tr>
<tr>
<td>Emu is 6-ft tall, flightless bird common to Australia</td>
<td>Emus can be dangerous when threatened.</td>
<td>I wonder where the emu came from and how long it’s been on the loose?</td>
</tr>
<tr>
<td>Eat nuts, berries, and bugs</td>
<td>If people see an emu, they need to know that it could be dangerous so they won’t try to capture it.</td>
<td>I wonder if the emu could survive our winter weather?</td>
</tr>
<tr>
<td>Imported in 1930’s for meat &amp; leathery skin</td>
<td></td>
<td>I hope the emu stays free because I think it would be sad for it be captured and maybe die in captivity.</td>
</tr>
<tr>
<td>Have sharp claws that can hurt people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emu hasn’t threatened anyone so far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No plans to trap emu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last emu captured in NC died in captivity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The emu article also appeared online: [http://www.fayobserver.com/articles/2012/01/05/1147597](http://www.fayobserver.com/articles/2012/01/05/1147597)
Chapter 2: Multi-purpose Graphic Organizers

**Folded Flappers**

**Purposes:** Take notes; record literature responses; organize information into categories; compare and contrast concepts

**About Folded Flappers**

Folded Flappers (or just flappers) are folded graphic organizers with flaps. Kids love to cut and fold paper, and having them create flappers is a great way to tap into their creativity. On the right you can see three common types of flappers, and you may know other variations. Which one you use depends on your content and purpose. How many categories or subtopics do you need? Two-flap graphic organizers can easily replace T-charts, and long skinny flappers can be created instead of using multi-column charts.

How can you decide whether to use a flat graphic organizer or a folded one? Part of your decision may be based on the amount of time you have for the activity. Flappers do take more time to create than flat graphic organizers, but they are a lot more fun for kids! At first, use a pattern that shows them where to fold and cut the page. Eventually your students will be able to create their own flappers from plain paper in a matter of minutes. On the next few pages, I’ll share how to introduce and fold each of these three variations.

**How to Introduce and Fold 2-Part Flappers**

This simple two-flap graphic organizer is an easy way to introduce your students to flappers. Begin by having your students use the pattern on page 36 the first time. After that, they can use the directions on the next page to create one from blank paper.

**How to Create a 2-Part Flapper from the Pattern:**

1. Orient the page in the “portrait” direction as shown.
2. Fold the top part down to meet the horizontal line near the bottom edge of the paper.
3. Use scissors to cut the top flap on the solid line, stopping at the fold, to create two smaller flaps.
4. Write in the topic at the bottom edge of the flapper.
5. Write the category titles on top of each flap.
6. To use the flapper for taking notes or recording details, lift up the flaps and write the information underneath.
Chapter 2: Multi-purpose Graphic Organizers

Flappers Continued

How to Create a 2-Part Flapper from Blank Paper:
1. Fold a blank sheet of paper in half lengthwise and open it up.
2. Orient the page in the “portrait” direction.
3. Use a ruler to draw a horizontal line about one inch from the bottom edge. Write your main topic under the line.
4. Fold the top part down to meet the line.
5. Use scissors to cut the top flap in half, creating two smaller flaps. Write the category titles on top of each flap.
6. Open the flaps and draw a line on the fold to divide the inside area into two sections.
7. To use the flapper for taking notes or recording details, lift up the flaps and write the information underneath.

Non-academic Suggestion for 2-Part Flappers
If you decide to introduce this graphic organizer with non-academic content, you can start by choosing a somewhat controversial topic that interests your class. For example, many school systems have debated the benefits of a year round calendar versus the traditional calendar with summers off. Have students create a flapper like the one shown on the right. As your class discusses the pros and cons of each type of calendar, list the details in the space under each flap.

Featured Reading Example - Research and Note-taking
The 2-part graphic organizer makes a great note-taking flapper that students can tuck into a book. It’s similar to the KWL chart shown on pages 14, but it eliminates the column that asks students to list their prior knowledge.

One topic that fascinates many students is how people traveled in wagon trains during the 1800’s. The Wagon Train by Bobbie Kalman includes illustrations and facts about life on a wagon train, and it makes an excellent nonfiction read-aloud selection. Ask your students if they have ever traveled more than 1,000 miles and how long the trip took. If they went on an airplane, it probably only took a few hours. Tell them that back in the 1800’s, people traveled in covered wagons and it took many weeks to go 1000 miles. Show some of the illustrations in the book and explain that a typical wagon was only 10 feet by 4 feet in size! Measure off a 10’ x 4’ rectangle on the floor and have them imagine traveling thousands of miles in a covered wagon. Next, have each student create the 2-flap graphic organizer shown above and list at least five questions under the left flap about how people traveled west in covered wagons. Finally, read the book aloud, stopping regularly so students can record their answers.
How to Introduce and Fold Long Flappers

After students master the 2-part flapper, you can introduce a slight variation - the long folded graphic organizer with 3 or 4 flaps. Because these variations have more sections which means less space for taking notes, I ask students to write their names and the book title on the back side of the graphic organizer. These long flappers can be turned either horizontally with the flaps opening upwards or vertically with the flaps opening sideways. The directions below feature a 3-part flapper, but the same directions will work when creating one with four flaps.

How to Create a 3-Part Flapper from a Pattern

1. Write your name and the topic or title of the flapper on the lines where indicated.
2. Fold the paper in half lengthwise.
3. Cut the top flap on the two solid lines, stopping at the fold, to create three equal flaps.
4. Open the flaps and draw a vertical line below each cut to divide the inside area into three sections.
5. Write the category titles on top of each flap.
6. When taking notes or recording details, lift up the flaps and write the information underneath.

How to Create a Flapper from Blank Paper

1. To make a flapper with three parts, fold a blank sheet of paper into 3 equal parts as you would fold a letter. Then fold it in half lengthwise.
2. To make a flapper with four parts, fold your paper into four sections and then in half as shown below.
3. Cut the top flap on each fold to create equal flaps.
4. Open the flaps and draw a vertical line below each cut to divide the inside area into sections. Write the category titles on top of each flap.
5. When taking notes or recording details, lift up the flaps and write the information underneath.
Teambuilding Suggestion for Introducing Long Flappers
To practice making a 3-Part Flapper, students can use the pattern on page 38 to create the “My Reading Preferences” graphic organizer. Even though this does deal with an academic content area, it’s a great way to introduce this 3D organizer because it asks for students to list their favorite books, authors and topics to read about. Allow time for students to share their completed graphic organizers within teams or with a partner. If your students have reading folders or portfolios, ask them to store their flappers there.

Featured 3-Flap Example - Making Connections
Teaching students to make connections while reading is an effective way to help them improve comprehension. Many teachers introduce three types of connections to their students using the questions below to guide their responses:

- **Text to Self** - How can you connect this text to something you have experienced yourself?
- **Text to Text** - How can you connect this text to another you have read? Have you read something similar or another book by this author?
- **Text to World** - How can you connect the events in this text to something in the real world?

The printable on page 39 is a pattern for a 3-flap foldable, and the flaps include the types of connections and the guiding questions. The first time you use this, introduce it to the whole class over the period of several days. Read aloud a realistic fiction chapter book like *Jake Drake, Bully Buster*, and stop every few pages to discuss and record connections.

Featured 4-Flap Example - Discussion Flappers
Literature circles are a great way to engage students in discussing books, but if students don’t prepare for their meetings, those discussions can fall flat. One solution is to have each student create a Discussion Flapper before the meeting. Then during the meeting, they can take turns sharing what they’ve written. Discussion Flappers can also be completed in literacy centers and used as preparation for a guided reading group discussion.

More Suggestions
For additional topic suggestions for folded flappers, refer to the suggestions for T-charts and Multi-column charts. Those ideas can easily be used for folded graphic organizers.
Literary Connections

Text to Self
How can you connect this text to something you have experienced yourself?

Text to Text
How can you connect this text to another you have read? Have you read something similar or another book by this author?

Text to World
How can you connect the events in this text to something in the real world?
Main Ideas
List the main ideas or main points you believe the author was trying to make. Think about the most important ideas in the book and state them in your own words.

My Questions
List questions you have about the topic and want to discuss with your group. It’s okay if you don’t know the answers to your questions.

My Favorite Part
Give the page number of your favorite part. Write a brief description of this part of the book and tell why you liked it.

My Reflections
What surprised you? What do you think is the most important thing you learned? How can you use this information in your life? Would you recommend this book?

Title ____________________________

My Name ____________________________
Chapter 2: Multi-purpose Graphic Organizers

Attribute Charts

Purposes: Organize concepts according to their attributes; Compare and contrast features and information in related texts

Introducing Attribute Charts
Attribute Charts are simple charts with columns and rows that can be used to compare the features of related items. A quick and easy way to introduce attribute charts is to compare students in your classroom. On chart paper or a white board, create a blank chart with at least three columns and four rows. Write headings such as “Name,” “Hair Color,” and “Favorite Book” at the top of each column. Include one physical attribute and one non-physical attribute will demonstrate that attributes don’t have to be tangible. Ask student volunteers to come forward, one at a time, to write their names in the left column and the appropriate details in the other columns. Then ask interpretive questions from the chart such as, “Who has brown hair?” or “Whose favorite book is Stone Fox?”

Featured Reading Example - Fiction Genre Comparisons
Students frequently have difficulty distinguishing the various fiction book genres; an attribute chart can help them see relationships between different types of literature. Use the chart on page 45 or create your own chart with genres your class will be studying. The example on page 46 shows how to complete a genre chart focused entirely on fiction. Genre charts should be completed over a period of days or even weeks to so students don’t become confused and overwhelmed. Before you introduce each genre and add it to the chart, gather an assortment of books to use as examples in the lesson. Show the books to the class and explain the characteristics of that genre. Have students record the details across the row next to the genre title and brainstorm other examples. Students should keep these charts in a reading log or folder as a reference. In addition to the Fiction Genre Chart, you may want to do one for various types of informational texts or one that helps them distinguish between types of folklore such as myths, legends, fairy tales, and fables.

More Suggestions
Use Attribute Charts to ....
♦ Analyze characters—
  Left column—Character names
  Headings—Physical Description, Traits, Importance in Story
♦ Analyze Story Elements—
  Left column—Book Titles
  Headings—Characters, Setting, Theme, Problem, Solution
<table>
<thead>
<tr>
<th>Characters</th>
<th>Plot Elements</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantasy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mystery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comparing Fiction Genres

<table>
<thead>
<tr>
<th>Genre</th>
<th>Characters</th>
<th>Settings</th>
<th>Plot Elements</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic Fiction</td>
<td>real or made-up people and/or animals that behave in normal ways</td>
<td>• real places</td>
<td>events that could really happen and that an average person might experience</td>
<td>• Holes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• present times</td>
<td></td>
<td>• The Great Gilly Hopkins</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>real or made-up people and/or animals that behave in normal ways</td>
<td>• real places</td>
<td>events that could have happened to the character and historical events that did happen</td>
<td>• Boston Jane: An Adventure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• past times</td>
<td></td>
<td>• Number the Stars</td>
</tr>
<tr>
<td>Science Fiction</td>
<td>real or imaginary people and/or creatures</td>
<td>• any location in the Universe</td>
<td>events that seem unlikely but could happen as a result of future technology</td>
<td>• The City of Ember</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• generally present or future times</td>
<td></td>
<td>• The Time Hackers</td>
</tr>
<tr>
<td>Fantasy</td>
<td>real or imaginary people and/or creatures that often have special abilities</td>
<td>• any location, real or imaginary</td>
<td>often based on magic, witchcraft, or super powers; animals may behave as humans</td>
<td>• The Lightning Thief</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• any time period</td>
<td></td>
<td>• Ella Enchanted</td>
</tr>
<tr>
<td>Mystery</td>
<td>real or imaginary people and/or creatures of any type</td>
<td>• any location, real or imaginary</td>
<td>clues are given in the beginning and middle of a story; mystery is solved near the end</td>
<td>• The Boxcar Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• any time period</td>
<td></td>
<td>• Cam Jansen series</td>
</tr>
</tbody>
</table>
### Comparing Literary Genres

<table>
<thead>
<tr>
<th>Genre</th>
<th>Characters</th>
<th>Settings</th>
<th>Plot Elements</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Purposes: Identify and record the steps in a process; show a sequence of events

Sequencing Frames
Sequencing Frames are nothing more than a series of boxes and arrows that can be used to record the steps in a process or the order of events. They can take the place of the traditional timeline, although there’s no way to represent the units of time between each box accurately. Sequencing Frames are very adaptable and easy to use because students aren’t required to fill up a set number of boxes on a prepared worksheet. Instead, they begin by drawing a box in the top left corner of a blank page and adding frames and arrows across the paper, adding rows as needed.

Sequencing Strips
Sequencing Strips are the folded variation of Sequencing Frames. You can use the printable on page 50 the first time you do the activity, and later your students can cut, fold, and tape strips of paper without a pattern. A fun way to introduce the Sequencing Strips graphic organizer is to have your students create a simple 4-part timeline showing some of the important events in their own lives.

Creating All About Me Sequencing Strips:
1. Duplicate the blank pattern on page 50 for each student.
2. Ask them to cut it in half on the dotted line across the middle to form two long strips. Then have them fold each strip in half. Finally, ask them to place the edges of the long strips together without overlapping them and fasten with a small piece of clear tape.
3. In each of the four sections, ask each student to draw a picture of an important event in his or her own life. Events could include their birth, the first day of school, a special vacation, etc. For each event, have them write an approximate date and a short descriptive title or caption.
4. After students finish their sequencing strips, give them time to share their work with their team or a partner.
5. To store the foldable, fold it accordion style to create a small packet. Each student should write his or her name on the blank side of the front flap.
Chapter 2: Multi-purpose Graphic Organizers

Sequencing Frames and Strips

Featured Reading Example - Main Event Sequencing Strip
After students are comfortable creating and using Sequencing Frames and Sequencing Strips, you can have them apply the concept to a story they are currently reading or one that you are reading aloud. Use the pattern on page 51 which is similar to the blank pattern but includes a place for the chapter title. Have students begin by cutting, folding, and taping the graphic organizer as described on the previous page. Then ask them to fold it into a packet and write the title and author of the book on the front as shown on the Hatchet sample. Be sure to have them flip their graphic organizers over and write their own names on the backs. Next ask students to open up their folded organizers and complete the inside by sketching an illustration on each section as they read. As they work, they should write a short caption below each picture to describe the main event in the chapter. Each page provides room for four events or chapters in the book, so be sure to have extras on hand for students who are reading long books.

Teaching Tip: Main Event Sequencing Strips are a great tool for ensuring that students are paying attention and engaged when you are reading aloud. On Monday, have them create the strips and save them in a safe place. On Tuesday through Friday, have them complete one frame each day after listening to you read aloud. Discuss the main idea together as a class and ask them to write a one-sentence summary and sketch a picture of the main event. Below is a student example based on Mrs. Frisby and the Rats of NIMH.

More Suggestions
Use Sequencing Strips to ....
- Record the beginning, middle, climax, and conclusion of a story
- Create a timeline for a historical event based on information in a nonfiction book
- Record important events in a biography or autobiography
- Describe the steps in a process based on information in a nonfiction book or article
Chapter 2: Multi-purpose Graphic Organizers

Sharing Boards

**Purpose:** Take notes or record responses to literature for the purpose of sharing them with others

**Introducing Sharing Boards**

Sharing Boards allow students to present information in a creative way. They can be used with both informational text and literature. Icebreakers are an important part of any classroom community, so a great way to introduce this graphic organizer is to have classmates interview each other and create Friendship Sharing Boards. To begin this activity, assign partners who don’t know each other well but who are likely to work comfortably together. Give each student a blank copy of the Sharing Board on page 54 or a large piece of white drawing paper. If they use drawing paper, they’ll need to fold it into eighths and draw bold lines on the folds to separate the blocks. Display the directions on page 55. Ask students to take turns interviewing each other about the categories on the board and completing the sections. Give them a set time for working on each block: I suggest no more than five minutes per block. Tell students that stick figures and simple drawings are fine. After students complete their boards, create groups of four students by combining two sets of pairs. Give them time to introduce their partner to the others in the group and to briefly share the most important elements on their boards.

**Featured Reading Example - Informational Text and Literature Sharing Boards**

After students understand how to create Sharing Boards, they will be able to use them to display information about books they’re reading. The Literature Sharing Board is a little easier for students, so you might want to begin with that one. Have each student fold a large sheet of construction paper into eighths and display the directions. As with any graphic organizer, it’s best to begin introducing it in a step-by-step manner to the whole group or in a small group before expecting students to complete them on their own. You’ll also need to clearly set forth your expectations for the quality of their work. If you expected detailed drawings, complete sentences, and correct spelling, be sure students are aware of those expectations before they begin. The blank Sharing Board pattern on page 53 is provided in the event that you would like to create your own set of directions.

**More Suggestions**

- Create Sharing Boards based on a play or Reader’s Theater script
- Create small Sharing Boards for a poem by folding a regular sheet of paper into fourths
- Create Research Sharing Boards where students choose a topic and gather information from many sources; the final block should be a list of sources
**Sharing Board**

Fold a large sheet of paper in eighths. Draw neat lines to separate the blocks. Write the key word for each section at the top of the block. Then complete the block according the to directions below.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Friendship Sharing Board

Fold a large sheet of paper in eighths. Draw neat lines to separate the blocks. Write the key word for each section at the top of the block. Then complete the block according to the directions below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Family</th>
<th>Special Place</th>
<th>Favorite Book/Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing Board by Your Name</td>
<td>Draw and/or write about your friend’s family including any pets.</td>
<td>Draw and/or write about your friend’s favorite vacation spot or special place to visit.</td>
<td>Write the title and author of your friend’s favorite book or author.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hobbies &amp; Interests</th>
<th>Connections</th>
<th>Special Qualities</th>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your friend enjoy doing in his or her spare time? Draw or write about it!</td>
<td>What connections do you have with this friend? Draw and/or write about how you are alike.</td>
<td>List at least 3 of your friend’s special qualities. Draw a picture or symbol to represent one or more of them.</td>
<td>Draw and/or write about what your friend hopes to do or to be when he or she grows up.</td>
</tr>
</tbody>
</table>
# Informational Text Sharing Board

Fold a large sheet of paper in eighths. Draw neat lines to separate the blocks. Write the key words at the top of the block. Then complete the block according to the directions below. Be prepared to share with your group!

<table>
<thead>
<tr>
<th>Title</th>
<th>Main Idea</th>
<th>Chart, Graph or Illustration</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the main idea of the book? Write a sentence that gives the main idea in a simple yet complete statement.</td>
<td>Create a chart, graph, or other illustration to display some of the information you learned in the book.</td>
<td>List and define or illustrate at least 3 important vocabulary words from the book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amazing Fact</th>
<th>Connections</th>
<th>Beyond the Text</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture and write a caption to share an amazing fact that you learned from the book.</td>
<td>How can you connect this information to something in your life or something you have read? Illustrate or explain in words.</td>
<td>Where do you think you could look for more information on this topic? Draw a picture and/or write a sentence to explain.</td>
<td>Write a few sentences which describe how you felt about the book. You may also use pictures or symbols.</td>
</tr>
</tbody>
</table>
## Literature Sharing Board

Fold a large sheet of paper in eighths. Draw neat lines to separate the blocks. Write the key word for each section at the top of the block. Then complete the block according to the directions below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sharing Board by Your Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Characters</th>
<th>Setting</th>
<th>Climax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture and write a caption to describe the events at the beginning of the story.</td>
<td>Draw a picture of the main characters and label your illustration.</td>
<td>Draw a picture and write a caption to describe the time and place in which the story took place.</td>
<td>Draw a picture and write a caption to describe the story's climax (high point of action).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a few sentences which tell how you felt about the story. You may also use pictures or symbols.</td>
</tr>
</tbody>
</table>

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Chapter 3 includes a variety of graphic organizers for informational text, although some of them can be used with literature as well. Some are suitable for short texts such as magazine and newspaper articles, while others may be more appropriate for nonfiction books.

Remember, if your students have never used a particular graphic organizer, it’s best to introduce it to your whole class first. Then have students work with a partner to complete one after reading a selection together. Finally, assign the graphic organizer for independent practice. Refer to Chapter 1, How to Introduce Graphic Organizers, for more detailed information on this topic. Spending a minimum of several days on each graphic organizer will ensure that your students understand both the reading concept and how to use the graphic organizer.

This chapter includes a teacher page for each graphic organizer. On each of these teacher pages, you’ll find the targeted reading strategies, an overview of the graphic organizer, teaching tips, and a place to jot down your own notes and reminders. Each graphic organizer is located directly after its corresponding teacher page.

**Informational Text Organizers in Chapter 3**

- Informational Text Features ..........................................................59
- Informational Text Structures ....................................................... 61
- Vocabulary Flapper ........................................................................64
- KWL and KWLS Charts .................................................................67
- News Hound Summary .................................................................70
- On Target Questions ....................................................................72
- Main Idea Neighborhood ............................................................74
- Biographical Bits ..........................................................................76
- Cause & Effect Rockets .................................................................80
Chapter 3: Informational Text Organizers

Informational Text Features Search

Reading Strategies
Identify text features within informational texts; to deepen understanding of how various text features aid in reading comprehension

Overview
Informational texts are organized differently from literary texts in order to make the information easier to read and understand. These selections often include “features” such as subheadings, maps, sidebars, diagrams, captions, and illustrations to help convey the meaning of the text clearly. The Informational Text Features Search serves as a place to record those features, and it also helps students identify the author’s purpose in using them.

Teaching Tips
Spend several days demonstrating and modeling this graphic organizer before assigning it for independent practice. Using selections from a basal text, news articles, or other short selections, ask your students to help you search for informational text features. As you record those features on the class chart, have students record them on their own charts. Ask your students how each feature helps them comprehend the text by imagining what the text would look like without that feature. Sample questions include:
- Does an image help you visualize the way something looks?
- Does a diagram or chart help you understand a process?
- Do bold-faced words help you identify key vocabulary?

Text features are included for a purpose, and this graphic organizer will help your students explore how features aid them in reading comprehension.

Reminders & Notes
### Informational Text Features Search

<table>
<thead>
<tr>
<th>Title:</th>
<th>Page #</th>
<th>Text Feature</th>
<th>How It Helps Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Page #</th>
<th>Text Feature</th>
<th>How It Helps Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Text Feature Options:**
- bibliography
- bold print
- bullets
- captions
- diagrams
- glossary
- graphs
- headings
- illustrations
- index
- internet links
- italic print
- maps
- photographs
- sidebars
- subheadings
- table of contents
- timelines
- use of color
- website interactive elements

Name ______________________ Date ______________________
Chapter 3: Informational Text Organizers

Informational Text Structures

Reading Strategies
Identify the overall text structure of an informational selection: recognize that some informational selections may include more than one text structure

Overview
Text structures are different from text features, and students often confuse the two. Features are contained within the text, while the term “structures” refers to how the entire selection is organized. Stories are generally told in the order that events happen, but informational texts may be organized in many ways. Sometimes they’re organized in chronological order, but more commonly they’re presented in chunks like main topics and subtopics, questions and answers, problems and solutions, or causes and effects. Luckily, each type of structure is characterized by certain clues within the text (refer to page 63 for examples of clue words). However, you’ll often find that a long selection may contain several different organizational structures within the full text.

Teaching Tips
Due to the complexity of this topic, you may want to spread this instruction out over several weeks. Give each student a copy of the chart to store in his or her reading log. Each week introduce one new text structure using a clear example of that structure. Have them look for clue words that might help you determine the structure and add those to the chart. Later in the week, try to share at least one more example, and ask students to try to find their own examples as they read. After you have introduced the major text structures, ask students to begin analyzing the text structures of any nonfiction selections they read.

Reminders & Notes
## Informational Text Structures

<table>
<thead>
<tr>
<th>Structure</th>
<th>Clues</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description or List</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cause and Effect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem and Solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronological or Sequential Order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics and Subtopics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Clues</td>
<td>Examples</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Description or List</td>
<td>adjectives, descriptive language, lack of action,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lists of attributes or characteristics</td>
<td></td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>reasons, results, causes, because, reason why,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effect, affect</td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>similar, like, different, differences, however,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but, another, both</td>
<td></td>
</tr>
<tr>
<td>Problem and Solution</td>
<td>problem, difficulty, answer, solution</td>
<td></td>
</tr>
<tr>
<td>Chronological or Sequential Order</td>
<td>times, dates, first, next, last, then, after that, before</td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td>who, what, where, when, why, how, wonder, question marks</td>
<td></td>
</tr>
<tr>
<td>Topics and Subtopics</td>
<td>long text divided into sections with separate headings,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bold and regular fonts</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3: Informational Text Organizers

Vocabulary Flapper

Reading Strategies
Understand vocabulary needed to comprehend informational text; generate symbols and write sentences for topic-specific vocabulary.

Overview
Learning topic-specific vocabulary prior to reading informational texts will assist students in comprehension. The Vocabulary Flapper assists in this process by having students create visual symbols for new words in addition to using them in sentences. See student example at right.

Teaching Tips
The first time your students create Vocabulary Flappers, give them the template on page 66. After your students know what to do, all they need is a plain sheet of paper. Have students fold their papers in half the long way and cut on the four dotted lines to form five flaps. Choose 5 vocabulary words from the informational text they will be reading, and ask them to write one word on the outside of each flap in the top triangle. Use a variety of strategies to teach the words to your students. You can assign each team one word to look up and teach to the class, or you can teach the words yourself. Give examples of definitions and how to use each word in a sentence. You can even have students role play the words or play charades to have them guess each word.

After you have introduced each word, give students time to complete the other three sections of the flap. In the bottom triangle, under the word, have them draw a symbol or picture that will help them remember the word. Then have them open the flap and write the definition and a sentence. See examples on the next page. When all the flaps are completed, allow some time for students to share their pictures and sentences with their team or with the class.

Reminders & Notes
**Vocabulary Flapper Example**

<table>
<thead>
<tr>
<th>Inside of Flapper</th>
<th>Sentences and Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>slither</strong></td>
<td>To glide or slide along like a reptile</td>
</tr>
<tr>
<td><strong>vehicle</strong></td>
<td>Something that takes people or goods from one place to another</td>
</tr>
<tr>
<td><strong>identical</strong></td>
<td>Exactly alike and equal</td>
</tr>
<tr>
<td><strong>unique</strong></td>
<td>Being the only one of its kind</td>
</tr>
<tr>
<td><strong>probability</strong></td>
<td>A number expressing the likelihood of an event; chance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside of Flapper</th>
<th>Words and Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The snake slithered across the ground.</strong></td>
<td>slither</td>
</tr>
<tr>
<td><strong>Five vehicles drove by in two minutes.</strong></td>
<td>vehicle</td>
</tr>
<tr>
<td><strong>Are those two girls identical twins?</strong></td>
<td>identical</td>
</tr>
<tr>
<td><strong>Every snowflake is different and unique.</strong></td>
<td>unique</td>
</tr>
<tr>
<td><strong>The meteorologist said the probability of rain is 30% today.</strong></td>
<td>probability</td>
</tr>
</tbody>
</table>

**Vocabulary Flapper**

Name _____________________________

Date _____________________________
Vocabulary Flapper
Chapter 3: Informational Text Organizers

KWL and KWLS Charts

Reading Strategies
Examine prior knowledge before reading; ask questions to set purposes for reading; read nonfiction texts for understanding; record facts and details found in informational texts; determine where to search for more information

Overview
The traditional KWL Chart was explained in the first chapter, but I included it here as well because it’s used so frequently with informational texts. Another variation is the four-column KWLS Chart which includes a column headed by the word “Search.” When students are reading nonfiction texts, they are often interested in learning more. In this column they are prompted to list the places where they could search for more information.

Teaching Tips
Introduce the KWL chart as described on pages 12 - 13 before introducing the KWLS Chart. After students are familiar with the basic KWL chart, read aloud a short selection that covers a topic students might want to explore further. After you complete the “L” column with what they learned, add the fourth column and ask them where they could search for more information. For example, they might search on the Internet, in a particular magazine, or in other nonfiction books on related topics. They might also interview an expert or plan to visit a local museum.

Reminders & Notes

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# KWL Chart

## Before you read, write what you think you know about the topic.

**Know**

## Before or as you read, write what you wonder or want to know about the topic.

**Wonder**

## While reading or after you finish, take notes about what you learned.

**Learned**

---

**Title:** _______________________________________________   **Topic** _________________

**Name** ______________________________________

**Date** ______________________________________
<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learned</th>
<th>Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you read, write what you think you know about the topic.</td>
<td>Before or as you read, write what you wonder or want to know about the topic.</td>
<td>While reading or after you finish, take notes about what you learned.</td>
<td>After you finish reading, where can you search for more info on this topic?</td>
</tr>
</tbody>
</table>

**KWLS Chart**

**Title:** _______________________________________________   **Topic** _________________

**Name ______________________________________**

**Date _______________________________________**
Reading Strategies
Identify the facts and details in a news article; summarize important facts in a paragraph

Overview
Learning to write a concise summary that includes only the relevant details is a difficult skill for most students. The News Hound Summary makes the process easier by providing a place for students to first list the details and then use those facts to write a short summary. Students can find appropriate articles in the local newspaper, in print magazines like Scholastic News or Time for Kids, or they can find them online at websites like ScienceNewsforKids.org.

Teaching Tips
Begin by modeling the News Hound Summary in a whole group setting with class participation. Give each student a blank copy of the organizer and a copy of the same news article. Ask them to read the article carefully and become “news hounds,” looking for who, what, when, where, why, and how the events happened. They should highlight those details and later share them with the class as you fill in the chart together. Then demonstrate how to use that information to write a brief summary of the most important events in the article.

You may have to model this skill several times in a whole group or small group setting before your students will be ready to complete it on their own.
# News Hound Summary

## Selection Title

Name ________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Facts from the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

---

### Super Sleuth Summary

Use the facts you uncovered and listed above to write a one-paragraph summary of the selection.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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Chapter 3: Informational Text Organizers

On Target Questions

Reading Strategies
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Overview
The On Target Questions graphic organizer is designed to help students practice asking and answering questions while reading. Learning to ask specific questions is an important critical thinking skill that is often overlooked in reading instruction. Being able to ask the right questions allows the reader to dig deeply into the text, look for details, and extract the full meaning of the selection.

Teaching Tips
When introducing this graphic organizer, locate articles and texts that are organized with headings and subheadings. With those types of reading selections, it’s often easy to turn the subheadings into questions. For example, if an article about snakes has a subheading of “Helpful Critters,” you might ask “How are snakes helpful critters?”

Start by giving each student the same article and practicing together as a class. Ask them to write the name of the article in the middle of the target. Have them skim through it to see how the text is organized and to think of questions that could probably be answered from the selection. Next have them write one question in each of the four sections inside the middle oval. As they read, ask them to look for the answers and jot them down in the outer sections of the target using bulleted lists or short phrases.

Reminders & Notes
Write the selection title in the middle. Use the subheadings to write four questions in the inner ring. Then read the selection and write the answers to the questions in the outer ring.
Chapter 3: Informational Text Organizers

Main Idea Neighborhood

Reading Strategies
Determine the topic and main idea of a text; recount the key details and explain how they support the main idea.

Overview
Distinguishing between main idea and supporting details is a necessary nonfiction reading comprehension skill. This graphic organizer helps students clarify their understanding of these terms by comparing them to a neighborhood (topic), streets (main ideas), and houses (details).

Teaching Tips
The Main Idea Neighborhood graphic organizer is best introduced with a paragraph or short nonfiction selection that has one clear topic, a main idea, and a few supporting details. Give each student a copy of the graphic organizer and read your chosen selection aloud. Explain that the topic is a word or short phrase that states what the selection is about, and ask them to help you name the topic. To find the main idea, they should ask what the selection is telling about that topic and express it in a sentence. The main idea might be a sentence they can copy directly from the text or they might have to create on their own. For example, the topic might be “Pet Care,” and a main idea sentence might be, “Caring for a pet requires time and effort.” Next, have them look for supporting details such as, “Many dogs need to be taken outside for exercise several times a day.” Then share the neighborhood analogy by asking them to imagine a neighborhood with streets and homes. If the neighborhood is the topic, each street is a different main idea, and the houses on each street represent the details. Later, extend the lesson by analyzing a multi-paragraph selection that has one topic for the entire selection and a different set of main ideas and details for each paragraph.

Reminders & Notes
MAIN IDEA NEIGHBORHOOD

Title ____________________________
Author __________________________
Name ____________________________
Date ____________________________

Topic

Main Idea Sentence

Supporting Detail

Supporting Detail

Supporting Detail
Chapter 3: Informational Text Organizers

Biographical Bits

Reading Strategies
Read and comprehend biographical texts; identify and classify important details; conduct research using multiple sources

Overview
Students are often expected to research a famous person prior to writing a report, but frequently their notes are nothing more than sentences copied from the source. Biographical Bits requires students to think about what’s most important and classify the information into categories. Because space is limited, they learn to take notes using bulleted lists and simple phrases. I’ve included three variations of the form on the following pages; the final variation is a template where you can add your own headings.

Teaching Tips
To introduce Biographical Bits, choose one of the graphic organizers, read aloud a short biography, and ask students to jot down important details on individual dry erase boards or in journals. Then call on one student at a time to share a detail and tell where they think it belongs on the graphic organizer. After all the notes are recorded, show them how to draw or paste a picture of the person in the center. To give students more experience with reading biographical texts, ask them to use at least two sources of information for this research activity. The form on page 78 includes a place for them to list their sources in whatever format you require. If they are using a different form, they may list their sources on the back of the graphic organizer.

You can extend this research activity by having your students use their notes as the basis for writing a short essay about the famous person. If they write one paragraph for each category, it should be fairly easy for them to write a well-organized essay.

Reminders & Notes
Biographical Bits

Subject of Biography ________________________________

Early Life
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Adult Life
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Accomplishments
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Impact on Society
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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Chapter 3: Informational Text Organizers

Cause & Effect Rockets

Reading Strategies
Identify cause and effect relationships in nonfiction texts; recognize that a single event may have multiple causes and effects.

Overview
Cause and effect relationships can be very confusing to students. When we name two events, how can we tell the cause from the effect? Adults know that the cause comes first and the effect is the result of what happened. However, sometimes the effect is stated in a selection before we find out its cause. One way to teach this concept is to ask your students to think about what happens when a rocket takes off. First, the fuel is ignited and begins burning, and then the rocket blasts off. Having students record causes and effects on the Cause & Effect Rockets graphic organizer will help them distinguish between the cause and the effect.

Teaching Tips
Cause & Effect Rockets work especially well with news articles because the reader can often find multiple causes and effects. Sometimes an effect becomes the cause of another event taking place, so it’s fine for students to rewrite the effect from one rocket in the flame of the next rocket. Also, remember that causes and effects aren’t always one-to-one relationships; sometimes a single cause will have multiple effects or a single effect may have multiple causes. The first time you introduce Cause & Effect Rockets, use a text that has at least three fairly clear cause and effect relationships. Read the text aloud and ask the students to help you find the cause and effect relationships as you record them. Later, model how to use it with texts that include an event with one cause and many effects, or one effect and many causes. Using this graphic organizer on a regular basis will give students an opportunity to explore the complexity of cause and effect relationships.

Reminders & Notes
Cause & Effect Rockets

Name ____________________________
Date ____________________________

Selection Title ____________________________________________

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Chapter 4
Literature Graphic Organizers

Chapter 4 includes ten graphic organizers designed to be used with literature. Since character development is such a critical element in fiction, the first three graphic organizers deal with issues like character traits, feelings, and motives. Think about the characters in your reading selection and decide which one would work best for a given character. The other graphic organizers help students develop reading comprehension strategies such as understanding story elements, making inferences and predictions, summarizing the main events and responding to literature on a personal level.

On the next two pages, you’ll find a thumbnail image of each graphic organizer along with a brief description and suggestions for use. Remember, if your students have never used a particular graphic organizer, it’s best to introduce it to your whole class, then have students complete one in pairs, and finally assign it for independent practice. Refer to Chapter 1, How to Teach with Graphic Organizers, for specific instructional strategies.

**Literature Graphic Organizers in Chapter 4**

- Character Trait Map ................................................................. 83
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Chapter 4: Literature Organizers

Character Trait Map

Reading Strategies
Identify character traits for main characters; justify responses with details from the text

Overview
Learning to infer character traits from story details is an important skill which develops over time. Character trait terms often have layers of meaning that aren’t conveyed through simple definitions, so it’s critical that sufficient time be given to discussing nuances of meaning. For a fully-developed character trait lesson, refer to Chapter 4 in Laura Candler’s Power Reading Workshop: A Step-by-Step Guide.

Teaching Tips
Duplicate one copy of the two character trait lists (page 84 or 85) for each student and laminate it for students to keep as a reference. Give each student a copy of a blank character map to use during your whole-group lesson. Start by explaining that a “trait” is a word that describes the personal qualities of the character, and refer to their list for examples. Read aloud a short book and ask your students to help you identify the main character’s traits. If they have dry erase boards, have each student write one trait and its supporting detail on his or her board and hold it up for review. Select one trait to add to the chart and explain what that trait means for students who may be confused. Then ask your class to help you identify supporting details. Each student should record the details on his or her own chart. If this is a part of a mini lesson, add just one or two traits to the chart on the first day and complete it the next day. Later in the week, read another short text aloud and ask students to work with a partner to fill out another character map. By the end of the week your students should be ready to complete a character map on their own. Be sure to revisit this skill several times throughout the year with a wide variety of characters.

Reminders & Notes
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<td>disrespectful</td>
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Write the name of one character in the octagon. Write one character trait in each of the four ovals. Write one supporting detail in the rectangle next to each oval.
Chapter 4: Literature Organizers

Character Feelings Flow Map

Reading Strategies
Identifying character feelings and justifying choices with details from the selection; observing how characters’ feelings may change throughout a text.

Overview
One reason many students love to read fiction is that they can often identify with the characters’ feelings. However, they may have difficulty verbalizing those feelings and seeing that story characters, like real people, often experience different feelings from one moment to the next. Use this graphic organizer with your class to foster rich discussions on these topics.

Teaching Tips
To introduce this flow map, choose a short text in which the character’s feelings change at least three times. Distribute copies of the Character Feelings Flow Map to your students and show them that the graphic organizer has two separate flow maps for two different selections; you’ll complete the first one together and they will do the second one with a partner or alone. Ask them to look at the feeling words in the word bank at the bottom of the page. Explain the meanings of any unfamiliar words and share details from your own experiences as examples. Discuss the differences between feelings and traits; feelings can change from moment to moment, but character traits are more permanent and describe the overall qualities of the person. Someone may feel angry because of a particular event, but that doesn’t mean they are an angry person. Read the selection aloud and ask your students to help you identify how the character feels at the beginning, middle, and end of the story. Below each feeling word, jot down the supporting details from the story. Later, ask students to read another literature selection alone or with a partner and complete the flow map at the bottom of the page.

Reminders & Notes
Character Feelings Flow Map

Title ___________________________ Character ___________________________

Beginning | Middle | End
---|---|---
Character’s Feelings

Explanation or Details

Character’s Feelings

Explanation or Details

Character’s Feelings

Explanation or Details

Angry

Annoyed

Ashamed

Cheerful

Confident

Delighted

Depressed

Determined

Disappointed

Disgusted

Embarrassed

Excited

Frightened

Frustrated

Furious

Helpless

Horrified

Irritated

Lonely

Nervous

Panicky

Proud

Puzzled

Scared

Shocked

Shy

Sorrowful

Thrilled

Unhappy

Worried

Name _____________________________ Date ___________________________
Chapter 4: Literature Organizers

Stick Figure Character Map

Reading Strategies
Creating a visual image of a character based on details from the story; infer a character’s thoughts and motives from his or her actions.

Overview
The Stick Figure Character Map gives students the opportunity to visualize what a character might look like and bring the character to life by adding details to a stick figure outline. In order to complete the assignment, students also have to infer what the character might be thinking or feeling. When evaluating student work, consider how well they followed the directions rather than their artistic ability.

Teaching Tips
Let students know the week before you plan to do this activity that they will be drawing a book character and adding details to represent the character’s thoughts, feelings, and actions. Ask them to read a short book or story with an interesting character and bring it to class on the given day. If possible, prepare an example of a completed Stick Figure Character Map in advance (see student example). Model this activity with the class using a character in a well-known story or movie, or a character in a book your class has read together. If you are using a document camera to show your work, you’ll need to switch back and forth between the directions on page 90 and your example. Read the directions aloud, show them your completed graphic organizer and explain why you chose to add each detail. If you have not prepared an example, ask your students to provide details that you quickly sketch as they watch. Then post the directions and give them their own copy of the Stick Figure Map to complete.

Reminders & Notes
Stick Figure Character Map Directions

1. At the bottom of the page, write the selection title, the character’s name and your name.

2. Add facial features, hair, clothing, and other details to show how the character might appear in real life.

3. Near each body part, neatly draw and color the details below:
   - **Head** - Draw a thought bubble near the head and write what the character might be thinking.
   - **Mouth** - Draw a speech bubble near the mouth and write what the character might say.
   - **Heart** - Near the heart, draw a picture of something or someone the character loves, or write words to describe the character’s feelings.
   - **Hands** - Near one of the hands, draw something the character might hold or use.
   - **Feet** - Near one of the feet, draw or write a sentence to describe where the character might have been or might like to go.
Chapter 4: Literature Organizers

Summarizing Sequencer

Reading Strategies
Identifying the main events in a literary selection and summarizing them in a sentence.

Overview
Summarizing is a reading skill that appears deceptively easy; all we have to do is to write out the main events in a story or chapter. The problem seems to be figuring out which events and details make up the essence of that story. To help students zero in on what’s important, teachers often use the “Someone Wanted But So” framework described on page 94. The Summarizing Sequencer provides a place for students to record those four elements before writing their summary sentences. A single graphic organizer includes enough spaces for three short books or three chapters in a long book.

Teaching Tips
Choose a short story or fairy tale with a clear sequence of events that follow the “Someone Wanted But So” framework. Display page 93, How to Write a Summary, and explain that it’s easy to write a summary if you simply think about these key elements. Explain the four parts and show the example from the Three Little Pigs at the bottom of the page. Then give students a blank graphic organizer and read your selection aloud. Work together to complete the top set of frames and the summary sentence. If the sentence appears to be a long, run-on sentence, allow them to break it into two shorter sentences. The next day, read another story and have students work with a partner to complete the middle of the graphic organizer. Call on pairs to share their summaries with the class and discuss them. Later, ask students to choose their own books and follow the same steps to write their summaries.

Reminders & Notes
How to Write a Summary

A good summary tells the main idea of the story without including unnecessary details. To figure out which details are important, think of the key words Someone Wanted But So. Ask yourself the questions below and use the answers to write a summary sentence or two.

**Someone** Who is the main character in this story or part of the story?

**Wanted** What is the character’s goal? What is he or she trying to accomplish?

**But** What problems does the character face while trying to reach that goal?

**So** What happened? How did the story end?

Example from **The Three Little Pigs:**

The big bad wolf wanted something to eat and tried to capture the three little pigs. But the pigs outsmarted him, so he ended up in their cooking pot.
Summarizing Sequencer
Someone Wanted But So

1. Title ___________________________________________ Pages _____ to _____

   Someone → Wanted → But → So

   Summary Sentence ___________________________________________
   __________________________________________________________________
_____________________________________________________________________

2. Title ___________________________________________ Pages _____ to _____

   Someone → Wanted → But → So

   Summary Sentence ___________________________________________
   __________________________________________________________________
_____________________________________________________________________

3. Title ___________________________________________ Pages _____ to _____

   Someone → Wanted → But → So

   Summary Sentence ___________________________________________
   __________________________________________________________________
_____________________________________________________________________
Chapter 4: Literature Organizers

Story Map Variations

Reading Strategies
Identifying a story’s characters, setting, and plot elements

Overview
Learning to identify the elements of a story is a component of most reading programs, and you’ll find two variations of the basic Story Map in this book. The first graphic organizer asks students to identify all story elements including character, setting, and the basic plot sequence. The second graphic organizer just focuses on the plot itself and takes students beyond the basic “beginning, middle, and end” generally taught in elementary school.

Teaching Tips
Begin with the basic Story Map when you first introduce these two graphic organizers. Make sure your students understand how to determine which events are found in the beginning, middle, and end before introducing them to the concept of story climax. The beginning is generally where the author introduces the characters, and the reader then learns about what the character wants to do or accomplish. The middle is where the character often encounters a series of problems or obstacles. The conclusion, or end, is where we find out what happens. Older students might also enjoy looking for the turning point, or the climax, of the action that occurs between the middle and the end. The frames of the Story Plot Map are arranged in a mountain shape to signify the rising and falling action of the story. Both of these graphic organizers should be introduced in the usual way by teaching them in a whole-group lesson, then having students complete them with a partner, and finally assigning them for independent practice.

Reminders & Notes
Story Plot Map

1. Beginning

2. Middle

3. Climax

4. Conclusion

Title _______________________
Author ______________________
Name _______________________
Date ________________________
Chapter 4: Literature Organizers

Step-by-Step Predictions

Reading Strategies
Making predictions based on details in a literature selection; revising predictions while reading to reflect new information.

Overview
Good readers continually make predictions as they read. They usually don't stop to verbalize their predictions, but their thoughts are always reaching ahead to anticipate what's going to happen next. On the other hand, many students think of making predictions as an isolated event. They make one prediction and then read to find out if they're right or wrong. Step-by-Step Predictions guides them through the act of making a series of predictions as they constantly revise their initial predictions based on new evidence.

Teaching Tips
Select a short mystery story or play to read with your students. Depending on the length of the selection, you may need to spend more than one class period on this lesson. Give each student a blank copy of Step-by-Step Predictions. Ask them to read a page or two and have everyone stop at a given location. Explain that good readers make predictions throughout the story based on the "clues" or hints that the author leaves about what's going to happen next. Call on volunteers to share what they think is going to happen and record at least one detail on which they based their predictions. Everyone completes the first part of the form with their own details and predictions. Next, read several more pages or an entire chapter. Explain that it's fine to change predictions based on new clues they have read. If they want to keep the same prediction, they should record additional clues that confirm their first prediction. Now ask students to read a little farther but not to the end of the story. Have them stop on a given page and make a 3rd and final prediction. Finally, ask them to finish the story and record what happened. After your students understand the process of making and revising predictions, they may use this graphic organizer when reading any literature selection with an element of mystery or suspense.

Reminders & Notes
Step-by-Step Predictions

Important Clues

From Page # ________ to Page # ________

1st Prediction

Important Clues

From Page # ________ to Page # ________

2nd Prediction

Important Clues

From Page # ________ to Page # ________

3rd Prediction

What Happened?
Chapter 4: Literature Organizers

Reading Strategies
Inferring and predicting by using details from the story paired with prior knowledge; understanding the difference between inferences and predictions

Overview
The strategies of inferring and predicting are often confusing to students. Both of them involve noticing important details in a selection and adding information that you already know to “read between the lines,” or figure out something that is not directly stated in the text. The difference between them is that inferring deals with events that have already happened or are currently taking place, and predicting is making an informed guess about what you think will happen in the future.

Teaching Tips
Introduce the graphic organizer by reading a short selection that includes opportunities to infer and predict. After you begin reading, stop at the first point where the reader needs to make an inference in order to understand what’s happening. Ask students to talk with a partner about what they think is taking place in the story and then share their ideas with the class. Display a copy of It All Adds Up and explain that they were able to understand what was happening because they noticed important details in the story and added information from their brains to infer meaning. Show them how to complete the sections of the graphic organizer and record the actual inference on the far right. Circle the word “Inference” above the inference statement. Read a little farther and stop where students can easily make a prediction. Explain the difference between inferring and predicting and ask them to make a prediction about what will happen next. Record the details and ideas as well as a prediction statement. Circle the word “Prediction” above the prediction. As you continue reading, stop in two more places and ask students to make an inference or a prediction and record their details and prior knowledge accordingly. Later, they should practice this graphic organizer again with a partner or in a learning center.

Reminders & Notes
It All Adds Up

1. Details from the Text + Ideas from My Brain = Inference or Prediction

2. Details from the Text + Ideas from My Brain = Inference or Prediction

3. Details from the Text + Ideas from My Brain = Inference or Prediction

4. Details from the Text + Ideas from My Brain = Inference or Prediction

Name _________________________________             Date _________________________________
Title ________________________________________________       Author _____________________
Chapter 4: Literature Organizers

Literary Response Scrolls

Reading Strategies
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral; reflect on lesson or moral and write personal response

Overview
Literary Response Scroll is a simple graphic organizer that can be used with any short story or folktale that has a theme, moral, or lesson. The form includes a place for students to summarize the events and identify at least one lesson or moral being conveyed by the story. Finally, students are asked to give their own personal response about the moral or lesson.

Teaching Tips
Introduce the Literary Response Scroll by reading aloud a fable or folktale that has a fairly obvious moral or lesson. Give each student a copy of the graphic organizer to complete as you work through it together. Ask them to help you summarize the folktale’s events by referring to the “Someone Wanted But So” graphic organizer. Flesh out the resulting skeleton of a summary with sufficient details to end up with a paragraph about what happened in the folktale. Then ask your students if they think there was a “moral” or lesson to the story. Have them discuss possible morals and lessons along with details about how those lessons are conveyed through the text. Write at least one moral or lesson in the middle of the graphic organizer. Then ask your students how they feel personally about the folktale and its moral or message. Can they connect in any way with the message? Do they agree with the moral? If they had written the folktale, would they have written the ending the same way? After they understand how to use this graphic organizer, have them read another folktale and complete it with a partner or on their own.

Reminders & Notes
Title _______________________________________________

Summary

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
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_____________________________________________________________
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Theme, Moral, or Lesson

_____________________________________________________________
_____________________________________________________________
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_____________________________________________________________

My Personal Response

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
Chapter 4: Literature Organizers

**Poetry Peace Map**

**Reading Strategies**
Read and understand the literal and figurative meanings in poems; identify techniques used by the poet to convey meaning and emotion.

**Overview**
Many students struggle with poetry because they don’t understand that even the shortest poems are often packed with meaning and symbolism. Whether poems are light-hearted or thought-provoking, the reader seldom unravels all of the shades of meaning with one reading. The Poetry Peace Map demonstrates this very effectively.

**Teaching Tips**
To begin, display a poem that has many layers of meaning. Give each student a copy of the Poetry Peace Map and then talk them through the directions on page 105. Ask everyone to read the poem just one time and write what they think it means in the first section. If they have no idea, it’s okay to write, “No idea.” Next, have them read it again more carefully and complete the second section. Finally, ask them to read it as many times as needed to grasp not only the meaning, but to locate and record poetic techniques used such as imagery, personification, or alliteration. Discuss and share these findings as a class. In the future, you can have them sketch a peace symbol in their reading journals instead of duplicating the graphic organizer.

**Reminders & Notes**

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Poetry Peace Map

What are your thoughts after each reading?

1st Reading - Read the poem slowly one time through carefully. What do you think the poem is about? Record your thoughts.

2nd Reading - Read the poem again and really think about what it means. Do you see anything you missed the first time? Look for symbolism and figurative language. Is there a deeper meaning? If you haven’t changed your opinion from your first reading, record examples of figurative language and imagery.

3rd+ Reading - Read it again, as many times as needed to understand the poem fully. Record any additional thoughts or feelings about the poem. What techniques did the poet use to convey his or her message?
Poetry Peace Map

Title _________________________

What are your thoughts after each reading?

1st Reading

2nd Reading

3rd+ Reading
Chapter 4: Literature Organizers

Poetic Reflections

Reading Strategies
Read and understand the literal and figurative meanings in poems; identify techniques used by the poet to convey meaning and emotion; examine and record personal responses.

Overview
Poetic Reflections offers a way for students to go beyond basic poetry analysis to share their own personal responses. First, they read a poem and record what it’s about and any poetic devices used to convey that meaning. Then they write their own personal responses to the poem. Are they able to make any connections? Does the poem make them wonder about something or feel a particular emotion? This graphic organizer works best after introducing the Poetry Peace Map because students need to be willing to read a poem multiple times, looking for deeper meaning.

Teaching Tips
Introduce Poetic Reflections by modeling the graphic organizer with one of your own favorite poems. Show them how to record what the poem is about in the top bubble. Next, analyze the techniques the poet uses to convey that meaning and write those details in the second bubble. Finally, describe your own personal response including feelings and connections, and model how to record those details.

Because they are asked for a personal response, students should be allowed to choose their own poems for this activity. Before the lesson, check out a selection of poetry books from your media center for students to use when selecting their poems.

Reminders & Notes
Poem ______________________________________

Date ______________________________

Poet _______________________________

Name _____________________________________

What is the poem about?

What poetic techniques are used?

What is your personal response?
Teaching Resources Website
www.lauracandler.com

Ready-to-use Resources for Teachers!

- Printables and activity sheets
- Lesson plans and teaching strategies
- Cooperative learning methods
- Classroom management and motivation
- Literacy and Literature Circle strategies
- Mathematics instructional resources
- Candler’s Classroom Connections

Workshop Information

- Invite Laura to your school or district to energize your teachers with powerful strategies!
- Workshops available:
  * Getting Started with Power Reading Workshop
  * The Dynamic Duo: Putting the Punch in Math Instruction
  * Innovative Approaches to Literacy Instruction
- Teachers walk away with specific strategies to implement in their classrooms the next day.

Contact Laura for more information: lauracandler@att.net

Receive the Classroom Economy and Problem Solving Assessment Power Pack for FREE when you sign up for Laura Candler’s bi-weekly newsletters at www.lauracandler.com!