

Laura Candler's

Nonfiction Graphic Organizers

Teaching Tools to Boost Reading Comprehension

The graphic organizers shown include:

- RESEARCH AND RECORD**: A form with fields for Name and Topic, and a large open book graphic for notes.
- ON TARGET QUESTIONS**: A form with a Date field and a large semi-circular diagram for questions.
- NEWS HOUND SUMMARY**: A form with a Selection Title, Name, and a table for questions (Who?, What?, Where?, When?, Why?, How?) and facts from the selection.
- IT ALL ADDS UP**: A form with Name and Date fields, and a diagram showing 'Details from the Text' plus 'Ideas from My Brain' equals 'Inference or Prediction'.
- CHARACTER TRAIT MAP**: A form with Name and Title fields, and a diagram with a central octagon and four ovals for character traits.
- MAIN IDEA NEIGHBORHOOD**: A form with Name and Topic fields, and a diagram with a central diamond for the topic and a main idea sentence, surrounded by supporting details.
- CAUSE AND EFFECT**: A form with a diagram showing cause and effect relationships.

**FIELD TESTED
TEACHER
APPROVED**

Graphic Organizers for Any Subject

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Introduction



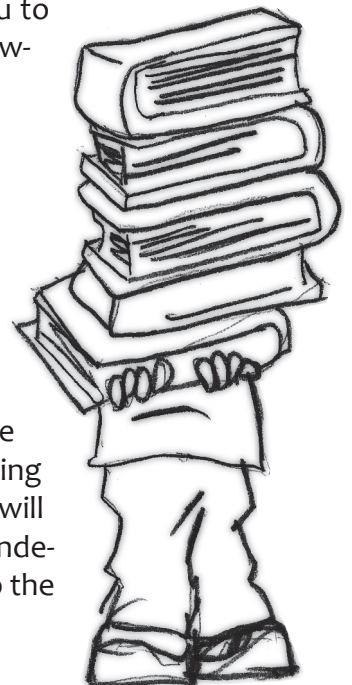
Graphic organizers come in all shapes and sizes, from poster-sized charts to folded pieces of paper that tuck into your pocket. But whatever they look like, all graphic organizers serve the same general purpose: to help organize and conceptualize information. They help connect new ideas to previously-learned concepts, which results in higher retention of information and leads to new insights. Graphic organizers are especially useful for visual learners who need to see information organized and mapped out in ways that make sense to them. One of the best things about using graphic organizers is that they make lesson planning a breeze!

As an upper elementary classroom teacher, I found graphic organizers to be extremely powerful tools in all subject areas. Nonfiction graphic organizers are particularly effective for applying reading strategies in content areas like science, health, and social studies. Students enjoy creating and completing graphic organizers, and often refer to them during class discussions or when talking about their work with a partner or team. Graphic organizers introduce an element of excitement and fun into any lesson!

Nonfiction Graphic Organizers: Teaching Tools to Boost Reading Comprehension includes over a dozen graphic organizers that can be used with almost any nonfiction text, including books, magazine articles, and websites. To make it easy for you to select the right graphic organizer for your purpose, I've included the following information for each graphic organizer:

- Targeted reading strategies
- Suggested texts that work well with the graphic organizer
- General description and overview
- Step-by-step techniques for teaching the graphic organizer

The resources in *Nonfiction Graphic Organizers* will guide you as you integrate these graphic organizers into your lesson plans and introduce them to your students. When you first introduce each graphic organizer, follow the suggested lesson plan to introduce it to your whole class before having your students complete it with a partner or on their own. Scaffolding your lessons this way provides the support that many students need and will help them feel more confident about completing the graphic organizers independently. Before you know it, you and your students will be tapping into the full power of graphic organizers!



Nonfiction Text Features Search

Reading Strategies

- Identify text features within nonfiction texts
- Deepen understanding of how various text features aid in reading comprehension

Nonfiction 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. Digital text often includes hypertext and other interactive elements. The Nonfiction Text Features Search serves as a place to record those features, and it also helps students identify the author’s purpose for using them. This graphic organizer will help your students explore how text features help their reading comprehension.

Suggested Mentor Texts

Gravity: Forces and Motion

National Geographic Kids Ultimate Dinopedia: The Most Complete Dinosaur Reference Ever

Name: _____ Date: _____

NONFICTION TEXT FEATURES SEARCH

Title:	Page #	Text Feature	How It Helps Comprehension

Title:	Page #	Text Feature	How It Helps Comprehension

bibliography	glossary	internet link	subheading
boldprint	graph	table of contents	table of contents
bullet points	heading	map	timeline
caption	illustration	photograph	use of color
diagram	index	sidebar	visual interactive element

Step by Step:

1 Choose one selection from a basal text, news article, or nonfiction book that has a variety of nonfiction text features. Give each student a copy of the graphic organizer on page 6. Ask your students to help you search for the nonfiction text features in the selection.

2 As you record those features on the class chart, have students record them on their own charts.

3 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 boldfaced words help you identify key vocabulary?

4 Repeat with additional nonfiction text selections.

Name: _____ Date: _____

NONFICTION TEXT FEATURES SEARCH

Title:		
Page #	Text Feature	How It Helps Comprehension

Title:		
Page #	Text Feature	How It Helps Comprehension

- | | | | |
|---------------|--------------|---------------|-----------------------------|
| bibliography | glossary | Internet link | subheading |
| bold print | graph | italic print | table of contents |
| bullet points | heading | map | timeline |
| caption | illustration | photograph | use of color |
| diagram | index | sidebar | website interactive element |

Nonfiction Text Structures

Reading Strategies

- Identify the overall text structure of a nonfiction selection
- Recognize that some nonfiction selections may include more than one text structure

Text structures are different from text features, and students often confuse the two. “Features” are contained within the text, and “structures” refer to how the entire selection is organized. Nonfiction texts may be organized in many ways. Some are 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 10 for examples of clue words). A long selection may contain several different organizational structures within the full text.

Due to the complexity of this topic, you may want to spread this instruction out over several weeks and introduce just one or two new text structures per week.

Suggested Mentor Texts

Multiple nonfiction texts with a variety of text structures

NONFICTION TEXT STRUCTURES		
Structure	Clues	Examples
Description or List		
Cause and Effect		
Compare and Contrast		
Problem and Solution		
Chronological or Sequential Order		
Question and Answer		
Topics and Subtopics		
Other		



Step by Step:

- 1** Give each student a copy of the blank chart on page 9 to store in his or her reading log.
- 2** Introduce each text structure using a text that is a clear example of that structure. Have students look for clue words that might help identify the structure and add those to the chart. Refer to the sample chart on page 10 for the types of clues that go with each text structure. In the column on the far right, ask students to write the title of the text you used as your example. They should write small and leave room to add at least one more title.
- 3** Later in the week, try to share at least one more example of a text that's organized in the same way, and ask students to try to find their own examples as they read. Then ask students to list one or two examples for that text structure. The examples may be news articles, short nonfiction books, or selections from their basal reader.
- 4** After you have introduced the major text structures, ask students to begin analyzing the text structures of any nonfiction selections they read.

LAURA'S **Tips**

Good sources of nonfiction text include print and online news magazines, basal readers, content-area textbooks, newspaper articles, editorials, and short nonfiction books.

NONFICTION TEXT STRUCTURES

Structure	Clues	Examples
Description or List		
Cause and Effect		
Compare and Contrast		
Problem and Solution		
Chronological or Sequential Order		
Question and Answer		
Topics and Subtopics		
Other		

NONFICTION TEXT STRUCTURE CLUES

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

Main Idea Neighborhood

Reading Strategies

- Find the topic and main idea of a text
- Recount the key details and explain how they support the main idea

Suggested Mentor Texts

Martin's Big Words
The Important Book

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

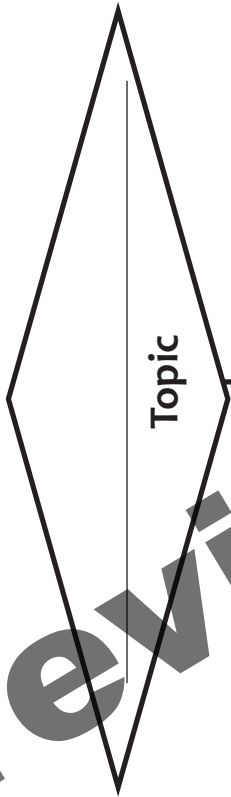
The graphic organizer is titled "MAIN IDEA NEIGHBORHOOD" and includes a "Name" field. It features a diamond shape for the "Topic", a line for the "Main Idea Sentence", and three house-shaped boxes for "Supporting Detail".

Step by Step:

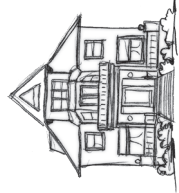
- 1** The Main Idea Neighborhood graphic organizer is best introduced with a paragraph or short nonfiction text selection that has one clear topic, a main idea, and a few supporting details.
- 2** Give each student a copy of the graphic organizer (p. 12) and read your chosen selection aloud.
- 3** Explain 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.
- 4** 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 create it 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."
- 5** Have them look for supporting details such as, "Many dogs need to be taken outside for exercise several times a day."
- 6** 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 main idea, and the houses on each street represent the details.
- 7** 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.

MAIN IDEA NEIGHBORHOOD

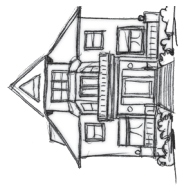
Title: _____ Name: _____



Main Idea Sentence



Supporting
Detail



Supporting
Detail

Supporting
Detail

Biographical Bits

Reading Strategies

- Comprehend biographical texts
- Identify and classify important details
- Conduct research using multiple sources

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 third variation (page 16) is blank so you can add your own headings.

Suggested Mentor Texts

Who is J.K. Rowling?

Jackie Robinson: Strong Inside and Out

BIOGRAPHICAL BITS		Name: _____	Date: _____
Subject of Biography: _____			
Early Life	Adult Life	[Central Box for Drawing/Pasting Picture]	
Accomplishments	Impact on Society		

Step by Step:

- 1** Choose one of the three Biographical Bits graphic organizers, read aloud a short biography, and ask students to jot down important details on individual dry-erase boards or in journals.
- 2** 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, have a student draw or paste a picture of the person in the center.
- 3** To give students more experience with reading biographical texts, ask them to use at least two sources of information for this research activity. The graphic organizer on page 15 includes a place for them to list their sources in whatever format you require. If they are using a different graphic organizer, they can list their sources on the back.
- 4** 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 easy for them to write a well-organized essay.

BIOGRAPHICAL BITS

Name: _____

Date: _____

Subject of Biography: _____

<p>Early Life</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Adult Life</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Accomplishments</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Impact on Society</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Preview Version

Research and Record

Reading Strategies

- Read and comprehend nonfiction texts
- Conduct research using multiple texts and types of sources
- Integrate information obtained from multiple texts and sources

The Research and Record graphic organizer is a two-page form to use when researching a specific topic and recording information from multiple sources. Many grade levels include information from several texts and sources on the same topic in order to write or speak about the subject knowledgeably. To help students meet this standard, the second page of the graphic organizer includes a list of possible information sources as well as a place to list the actual sources used. The Research and Record graphic organizer is also useful when teaching students how to narrow the research topic. Because there are only three sections for taking notes, students will need to identify three subtopics within the main topic and record their notes in the appropriate sections. This space limitation requires your students to use bulleted or abbreviated note-taking form rather than copying entire sentences and paragraphs from their sources. After students complete the research and note-taking process, they can integrate the information to write an essay or speech on that topic.

Suggested Mentor Texts

Multiple texts on a single topic in both print and digital formats

Name: _____ Topic: _____

RESEARCH AND RECORD

How Invented *Changes Over Time*

Name: _____

RESEARCH AND RECORD

Impact on Our Lives

Information Sources
Circle each type of source you used and record the titles of those sources on the lines below.

book encyclopedia website article video survey
interview atlas documentary other

Step by Step:

1 Introduce the graphic organizer a day or two before you assign a research project for students to complete independently. For your demonstration lesson, choose a topic that's similar to the types of topics you will be assigning. For this example, if your students will be expected to research an invention, select the light bulb as the topic of your introductory research lesson. Before starting to teach the lesson, locate several different types of digital and print sources of information on that topic.

2 Display both pages of the Research and Record graphic organizer (pages 20 and 21) and tell students that they will be using this form to take notes when researching their own topics. Tell them that you want to share some tips for using the form to take notes.

3 Write *Invention of the Light Bulb* at the top of the first page and then ask them to think about the kinds of information they might find when researching this topic. Brainstorm a list of ideas on the board, such as: inventor, year invented, how it was invented, how it works, how the invention has changed over time, how it has impacted people's lives, the future of the invention, etc. Then explain that there's so much information available on this topic that they need to focus on just three subtopics. For the purposes of this lesson, we'll use *How Invented*, *Changes Over Time*, and *Impact on Our Lives*.

4 Demonstrate how to write each of the three subtopics at top of the note-taking sections.

5 Point out the list of possible sources on the second page. Ask your students which sources they would consult when looking up information about the invention of the light bulb. They should think about the three subtopics they have selected when considering their sources. For example, a book, article, or website might give information about how the light bulb was invented or changed over time, but they may want to conduct interviews to find out how it has impacted our lives. Point out that the area below the list of sources is where they will record the title of each source and/or the name of the person they interview.

6 Use a document camera or projector to display one of the digital or print sources of information you found prior to the lesson. Locate a section of text



that has relevant information and read it aloud. Ask students to raise their hands when they hear something that should be added to the graphic organizer. Show them how to write the information from the text in their own words in bulleted note form rather than copying the entire sentence or paragraph. Continue to model the note-taking process using several more selections. To actively engage your students, have them use individual dry-erase boards to practice writing notes in bulleted or abbreviated form.

7 After your students practice writing notes from one selection, turn to the back of the graphic organizer and show them how to record that source on the lines under **Information Sources**. The format you use will depend on your students' grade level and your expectations for them. Some teachers may find a list of titles to be sufficient, while others may prefer a more traditional bibliographic format.

8 Use the information in the graphic organizer as the basis for writing a short essay or speech on the given topic. If they write one paragraph for each category, it should be easy for them to write a well-organized essay that integrates information from multiple sources.

LAURA'S **Tips**

If you want to know which notes came from each source, have students color-code their notes and sources. For example, put a blue dot next to each note obtained from a book, a green dot next to notes taken from an article, etc. They would put a corresponding color-coded dot next to each title in their bibliography.

Name: _____ Topic: _____

RESEARCH AND RECORD

Preview Version

Name: _____

Information Sources

Circle each type of source you used and record the titles of those sources on the lines below.

- book
- encyclopedia
- website
- article
- video
- survey
- interview
- atlas
- documentary
- other

Preview Version

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

Suggested Mentor Texts

The Best Book of Volcanoes
Amazon Rainforest

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. 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?"

The graphic organizer is a rectangular box with a title "ON TARGET QUESTIONS" at the top center. Below the title, there are two small boxes labeled "Title:" and "Date:". The main body of the organizer is a large rectangle divided into four quadrants by a vertical and a horizontal line. In the center of these four quadrants is a smaller circle. The instructions inside the box read: "Write the selection title in the middle. Use the sub-headings to write four questions in the outer ring. Then read the selection and write the answers to the questions in the outer ring."



Step by Step:

- 1** Start by giving each student the same article and practicing together as a class. Choose a text that includes clear headings and subheadings. Ask them to write the name of the article in the middle of the “target” on the graphic organizer (p. 24).
- 2** Ask students to skim through the article to see how the text is organized and to think of questions that could probably be answered from the selection.
- 3** Have the students write one question in each of the four sections inside the middle oval. Discuss their choices as a class and allow all students to use the same four questions.
- 4** 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.

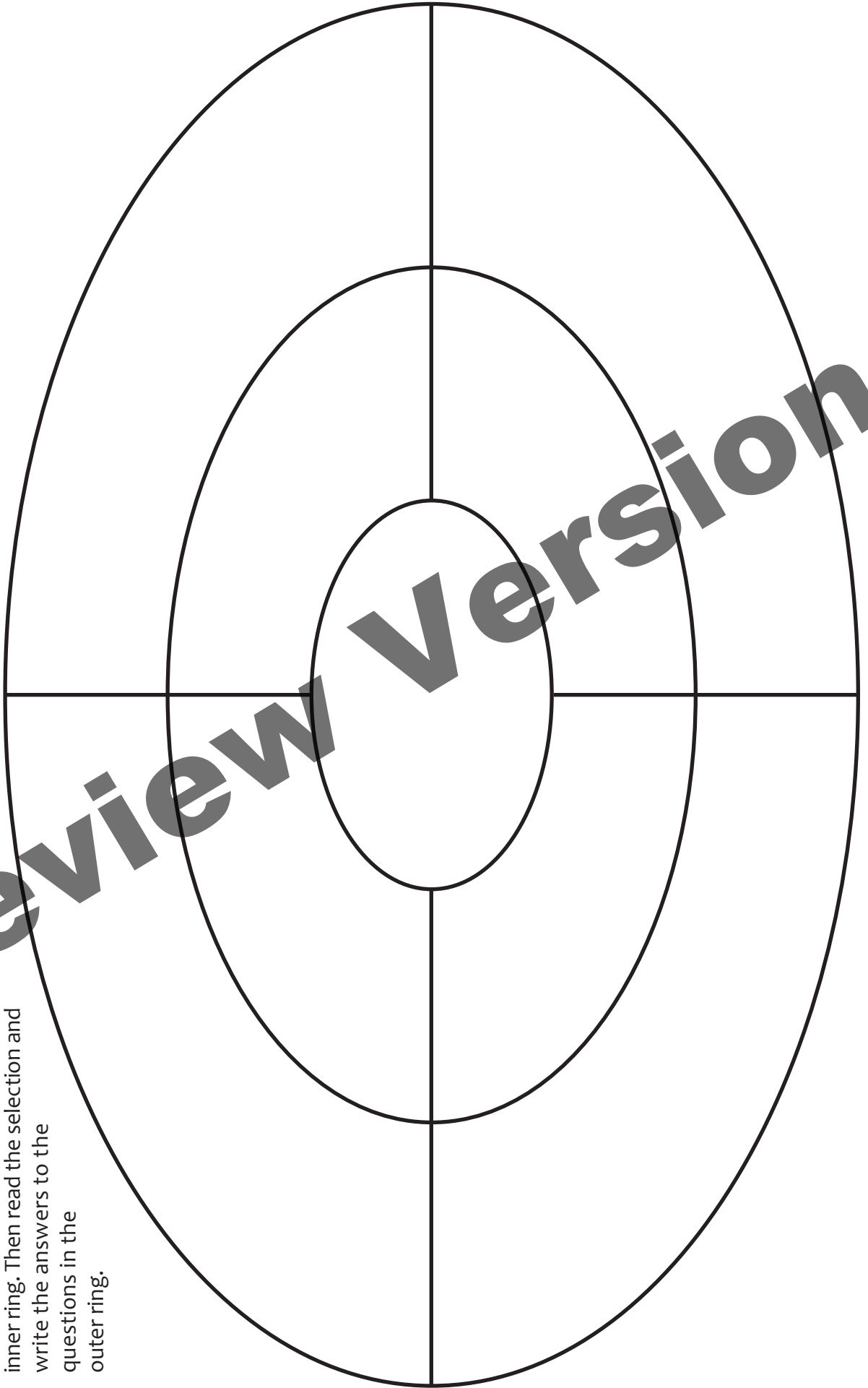
LAURA'S Tips

Creating questions from subheadings is a challenging task for many students. You may want to repeat the whole class lesson several times with different texts before students are ready to work with a partner or on their own.

ON TARGET QUESTIONS

Title: _____ Date: _____

Write the selection title in the middle. Use the sub-headings to write four questions in the inner ring. Then read the selection and write the answers to the questions in the outer ring.



KWL and KWLS Charts

Reading Strategies

- Examine prior knowledge and ask questions before reading
- Record facts and details during and after reading
- Determine where to find more information

The KWL chart is excellent for activating prior knowledge before reading, and it can be used with almost any non-fiction text. Before reading the text, students list what they already know about the topic in the “Know” column and pose questions in the “Wonder” column. Finally, after reading the text, they record the information they learned in the third column. To extend the learning, a fourth column titled “Search” can be added to the chart. In this column, students brainstorm where they can go to search for more information about the given topic.

Suggested Mentor Texts

Hippos are Huge!

You Wouldn't Want to Sail on the Titanic

KWL CHART
Name: _____
Date: _____
Title or Topic: _____

KNOW	WONDER	LEARNED
Before you read, write what you think you know about the topic.	Before or as you read, write what you wonder or want to know about the topic.	After reading or after you finish, list what you learned.

KWLS CHART
Name: _____
Date: _____
Title or Topic: _____

KNOW	WONDER	LEARNED	SEARCH
Before you read, write what you think you know about the topic.	Before or as you read, write what you wonder or want to know about the topic.	After reading or after you finish, list what you learned.	After you finish reading, where can you search for more info on the topic?

Step by Step:

- 1** Display a large KWL chart for the class. Show your students a short non-fiction book on a single topic, and ask them what they already know about the topic. List their responses on the chart.
- 2** Next, ask your students what they wonder about the topic, and model how to record those questions in the second column.
- 3** Then read the text aloud and ask your students to raise their hands if they hear the answer to a question. If they do, record the answer in the “Learned” column.
- 4** After you finish reading, model how to record additional details they learned from the text in the third column, even if those details don’t answer one of their questions.
- 5** You can extend the activity by adding a fourth column titled, “Search.” Use this column to list where you might find more information, such as magazines, websites, or local museums.

KWL CHART

Name: _____

Date: _____

Title or Topic: _____

KNOW Before you read, write what you think you know about the topic.	WONDER Before or as you read, write what you wonder or want to know about the topic.	LEARNED While reading or after you finish, take notes about what you learned.

Preview Version

KWLS CHART

Name: _____

Date: _____

Title or Topic: _____

KNOW	WONDER	LEARNED	SEARCH
Before you read, write what you think you know about the topic.	Before or as you read, write what you wonder or want to know about the topic.	While reading or after you finish, take notes about what you learned.	After you finish reading, where can you search for more info on this topic?

News Hound Summary

Reading Strategies

- Identify the facts and details in a news article
- Summarize important facts in a nonfiction text selection

Suggested Mentor Texts

- The Mary Celeste: An Unsolved Mystery from History*
- Mistakes that Worked: 40 Familiar Inventions and How They Came to Be*

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 online at websites like *ScienceNewsforKids.org*. The News Hound Summary can also be used with biographies; ask students to pretend they are news reporters trying to find all the important facts about what happened during a significant event in the subject's life.

Question	Facts from the Selection
Who?	
What?	
When?	
Where?	
Why?	
How?	

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

Step by Step:

- 1** Model the News Hound Summary in a whole-group setting with class participation. Give each student a blank copy of the organizer (p. 29) and a copy of the same news article, biography, or other nonfiction text.
- 2** Ask your students 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 then share them with the class as you fill in the chart together.
- 3** Demonstrate how to use that information to write a brief summary of the most important events in the article. As they write, they can imagine themselves as reporters writing a news report about the main events.
- 4** 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

Name: _____

Selection Title: _____



Question	Facts from the Selection
Who?	
What?	
Where?	
When?	
Why?	
How?	

SUPER SLEUTH SUMMARY

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

Vocabulary Flapper

Reading Strategies

- Understand vocabulary needed to comprehend nonfiction text
- Generate symbols and write sentences for topic-specific vocabulary

Learning new vocabulary before reading a biography, poem, or other nonfiction text will help students with comprehension. The Vocabulary Flapper assists in this process by having students create visual symbols for new words, in addition to using them in sentences.

Suggested Mentor Texts

Strange but True: Bizarre Animals
Curious About Snow

Step by Step:

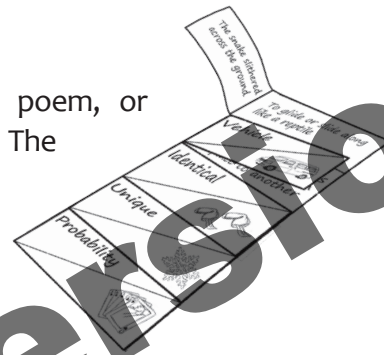
1 The first time your students create a Vocabulary Flapper, give them the template on page 32. After your students know what to do, all they need is a plain sheet of paper. Have students fold their papers in half lengthwise and cut down to the fold four times to form five flaps.

2 Choose five vocabulary words from the selection they will be reading, and ask them to write one word on the outside of each flap in the top triangle.

3 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.

4 After you have introduced each word, give students time to complete the other three sections related to that word. In the bottom triangle of the top flap, under the word, have students 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.






5 When all the flaps are completed, allow time for students to share their pictures and sentences with their team or with the class.



VOCABULARY FLAPPER EXAMPLE

OUTSIDE OF FLAPPER

Words and Symbols

Slither	
Vehicle	
Identical	
Unique	
Probability	

INSIDE OF FLAPPER

Sentences and Definitions

The snake slithered across the ground.	To glide or slide along like a reptile
Five vehicles drove by in two minutes.	Something that takes people or goods from one place to another
Are those two girls identical twins?	Exactly alike and equal
Every snowflake is different and unique.	Being the only one of its kind
The meteorologist said the probability of rain is 30% today.	A number expressing the likelihood of an event; chance

VOCABULARY FLAPPER

Name: _____

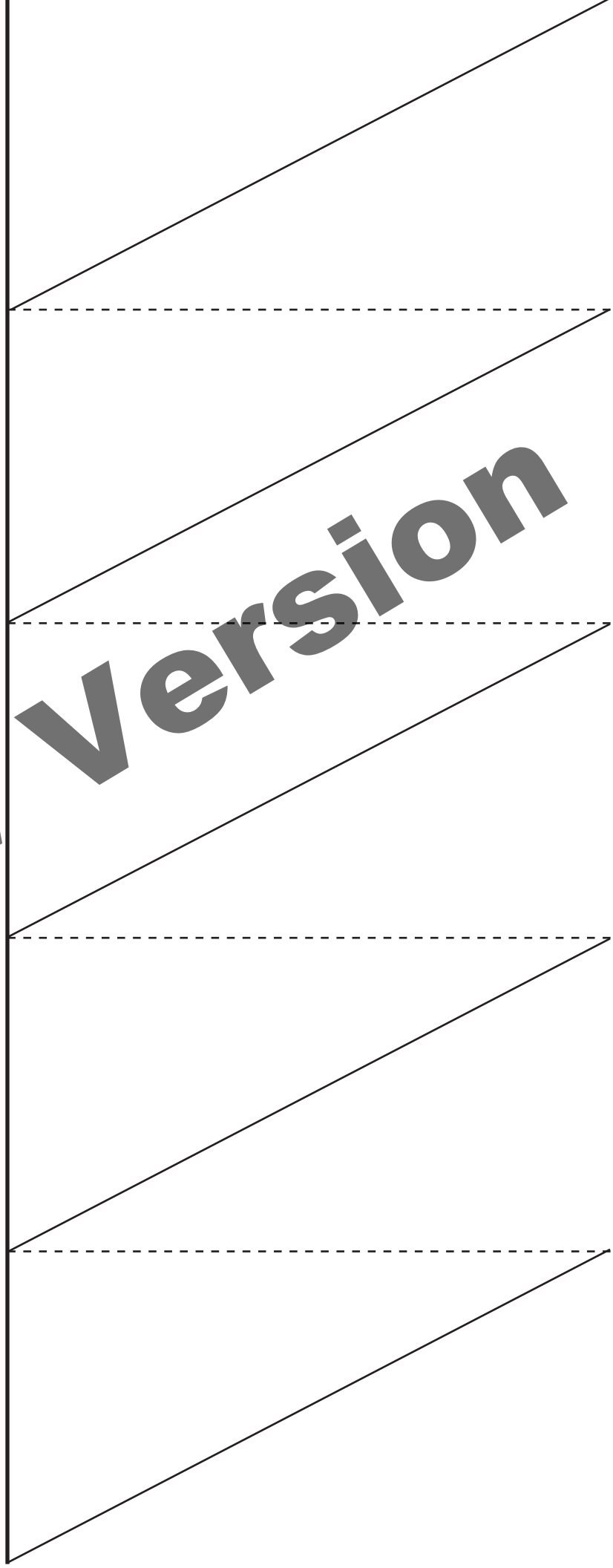
Date: _____

VOCABULARY FLAPPER

Name: _____

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Preview Version



Cause and Effect Rockets

Reading Strategies

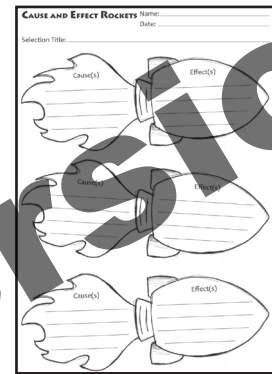
- Identify cause and effect relationships
- Recognize that a single event may have multiple causes and effects

When we name two events, how can we tell the cause from the effect? We 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. This graphic organizer works well with news articles, biographies, and descriptions of historical events where the reader can often find multiple causes and effects.

Suggested Mentor Texts

Wagon Train

Using Math to Design a Roller Coaster



Step by Step:

- 1** Begin with a text that has at least three clear cause and effect relationships. Read the text aloud and ask students to help you find the cause and effect relationships as you record them.
- 2** Later, model how to use it with texts that include an event with one cause and many effects, or one effect and many causes.
- 3** Use this graphic organizer on a regular basis to give students an opportunity to explore the complexity of cause and effect relationships.

LAURA'S Tips

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.

CAUSE AND EFFECT ROCKETS

Name: _____

Date: _____

Selection Title: _____

Cause(s)

Effect(s)

A hand-drawn rocket ship with a jagged, flame-like tail on the left and a rounded nose on the right. The tail section contains four horizontal lines for writing, and the nose section contains four horizontal lines for writing.

Cause(s)

Effect(s)

A hand-drawn rocket ship with a jagged, flame-like tail on the left and a rounded nose on the right. The tail section contains four horizontal lines for writing, and the nose section contains four horizontal lines for writing.

Cause(s)

Effect(s)

A hand-drawn rocket ship with a jagged, flame-like tail on the left and a rounded nose on the right. The tail section contains four horizontal lines for writing, and the nose section contains four horizontal lines for writing.

Preview Version

It All Adds Up

Reading Strategies

- Inferring and predicting by using details from the story paired with prior knowledge
- Understanding the difference between inferences and predictions

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 involves 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. It All Adds Up can be used when teaching students about inferences alone, predictions alone, or both concepts together. When using It All Adds Up with nonfiction text, the “answer” to each equation will almost always be an inference rather than a prediction. However, analyzing news articles and biographies may result in predictions; students may want to predict what will happen in the future based on the events in the text.

Step by Step:

- 1 Read a short selection that includes opportunities to infer and predict.
- 2 Stop reading at the first point where the reader needs to make an inference in order to understand what’s happening.
- 3 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.
- 4 Display a copy of It All Adds Up (p. 37) 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.
- 5 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.

Suggested Texts

Mesmerized: How Ben Franklin Solved a Mystery That Baffled All of France
The Boy Who Harnessed the Wind

The graphic organizer is titled "It All Adds Up" and is designed as a grid for recording information. It includes fields for "Name:", "Date:", and "Page:". The main grid has four rows, each representing a different point in a text. Each row is divided into three columns: "Details from the Text", "Ideas from My Brain", and "Inference or Prediction". The rows are numbered 1 through 4. In the first row, there is a plus sign between the first and second columns, and an equals sign between the second and third columns. A cloud-like shape is drawn around the plus sign in the first row, and a similar shape is drawn around the plus sign in the second row. The word "Inference" is circled in the first row's "Inference or Prediction" column.

6 Read a little more 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.

7 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.

8 Later, students should practice this graphic organizer again with a partner or in a learning center.

Preview Version

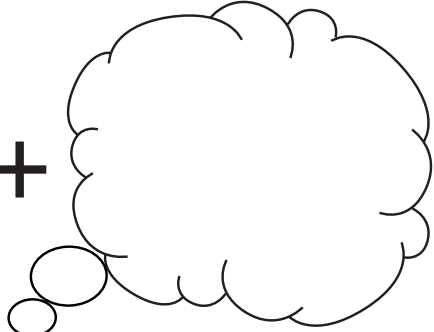
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Title: _____

IT ALL ADDS UP

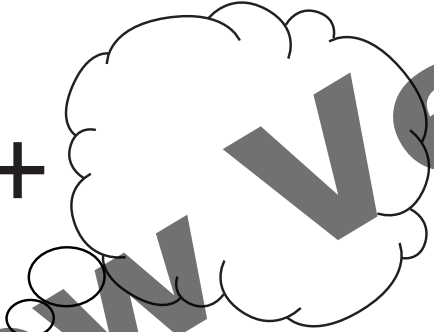
1. Details from the Text Ideas from My Brain Inference or Prediction

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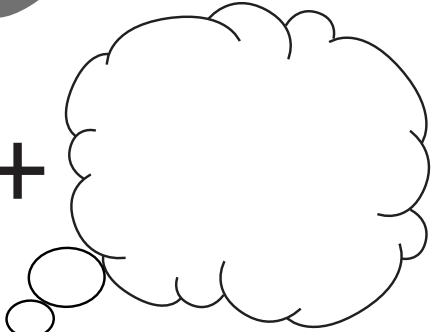
2. Details from the Text Ideas from My Brain Inference or Prediction

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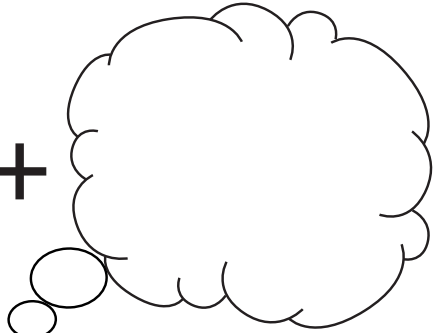
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4. Details from the Text Ideas from My Brain Inference or Prediction

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Preview Version

Seeing Is Believing

Reading Strategies

- Understand how images that accompany a text contribute to the meaning of that text
- Interpret information presented visually, orally, or quantitatively

The advent of the computer age has transformed the way our students read. For thousands of years, the act of reading meant looking at black text on a static white page. Today, reading has evolved. Books often include visual elements, from fancy fonts to color photographs to intricate charts and diagrams. Information presented digitally may include sound, animation, and interactive elements. Because the way we read has changed, we need to adapt our reading instruction to address these changes. We need to help students understand the sometimes complex interactions between a text and its visual elements.

Suggested Mentor Texts

Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!
A Child's Introduction to the Night Sky

The graphic organizer is titled "SEEING IS BELIEVING" and features a cartoon character icon. It includes fields for "Name:", "Date:", and "Title:". Below these are three columns. Each column has a "Visual Elements" section at the top and an "Effects" section at the bottom, connected by a downward-pointing arrow. The "Effects" sections are enclosed in dashed-line boxes.

Step by Step:

1 Prior to beginning the lesson, locate a variety of short texts or websites in which the visual or interactive elements contribute to or clarify the meaning of the text. Science websites that include animation work well for this lesson. Choose one or two of these selections to use in your demonstration lesson, and make the others available to students for independent work or partner practice.

2 Without showing the text or web page, read aloud a short selection that would be difficult to understand without seeing the accompanying illustrations or animations. Ask students if they found any part of what you read to be confusing. What questions come to mind that aren't answered by the words alone? What seems to be missing from the text? Ask students what they might do if they were the author and were trying to help the reader understand the text. Hopefully, they will suggest drawing a picture or making a chart to show the information in another way.

3 Show them the page or website you read from and reread the selection while they look at the visual elements. If a website includes animation, play the animation several times. What visual elements do they see on the page? How do the visual elements or animation help the reader gain a deeper understanding of the words on the page? In the case of literature, do the illustrations contribute to the mood, tone, or beauty of the story? Do they help emphasize important aspects of the characters or the setting?

4 Display a copy of the Seeing Is Believing graphic organizer (p. 40). Demonstrate how to describe one visual element in each box across the top row. Below each visual element, describe the effects of that element on the reader's understanding of the text. Keep your students actively engaged by having them complete each part of the graphic organizer on individual dry-erase boards as you walk them through the lesson.

5 Give each student a blank Seeing Is Believing graphic organizer to complete alone or with a partner. For younger students, provide an assortment of appropriate texts and online selections for students from which students can choose for this assignment. Older students can choose their own selections if they are taught to look for books and websites in which the visual elements are necessary for a complete understanding of the text.

LAURA'S **Tips**

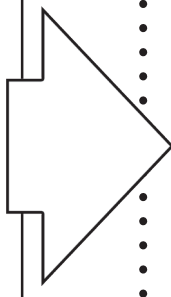
Because this lesson requires students to examine visual elements on a page, it's almost essential to use a document camera to display a print text or a computer with a projector to display a website or e-book version of a text. If those technologies are not available, teach the lesson to small groups of students so they can gather around your book or computer.

Name: _____
Date: _____
Title: _____



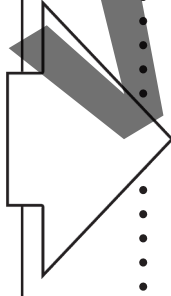
Preview Version

Visual Elements



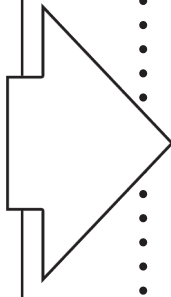
Effects

Visual Elements



Effects

Visual Elements



Effects

Character Trait Map

Reading Strategies

- Identify character traits
- Justify responses with details from the text

Suggested Texts

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman

Snowflake Bentley

Learning to infer character traits from details in the text is an important skill that develops over time. Authors generally do not state character traits explicitly in text; instead, they demonstrate those traits through the character's thoughts, words, and actions, as well as by what other characters say about them. Character trait terms often have layers of meaning that aren't conveyed through simple definitions, so it is critical that sufficient time be given to discuss nuances of meaning. Character trait maps are often used when analyzing important characters in stories, but these graphic organizers also deepen the reader's understanding of real people, past or present, who are the subjects of biographies.

CHARACTER TRAIT MAP
Name: _____
Title: _____

1 Write the name of one character in the octagon.
2 Write one character trait in each of the three ovals.
3 Write one supporting detail in the box next to each oval.

Step by Step:

- 1** Print one of the Character Traits lists (page 44 or 45) for each student and laminate it for students to keep as a reference.
- 2** Give each student a copy of a blank Character Trait Map (p. 43) 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.
- 3** Read aloud a short biography and ask your students to identify the main character trait of the subject of the biography. Have each student write one trait and its supporting detail on an individual dry-erase board or scrap paper and hold it up for review. Select one trait to add to the chart and explain what that trait means, to be sure all students understand.

4 Ask your class to help you identify details from the biography that support this character trait. After sufficient class discussion, each student should record the details on his or her own chart.

5 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.

6 Later in the week, read another short text aloud and ask students to work with a partner to fill out another Character Trait Map. Collect their work and review it for accuracy.

7 By the end of the week, your students should be ready to complete a Character Trait Map on their own. Be sure to revisit this skill several times throughout the year with a wide variety of characters.

LAURA'S **Tips**

Developing an understanding of key character traits is a skill that takes time; as you teach this lesson, you'll discover many gaps in your students' understanding of these words. Rather than trying to finish the chart all at once, it's better to spend class time thoroughly discussing each trait and complete the chart over several days

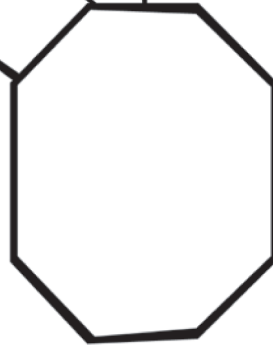
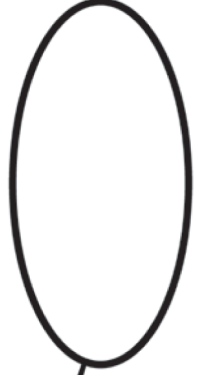
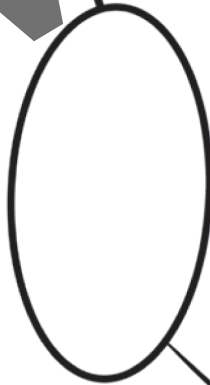
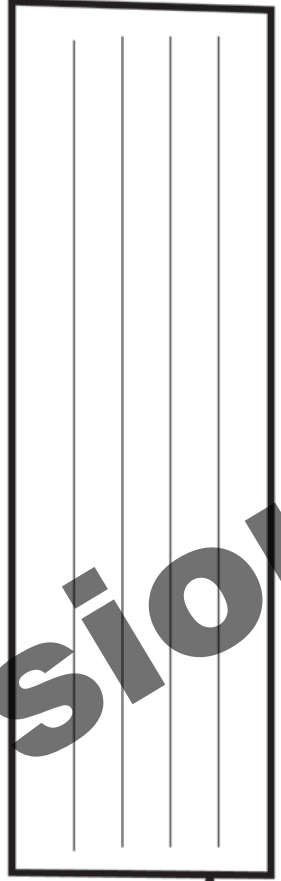
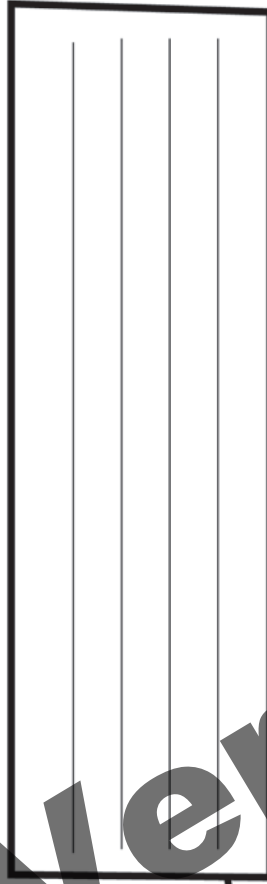
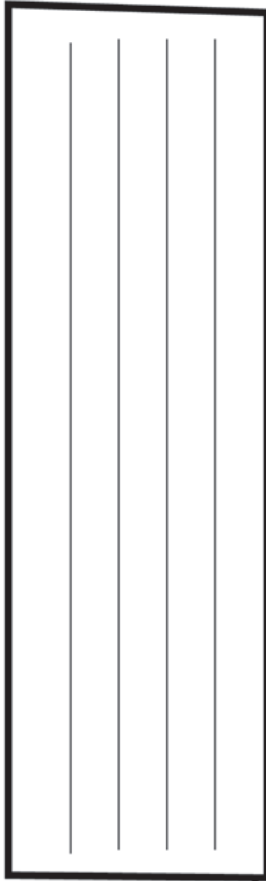
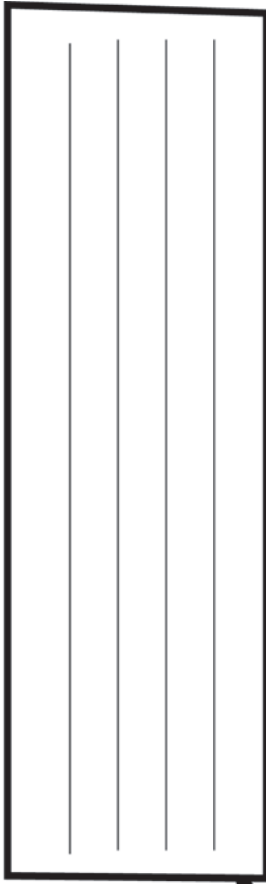
Preview Version

CHARACTER TRAIT MAP

Name: _____

Title: _____

- 1** Write the name of one character in the octagon.
- 2** Write one character trait in each of the four ovals.
- 3** Write one supporting detail in the rectangles next to each oval.



CHARACTER TRAITS

active

foolish

nervous

afraid

friendly

picky

angry

funny

polite

babyish

gentle

proud

bored

giving

quiet

bossy

grouchy

rude

brave

helpful

sad

busy

honest

selfish

calm

joyful

shy

careful

lazy

silly

caring

loving

smart

cheerful

loyal

sneaky

clumsy

lucky

stubborn

curious

mean

sweet

eager

messy

wild

fair

neat

wise

CHARACTER TRAITS

absent-minded
adventurous
ambitious
anxious
argumentative
bashful
bold
bossy
brave
careless
caring
cautious
cheerful
clever
clumsy
conceited
confident
considerate
content
courageous
cranky
creative
critical
cruel
curious
dainty
daring
dedicated
defiant
demanding
determined
devious
dishonest
disrespectful

dreamer
energetic
even-tempered
friendly
fun-loving
generous
gentle
greedy
gullible
handsome
happy
hard-working
helpful
heroic
honest
humble
humorous
imaginative
impatient
impulsive
independent
innocent
intelligent
inventive
joyful
lazy
leader
logical
lovable
loving
loyal
mannerly
messy
methodical

mischievous
obedient
open-minded
optimistic
outgoing
outspoken
patient
patriotic
persistent
pessimistic
polite
proud
reckless
resourceful
respectful
rude
selfish
serious
shy
sly
sneaky
spendthrift
spoiled
stingy
stubborn
studious
successful
suspicious
thoughtful
timid
unruly
unselfish
wasteful
witty

Poetry Peace Map

Reading Strategies

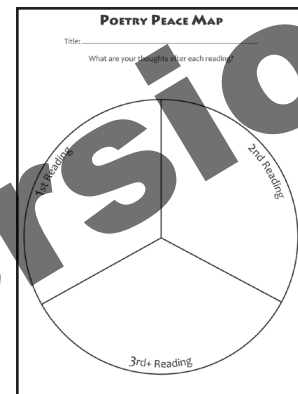
- Understand the literal and figurative meanings in poems
- Identify techniques used by the poet to convey meaning and emotion

Suggested Mentor Texts

A Writing Kind of Day: Poems for Young Poets

Knock at a Star: An Introduction to Children's Poetry

While poetry is often taught with fiction, it's classified in the Dewey Decimal system as nonfiction. 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 helps students extract more meaning from poetry.



Step by Step:

- 1** Display a poem that has many layers of meaning.
- 2** Give each student a copy of the Poetry Peace Map (p. 48) and then talk them through the directions on page 47. 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**.
- 3** Have them read the poem again more carefully and complete the second section.
- 4** 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.

LAURA'S Tips

Students can sketch a peace symbol in their reading journals instead of duplicating the graphic organizer.

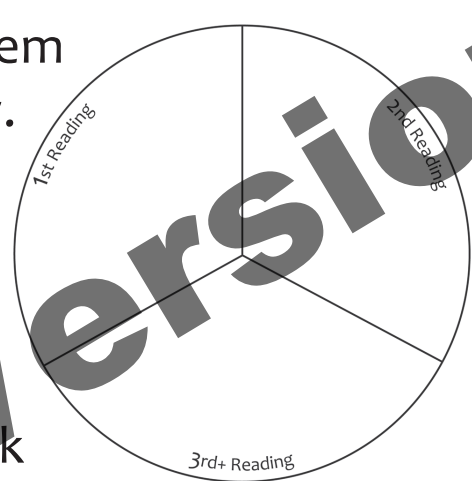
POETRY PEACE MAP

What are your thoughts after each reading?

1st Reading - Read the poem one time slowly and 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?

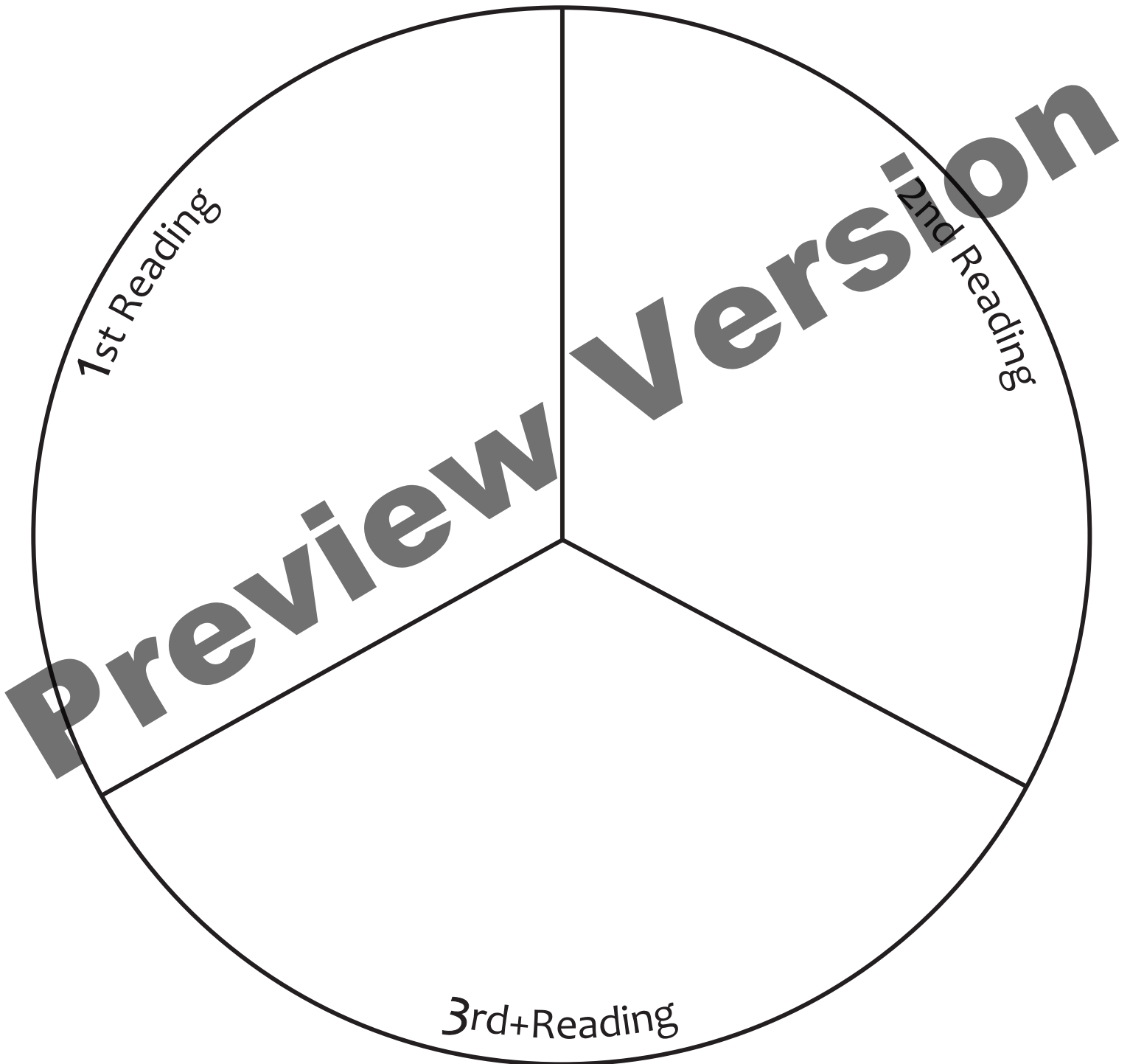


Name: _____ Date: _____

POETRY PEACE MAP

Title: _____

What are your thoughts after each reading?



Poetic Reflections

Reading Strategies

- Understand the literal and figurative meanings in poems
- Identify techniques used by the poet to convey meaning and emotion
- Examine and record personal responses

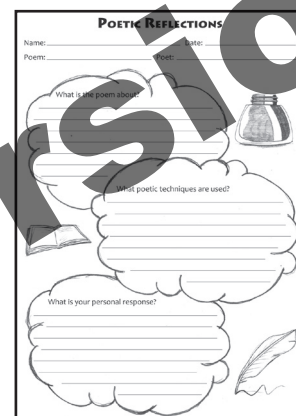
The Poetic Reflections graphic organizer offers a way for students to go beyond basic poetry analysis to share their own personal responses. This graphic organizer works best after introducing the Poetry Peace Map (p. 46) because students need to understand how to read a poem multiple times, looking for deeper meaning. Because they are asked for a personal response, students should be allowed to choose their own poems for this activity.

Suggested Mentor Texts

Poems to Learn by Heart

Poetry for Young People:

Maya Angelou



The graphic organizer is titled "POETIC REFLECTIONS" and includes fields for "Name:" and "Date:". Below these are lines for "Poem:". The form features three cloud-shaped bubbles for writing. The top bubble is labeled "What is the poem about?" and includes a small illustration of a bottle. The middle bubble is labeled "What poetic techniques are used?" and includes a small illustration of an open book. The bottom bubble is labeled "What is your personal response?" and includes a small illustration of a quill pen.

Step by Step:

- 1** Before the lesson, check out a selection of poetry books from your media center for students to use when selecting their poems. Introduce Poetic Reflections by modeling the graphic organizer (p. 50) with one of your favorite poems. Show them how to record what the poem is about in the top bubble.
- 2** Analyze the techniques the poet uses to convey that meaning and write those details in the second bubble.
- 3** Describe your own personal response, including feelings and connections, and model how to record those details. Ask questions to prompt the students: Are they able to make any connections? Does the poem make them wonder about something or feel a particular emotion?
- 4** Have the students use the Poetic Reflections graphic organizer with a poem each has selected individually.

POETIC REFLECTIONS

Name: _____ Date: _____

Poem: _____ Poet: _____

What is the poem about?



What poetic techniques are used?



What is your personal response?



Preview Version

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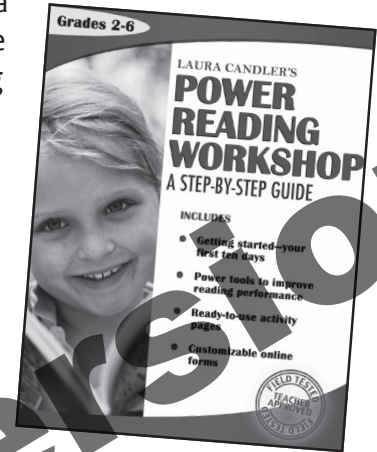
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Laura Candler's
POWER READING WORKSHOP
A STEP-BY-STEP GUIDE

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Laura Candler's Power Reading Workshop: A Step-by-Step Guide will help you teach your students to love reading. Designed by award-winning teacher Laura Candler, this book walks you through the first ten days to implement a basic Reading Workshop with your students. Then Laura shows you how to add twelve proven "Power Reading Tools" to the program to make your Reading Workshop the most effective reading instruction you will ever use. Students and teachers alike love the simplicity, fun, and excitement of Laura's Power Reading Workshop program.

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"Thank you, Laura, for giving us this life-changing teaching resource."

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Rochester, New York, 5th grade

"I am thrilled with the test score results!"

—Jenny Owens,
Cumming, Georgia, 4th grade

"I have seen enormous growth in my students—hundreds of Lexile points in just four months. More importantly, they are hooked on literature."

—Rebecca Barta,
Killeen, Texas, 3rd grade ELL

"Every student showed growth, some as much as 1.5 to 2 years in only five months."

—Linda Schuman,
West Palm Beach, Florida, 4th/5th grade inclusion
(over 50% special needs)

"Students have brought in their pillows and blankets, and beg me daily for reading time! I never thought I would hear fifth graders tell me that they want to read."

—Francie Kugelman,
Los Angeles, California, 5th grade

"I love all of the simple forms that accompany the program and the easy-to-implement approach."

—Kristi Swartz, Loveland, Ohio



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