

Huge Selection of Graphic Organizers

Submitted by Mrs. Shira Hochheimer

Grade Level: Elementary-High School

Description:

An enormous compilation of different types of graphic organizers. These visual aids help the students (and teachers) organize their thoughts and any new information in a clear, well-thought out way. The organizers are easily adaptable for any subject matter both in kodesh and chol.

Goals/Objectives:

Students will organize and categorize new information on these charts to serve as a visual reference and review of material.

Instructions:

1. Browse through the selection of graphic organizers available in this file.
2. Choose any which would be relevant for your class or subject matter.
3. Always model how to use the organizer first with the class before assigning it to the students.
4. Encourage students to use completed organizers as a review of material.

Reading	Writing	Name	Description
✓	✓	<u>Academic Notes</u>	A note-taking page with helpful reminders in the margin that help students to define, summarize, serialize, classify, compare, and analyze ideas and concepts
✓	✓	<u>Cause and Effect</u>	A series of graphic organizers that use different formats for tracing causes and effects
.	✓	<u>CEI</u>	A note-taking page to develop an idea using the claim, evidence, and interpretation strategy
✓	.	<u>Character Bookmark</u>	A reproducible page with four book marks that can be copied back-to-back; one side has space for notes on characters that students encounter during reading, while the opposite side provides question stems to promote active reading
✓	✓	<u>Character Study</u>	A series of graphic organizers for studying the methods of characterization, character traits, and the relationship between character development and conflict
✓	.	<u>Classification Notes</u>	Three graphic organizers for categorizing ideas and information into six, four, or three categories
✓	✓	<u>Collaborative Questions</u>	A graphic organizer that encourages students to pose questions about a text at different levels of Bloom's Taxonomy; students then share their questions with a partner and formulate answers to each other's questions based on their discussion
✓	✓	<u>Compare/Contrast</u>	A series of graphic organizers for examining the similarities and differences between and among different ideas or concepts, including (but also moving beyond) the traditional Venn diagram
✓	✓	<u>Comparison Notes</u>	An alternative to the traditional Venn Diagram that includes a space for summarizing the compared and contrasted ideas
✓	.	<u>Conflict Dissection</u>	A four-column graphic organizer for identifying "someone...wanted...but...so" in order to dissect conflicts that are presented in text
✓	.	<u>Cornell Notes (Intro)</u>	A note-taking page that introduces students to the Cornell Notes method with suggestions on the type of information to be included
✓	✓	<u>Decision Making</u>	Two graphic organizers that help students work through a decision-making process

✓	✓	<u>Discussion Notes</u>	A graphic organizer that helps students prepare for a discussion about a text, with prompting questions in the margin that help to guide their thinking
✓	✓	<u>Event Mapping</u>	A web for charting the who, what, where, when, why and how of a particular event
.	✓	<u>Expository Writing Tools</u>	A series of graphic organizers for organizing ideas to write expository texts, including webs for developing topics and outlines for structuring expository essays
✓	✓	<u>Fact vs. Opinion</u>	A graphic organizer for identifying facts and opinions in text, including space for students to explain how they know the details from the text are facts or opinions
✓	✓	<u>Four Square Perspective</u>	A graphic organizer that helps students examine a topic or issue from four different points of view, with space to synthesize conclusions, connections, and questions
✓	✓	<u>Inductive Main Idea</u>	A graphic organizer that generates a series of details related to a subject and then moves to a main idea through induction
✓	.	<u>Inference Notes</u>	A circular graphic organizer for organizing literal information in the inside wedges of the circle and inferences in the outer wedges of the circle
✓	.	<u>Inference Text & Subtext</u>	A graphic organizer for analyzing the textual or literal level of meaning and the subtextual or implied meaning for a specific quotation
✓	.	<u>Interactive Notes</u>	A model of the interactive note strategy, including the before, during, and after thinking that students should do while reading a text; also includes a blank interactive note-taking page
✓	.	<u>Key Concept Synthesis</u>	A graphic organizer for identifying the five most important concepts from a reading, with space for students to put the concept into their own words, to explain why the concept is important, and to make connections to other important concepts in the reading
✓	✓	<u>KWL (revised)</u>	A four-column chart that helps students identify what they already know for sure about a topic, what they think they know about the topic but are unsure, what they would like to learn about the topic, and the connections they can make between the topic and other things they already know

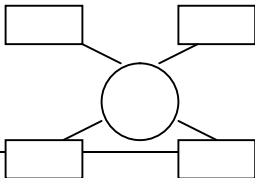

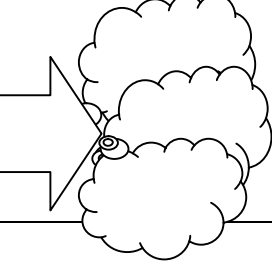
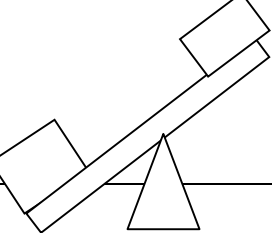
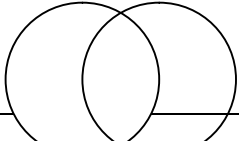
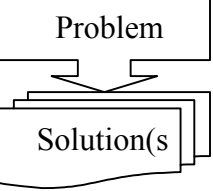
✓	✓	<u>Literature Circles</u>	A set of graphic organizers that can be used for the different roles in a literature circle (e.g., discussion director, illustrator, connector, word watcher, summarizer), including bookmarks that remind students of questions they might pose while reading and discussing their book
✓	•	<u>Main Idea Notes</u>	A graphic organizer for identifying the main idea of a passage, the most important details, and reasons/evidence to support the reader's claim about the main idea
✓	•	<u>Making Predictions</u>	A graphic organizer for making predictions, grounding those predictions in evidence from the text, revisiting those predictions while reading, and processing the predictions after reading
✓	•	<u>Metaphor Analysis</u>	A T-chart for examining the superficial level and metaphoric level of a metaphor
•	✓	<u>Narrative Writing Tools</u>	A series of graphic organizers for planning to write narratives, including resources for sequencing, conflict, rising action, and imagery
•	✓	<u>Persuasive Writing Tools</u>	A series of graphic organizers for developing and organizing ideas and information for persuasive writing or speaking, including planning and note-taking resources for debates
✓	•	<u>PreReading Notes</u>	A note taking page with questions in the margin that help students to survey the text, activate prior knowledge, and decide their purpose for reading
✓	•	<u>Process Notes</u>	An active reading, listening, or observing graphic organizer that involves note taking, visually representing ideas, and summarizing ideas in writing
•	✓	<u>Pyramid Notes</u>	A graphic organizer for representing the hierarchy of a subject, main idea, supporting details, developing details, and summary or synthesis
✓	•	<u>QAR: Question-Answer Relationships</u>	The QAR strategy identifies four Question-Answer Relationships that students are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions
✓	•	<u>Q-Notes</u>	Q-Notes combines the strategies of SQ3R and Cornell Notes, and provides a note-taking format

			for posing questions while reading in the left-hand margin and writing answers to the questions in the right-hand margin
✓	✓	<u>Question Generator</u>	A graphic organizer that prompts students to pose their own questions to clarify their initial understanding, develop an interpretation, make connections, and take a critical stance
✓	•	<u>Reading Bookmark</u>	A reproducible bookmark that includes questions, strategies, and reminders that students can refer to throughout the reading process
✓	•	<u>Reciprocal Notes</u>	A note-taking page that prompts students to think about a text or topic first at the surface level, then at a deeper level; students are also prompted to use evidence to support their interpretations
•	✓	<u>Revising Writing</u>	A graphic organizer that students use to analyze a writing model based on the criteria of a rubric to then explain how their writing is similar to and different from the model, with space to identify next steps for revision
✓	•	<u>Summary Notes</u>	A note-taking page to summarize a reading with before, during, and after reading reminders listed in the left-hand margin
✓	✓	<u>Text Connections</u>	A graphic organizer that helps students make text-to-self, text-to-world, and world-to-self connections to think deeply about an essential question (includes a direction page)
✓	✓	<u>Text Response Journal Entries</u>	Two journal entry pages that prompt students to make connections between specific textual references and their own ideas/experience
✓	•	<u>Textbook Analysis</u>	A graphic organizer that helps students recognize and analyze the features of different textbooks in order to approach the text more strategically
•	✓	<u>TAP Planner</u>	A three-column graphic organizer that helps students identify the topic, the audience, and the purpose for a given piece of writing
✓	✓	<u>Venn Diagram (2-way)</u>	A traditional two-way Venn diagram with space for synthesizing conclusions, making connections, or posing questions
✓	✓	<u>Venn Diagram (3-way)</u>	A traditional three-way Venn diagram to compare and contrast three ideas, characters, events, etc.

✓	.	<u>Vocabulary Squares</u>	A graphic organizer that can be used to help students understand important vocabulary words or concepts, including space for the etymology of the word, antonyms and synonyms, the definition, a symbolic representation of the word, and space for using it in a sentence
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References: www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm
www.jeffzwiers.com

Text Structure Table

Text Structure	Key Words	Purpose	Features	Graphic Organizer
Description	Is Are This That	Explain an idea or thing	Focus on one thing only	
Sequence	First Second Then Next after While	To describe the order of events or how to do or make something	The specific order is important	
Cause/Effect	So So that Because of As a result of Since In order to	To explain why something happens or exists	Reasons and results are presented	
Persuasion	Granted You must admit Then again We should It is important Therefore	Get the reader to act or agree with one side of an issue or argument	Both sides presented; one side is favored; counter-arguments addressed	
Compare/Contrast	Differs from Similar to By contrast unlike	To show how subjects are alike and different	Two or more items have similarities and differences	
Problem/Solution	The main difficulty One possible solution is One challenge	Presents a problem situation and possible solutions	A problem with pluses and minuses of solutions	

Main Idea (Purpose)
(Know/Do)
(evolves/sticky notes)

*Notes, questions, opinions,
comments, pictures, diagrams*

Key Idea/Concept/Reason

Explanation, example, evidence

Explanation, example, evidence

Explanation, example, evidence

Key Idea/Concept/Reason

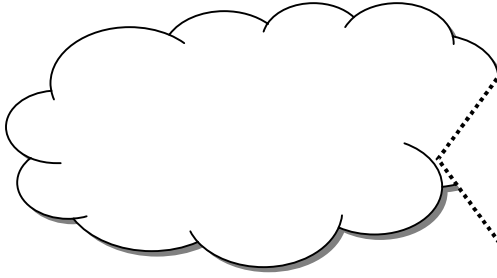
Explanation, example, evidence

Explanation, example, evidence

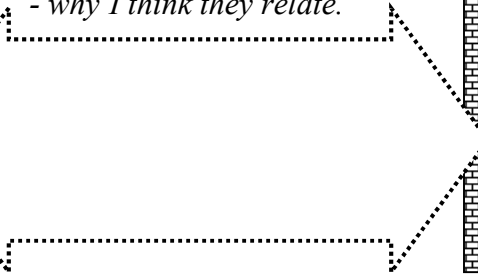
Explanation, example, evidence

Interpret the Figuratives

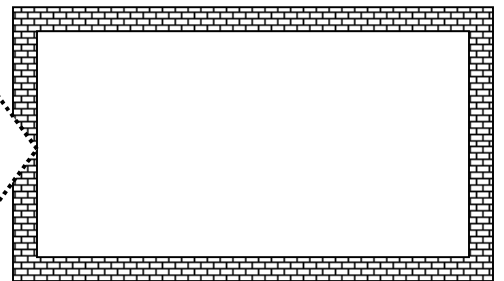
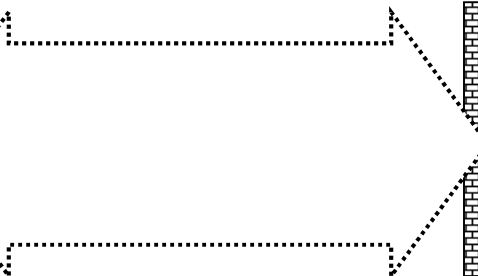
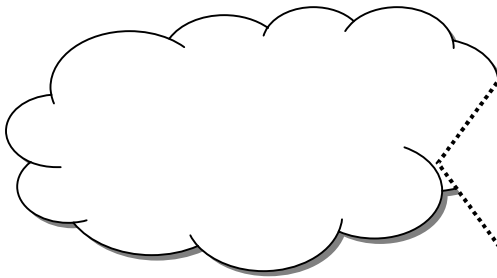
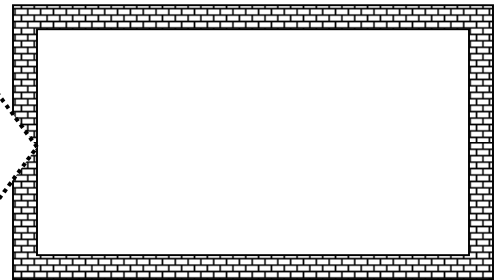
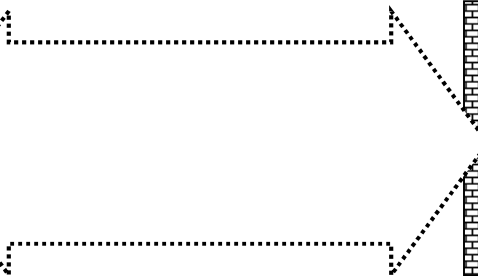
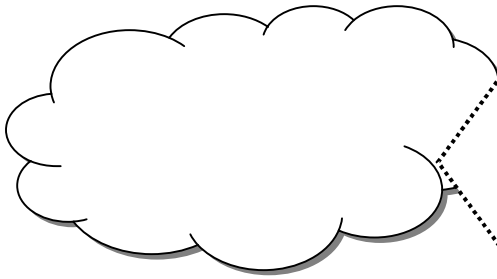
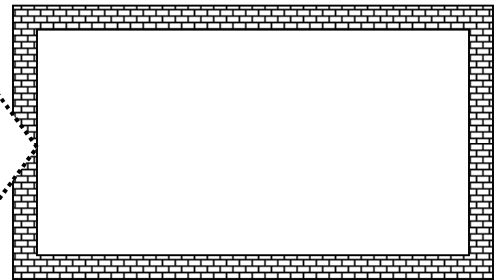
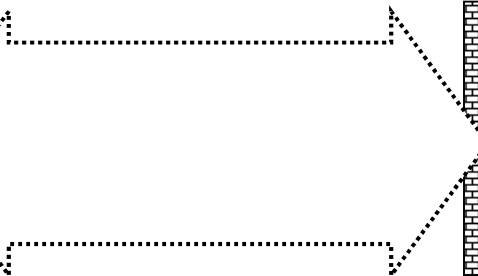
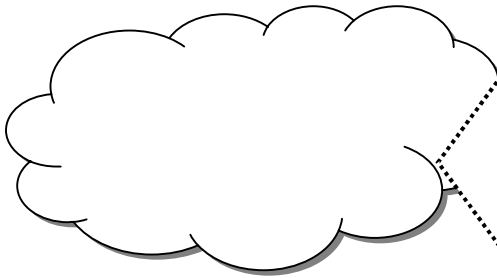
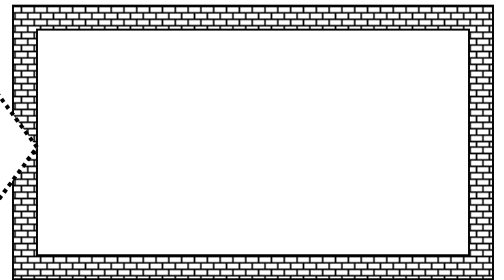
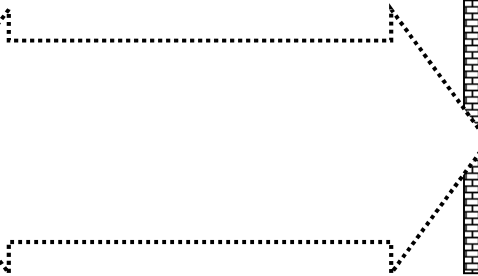
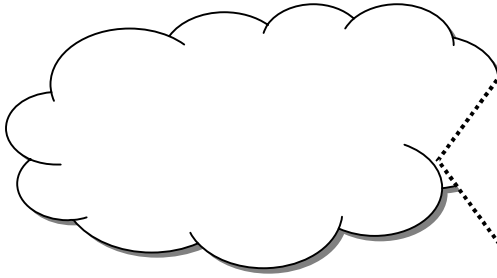
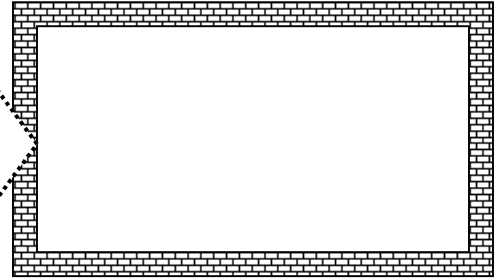
1. Figurative expression



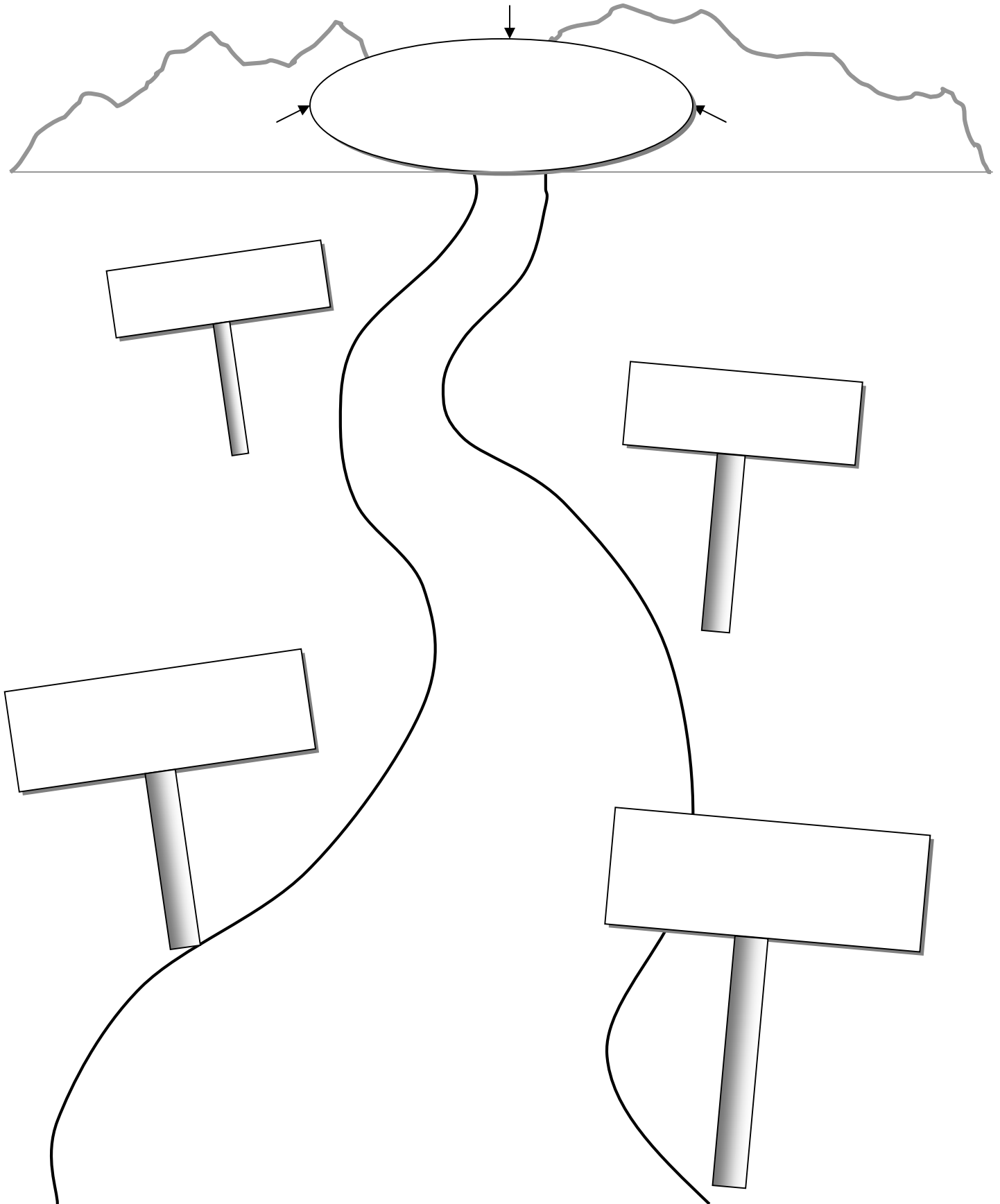
3. Explain:
- what the author is
trying to emphasize;
- how the two are similar;
- why I think they relate.



2. What it describes



Purpose Map



Idea Trade Fair

TOPIC

Ideas I will give

1.

2

3.

Ideas I received

From

4.

5.

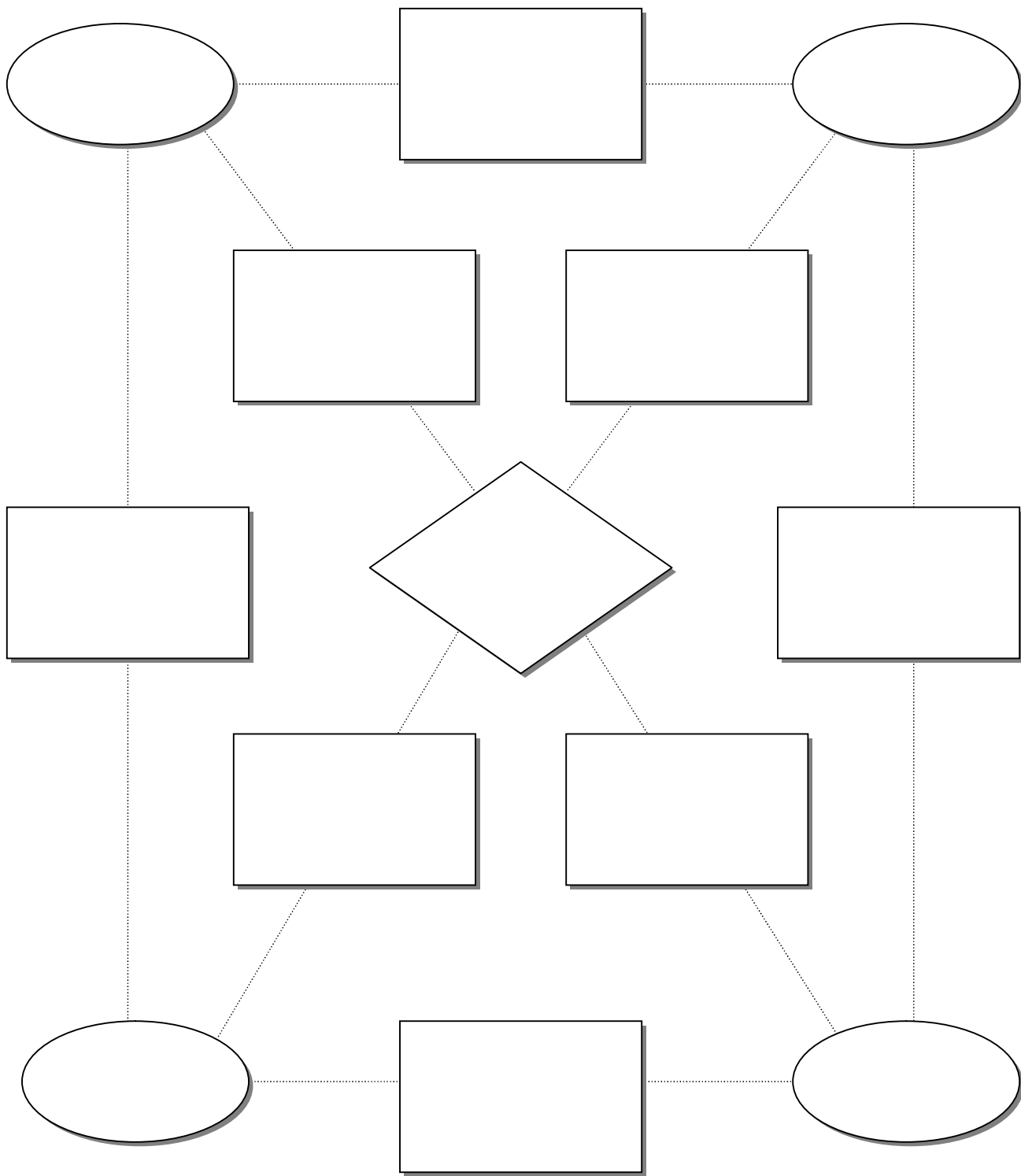
6.

Scaffolding Note-taking & Knowledge Structuring

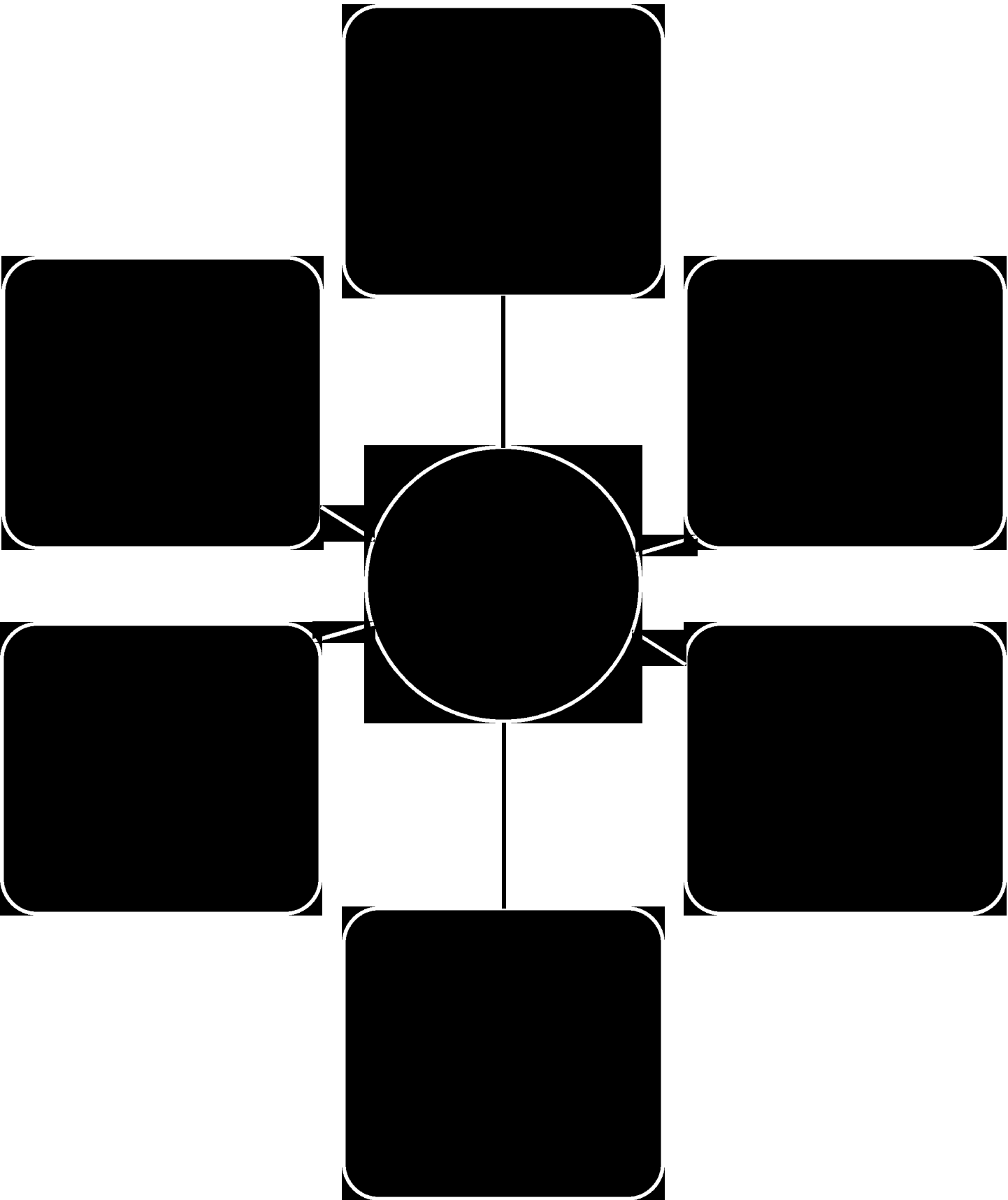
Notes

- Concrete to Abstract (Hands-on practice using manipulable cards to organize onto green umbrella, yellow ovals, and red rectangles)
- Familiar topics: music, food, movies, sports, relationships, animals, TV shows, school life, etc.
- Use hand motions?
- What is the academic language required for outlining and note-taking?
- What makes a concept key? How do we model the process? (Do we look at the purpose, then the details, then synthesize the key concept because of our experience in doing so?)
- What are authentic (similar to real world) purposes for note-taking?
- Mini-lesson ideas:
 - Generating main idea/purpose
 - Discerning key concepts/reason/s/points from examples and evidence
 - Creating helpful pictures and diagrams
 - Asking good questions
 - Studying notes afterward; creating possible test questions afterward
 - Making opinions, predictions, inferences, etc.

Connect the Words



Event Map



Discussion Notes

Date	Period
------	--------

Name	Title
------	-------

Responding to the Text

Complete the following steps:

1. Generate some questions about the text you plan to read; you might also jot down or brainstorm ideas that come to mind from previous readings or your own experience.
2. Discuss these ideas with your group. Add any new ideas to your notes as you listen to others or share your ideas.
3. Set a purpose for your reading: This might be a question you want to answer by the time you finish reading.
4. Preview the text to familiarize yourself with it; look for words or other content that might cause you trouble.
5. Read the text, taking notes as you go. These notes should help you prepare to contribute to or lead the discussion about this text when you return to class. Consider using some of these questions:
 - What questions come to mind while you read or after you finish?
 - What does the text make you wonder about?
 - What do you want to discuss?
 - What did you think about while you read?
 - Did your thoughts or feelings about this subject change as you read?
 - How might a person with a different perspective respond to this text?
 - What point is the author trying to make?
 - What is the author's purpose?
 - What surprises you?
 - What do you think of the author's writing style?

Learning the Language

- ☐ I think _____ because...
- ☐ A good example of ____ is...
- ☐ This reminded me of _____ because...
- ☐ ____ was important because...
- ☐ One thing that surprised me was ____ because I always thought...
- ☐ The author says that...
- ☐ The author/character wants...
- ☐ The author's purpose is...

Performance Standards: Talking about Reading

- Read the assigned text and come prepared to discuss it.
- Listen to others' comments without interrupting.
- Ask others questions to help them clarify or elaborate on their position or idea.
- Support your own ideas with evidence from the text; refer to specific passages.
- Contribute your own thoughts, feelings, and questions to ensure a lively conversation.
- Respect others' opinions and contributions to the discussion.

Cornell Notes (Intro)

Name	Date
Topic	Class/ Subject

Here, in the Connections Column, you might write one or more of the following:

- Categories
 - Causes of WW II
 - Parts of a Cell
- Questions
 - What caused WW II?
 - What are the parts of a cell?
- Vocabulary words
 - Holocaust
 - synthesis
- Review/test alerts!
 - WW II causes and names of allies will definitely be on exam!
 - Parts of a Cell
- Connections
 - check the Owens poem for his comments on war
 - similar to process we studied in last unit
- Reminders
 - Be sure to check the meaning of variant.

Sample Question and Notes
What should I write down when I take notes?

Note: Leave space in the Connections Column so you can add notes and test review questions later on when studying

How can I take notes faster?

Write down only important information. Look for:

- bold, underlined, or italicized words
- information in boxes or with an icon/symbol
- headers/subheaders on the page
- information the book or teacher repeats
- words, ideas, or events that might be on a test
- quotes, examples, or details you might be able to use later in a paper or presentation
- abbreviate familiar words/use symbols (+, -->, #)
- take notes in bullets and indents; not formal outlines
- cut unnecessary words
- use telegraphic sentences: "America enters war 12/44"

Down here write one of the following; summary of what you read/lecture; the five most important points of the article/chapter/lecture; questions you still need to answer.

Comparison
Notes

Name	Date
Topic	Period

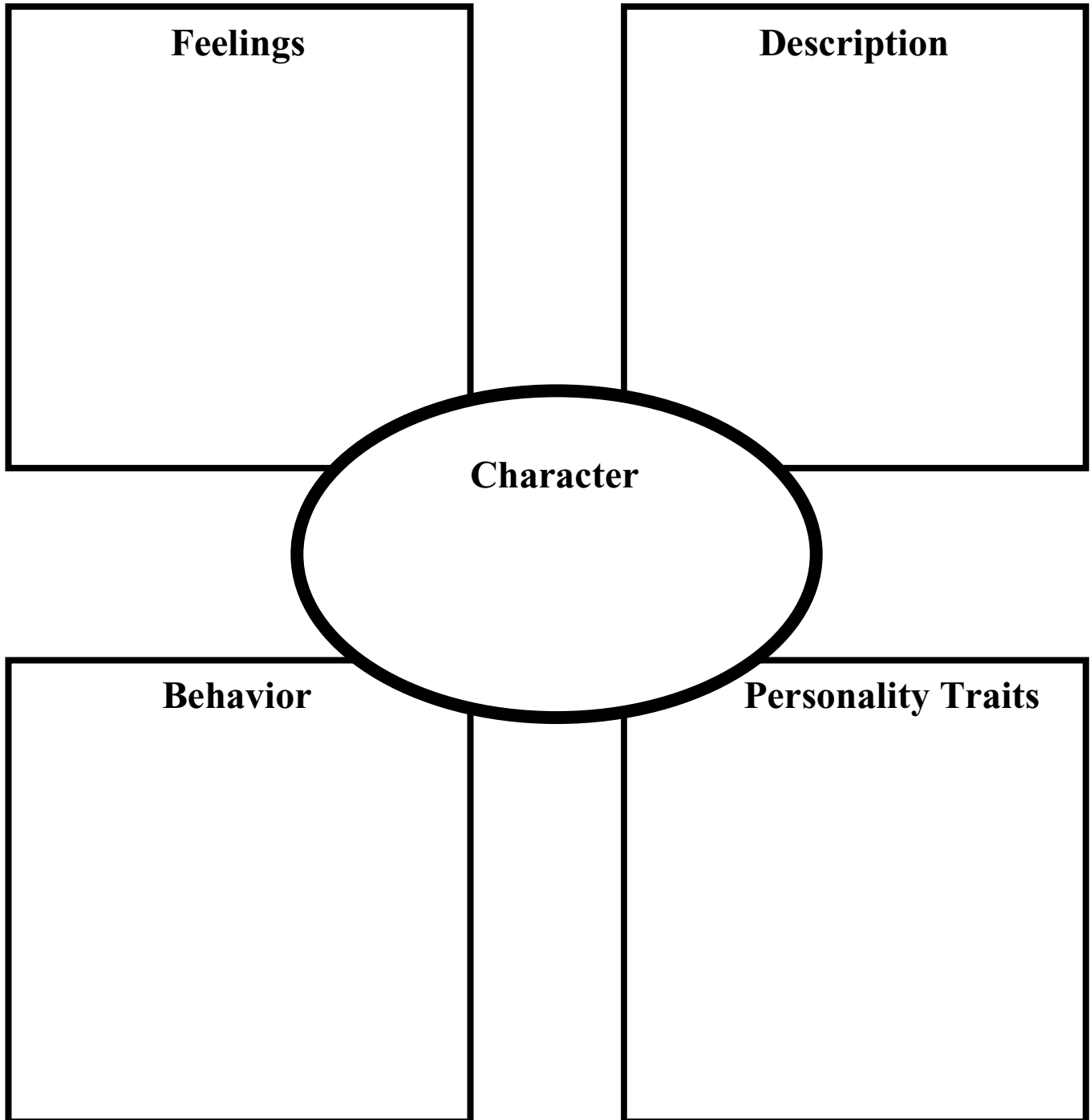
Main Idea/Summary

Main Idea/Summary

Main Idea/Summary

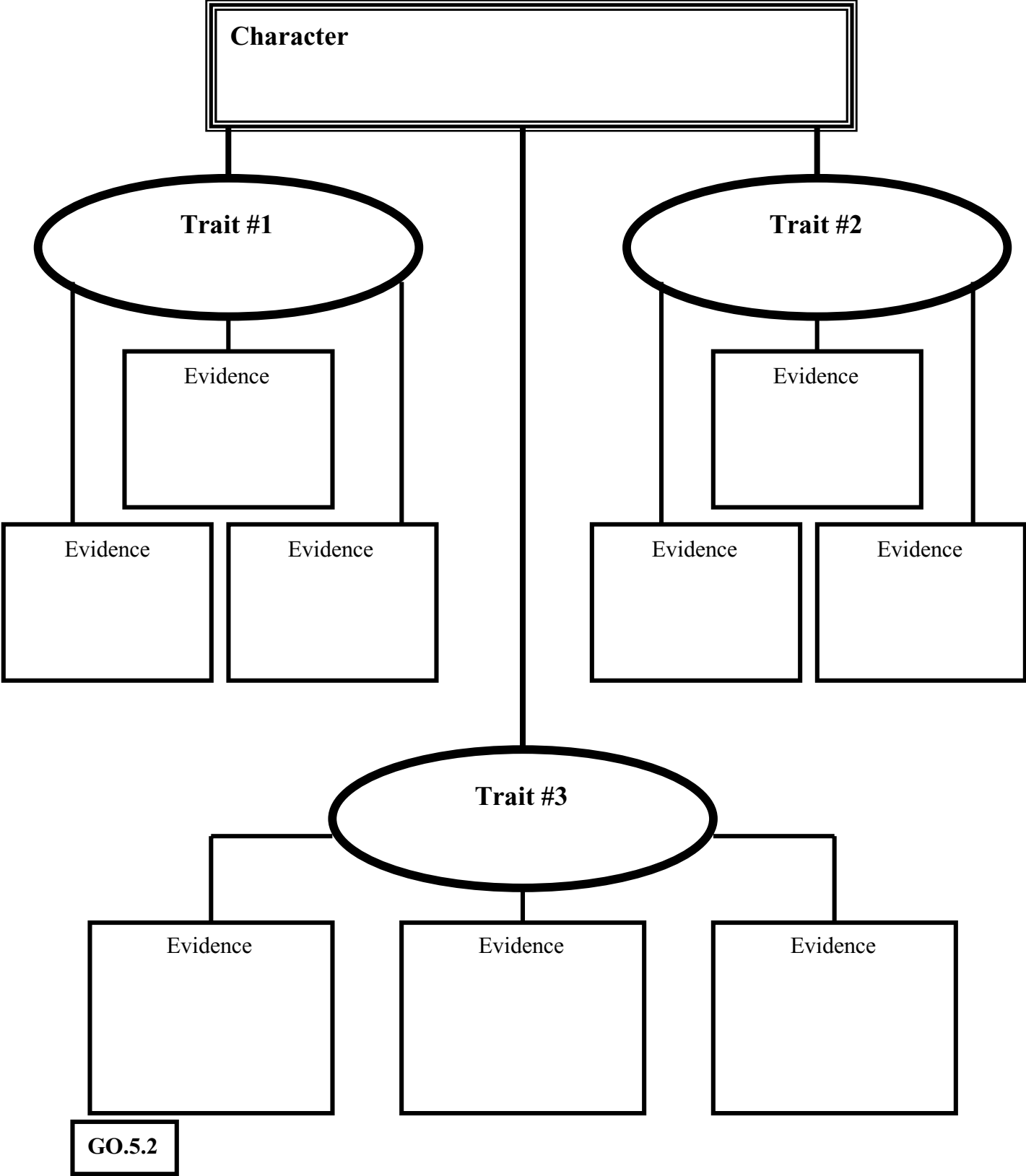
CHARACTER MAP #1

Name: _____ Date: _____



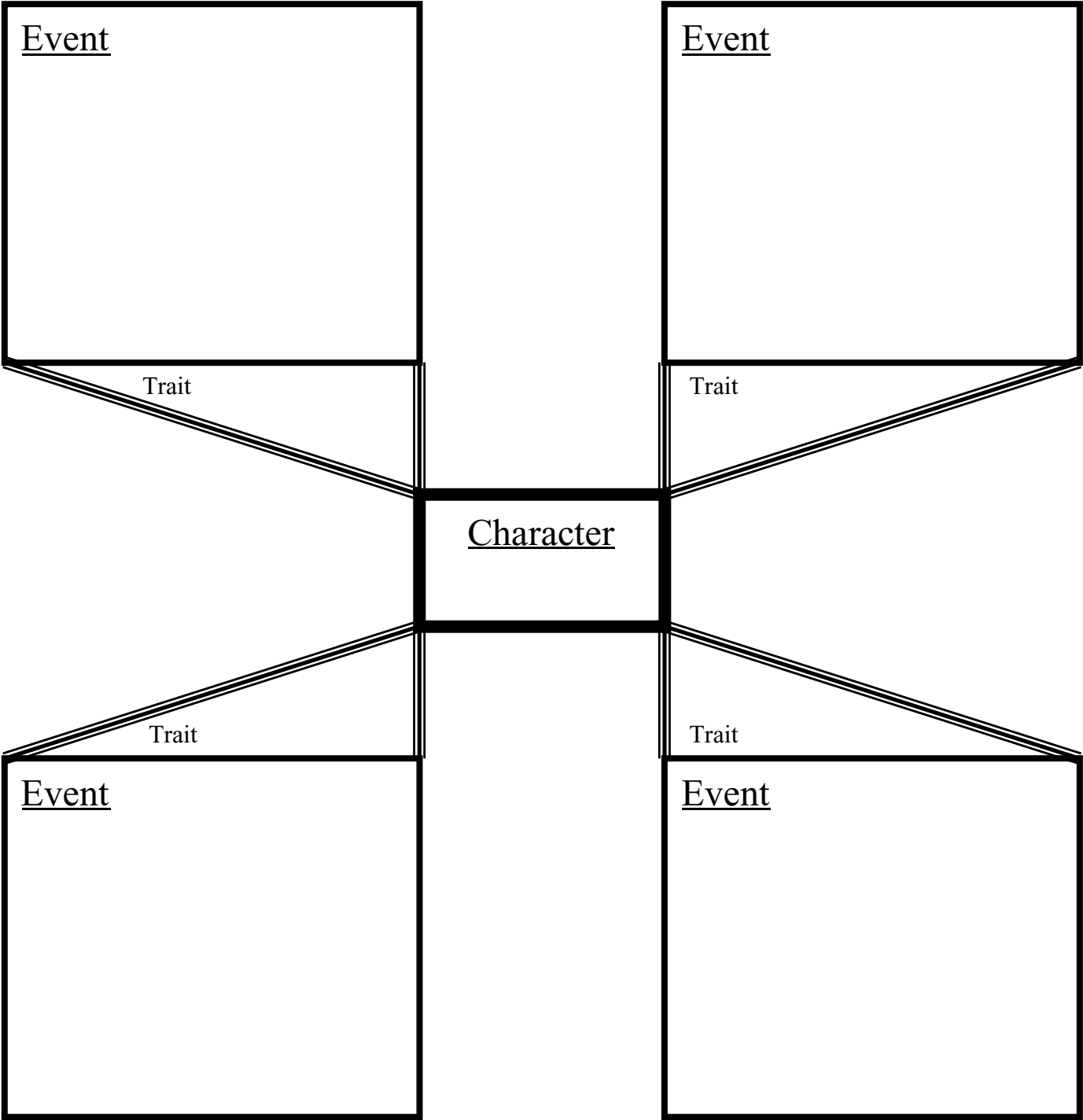
CHARACTER MAP # 2

Name: _____ Date: _____



CHARACTER MAP # 3

Name: _____ Date: _____



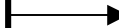
FEELINGS

Name: _____ Date: _____

Describe the character in the beginning.

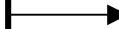


Event #1



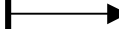
The character feels...

Event #2



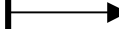
The character feels...

Event #3



The character feels...

Event #4



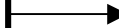
The character feels...

Event #5



The character feels...

Event #6



The character feels...



Describe the character at the end.

ATTRIBUTE WEB #1

Name: _____ Date: _____

Acts:

1. _____

2. _____

3. _____

4. _____

Feels:

1. _____

2. _____

3. _____

4. _____



Looks:

1. _____

2. _____

3. _____

4. _____

Says:

1. _____

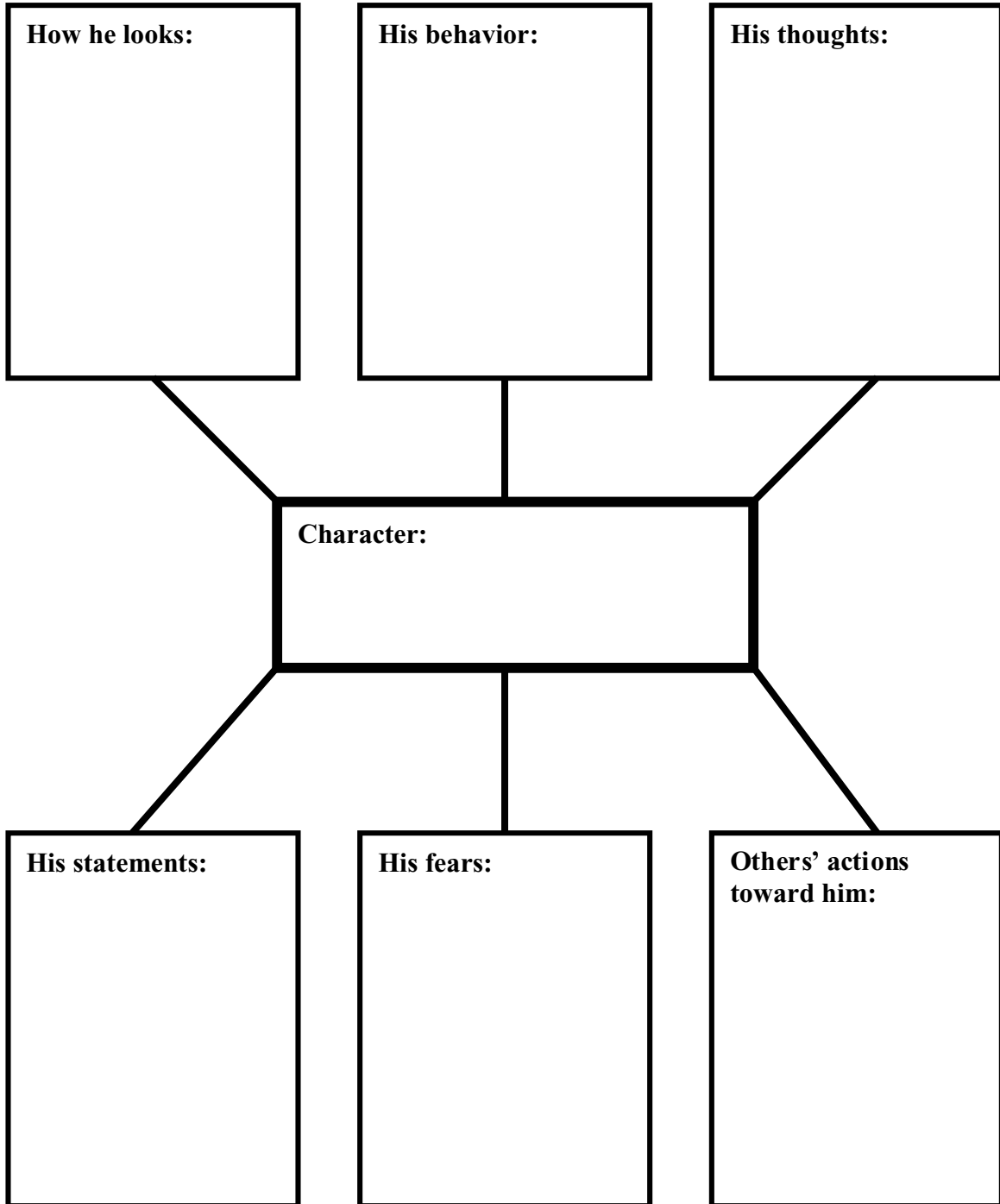
2. _____

3. _____

4. _____

ATTRIBUTE WEB #2

Name: _____ Date: _____



GO.5.6

ATTRIBUTE WEB #3

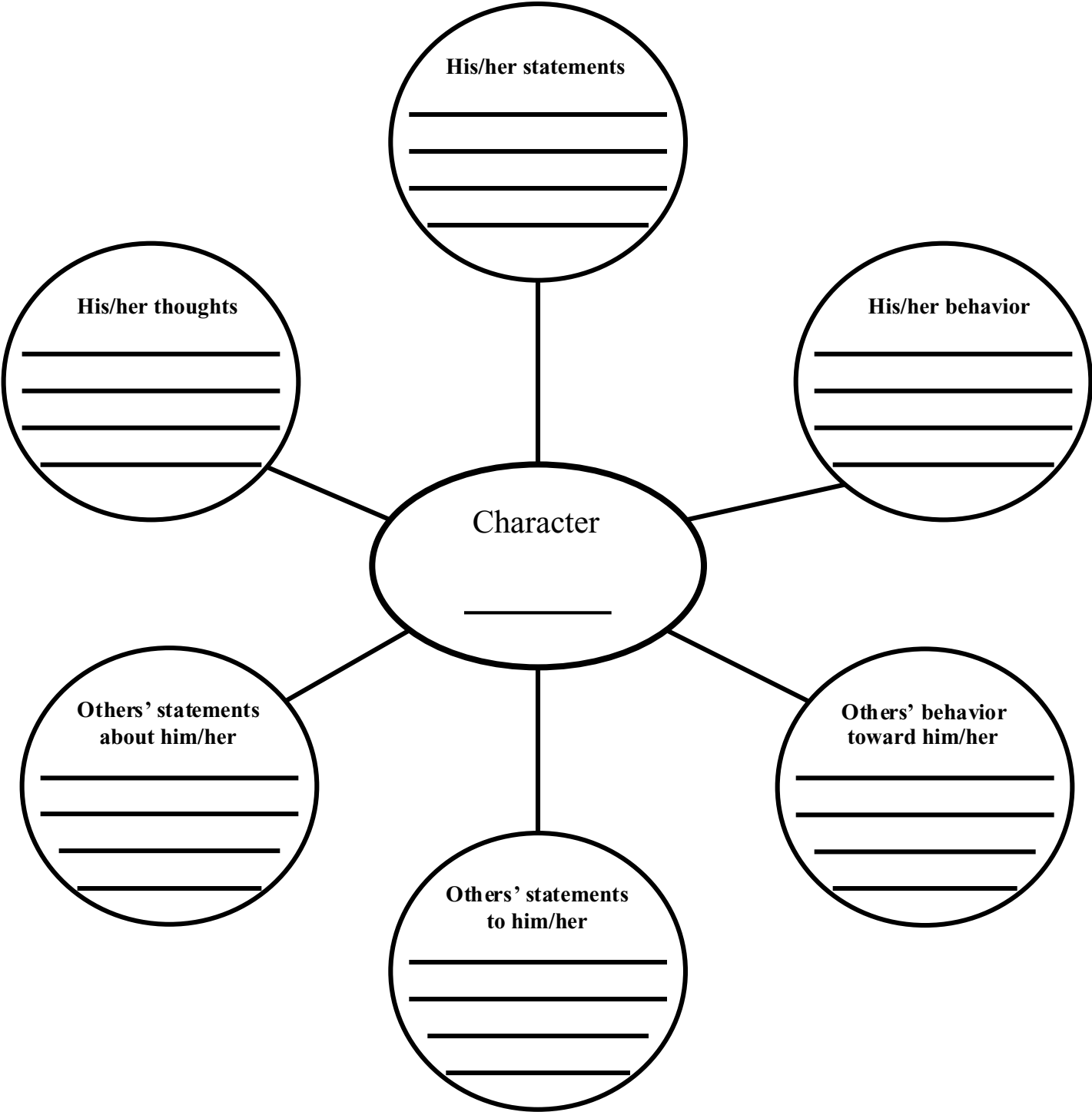
Name: _____ Date: _____

Character	One Word Description	Appearance	Significance to the Story	Do you know anyone similar?

GO.5.7

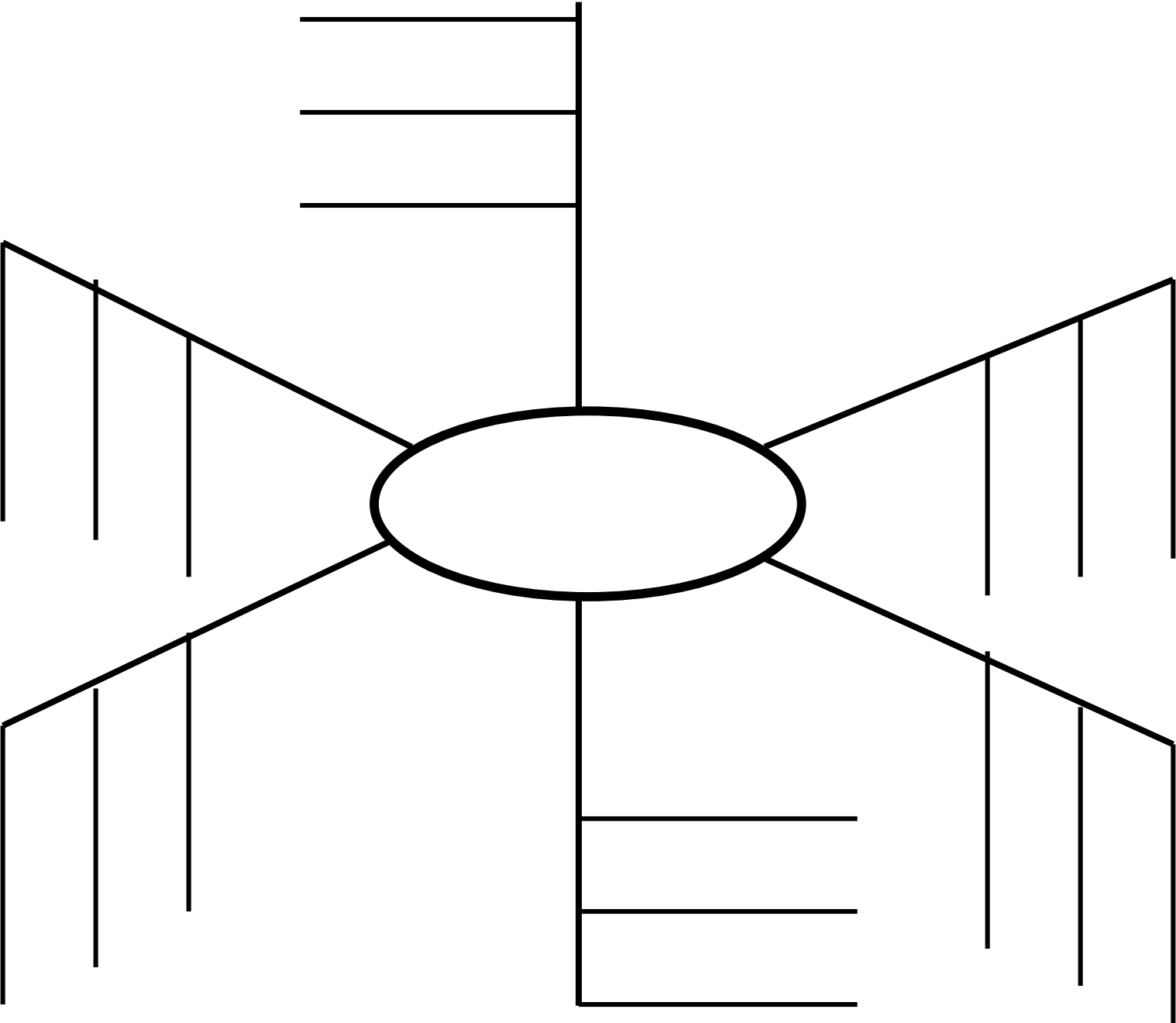
ATTRIBUTE WEB # 4

Name: _____ Date: _____



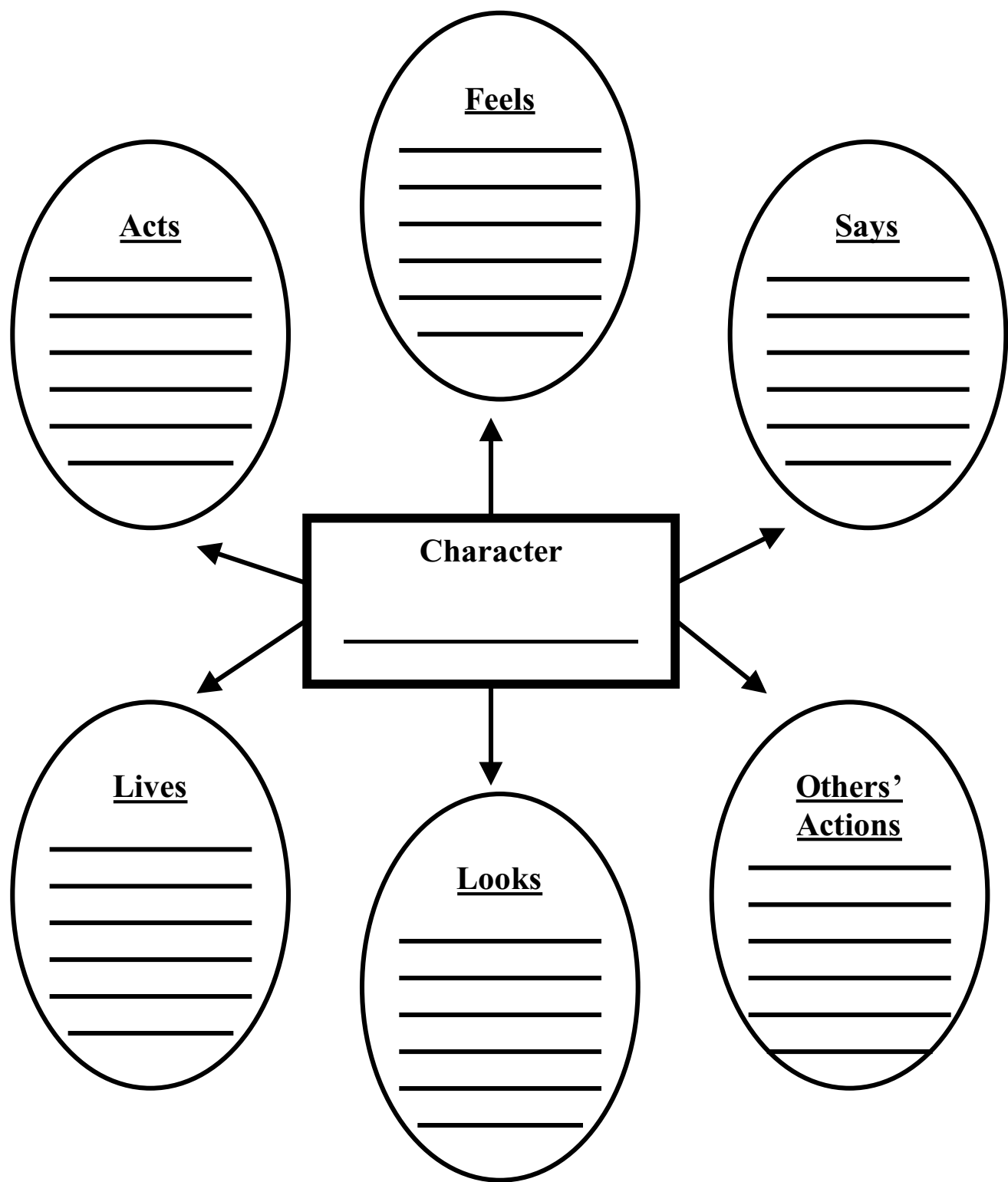
ATTRIBUTE WEB # 5

Name: _____ Date: _____



ATTRIBUTE WEB # 6

Name: _____ Date: _____



CHARACTERIZATION

Name: _____ Date: _____

Illustration:

Traits:

CHARACTERIZATION

FEELING WORDS

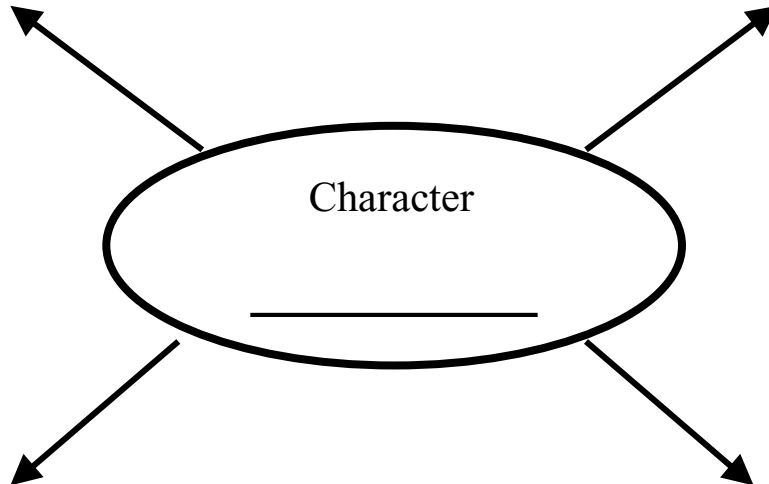
Name: _____ Date: _____

_____ was _____

because:

_____ was _____

because:



_____ was _____

because:

_____ was _____

because:

CHARACTERIZATION

Name: _____ Date: _____

Character:

Physical Appearance:

Actions:

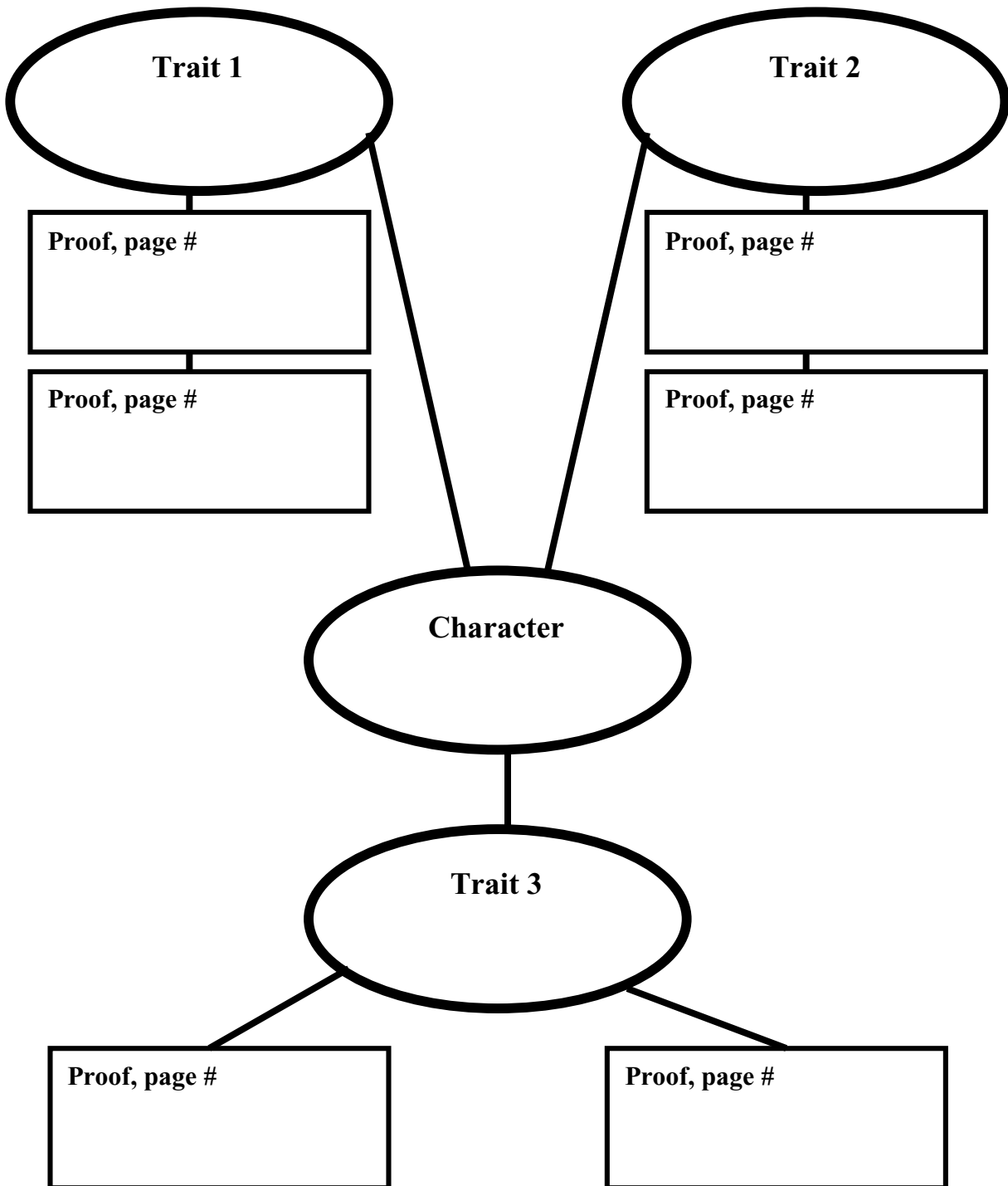
Thoughts and Words:

Other Characters Thoughts and Feelings:

Author Tells Directly:

CHARACTER MAP

Name: _____ Date: _____



BOOK _____

CHARACTER TRAITS AND TEXTUAL EVIDENCE

Name: _____ **Date:** _____

Character Trait: _____

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

CHARACTER ANALYSIS

Name: _____ Date: _____

TITLE OF STORY: _____

ASSIGNMENT CHAPTER(S) OR PAGES: _____

Keep a list of characters in the story/novel and use the character trait list to describe each one. Circle the page and the paragraph that proves these characters have the traits you mention.

Name:	Traits:	Page:	Paragraph:
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1.	

2.	

3.	

4.	

GO.5.16


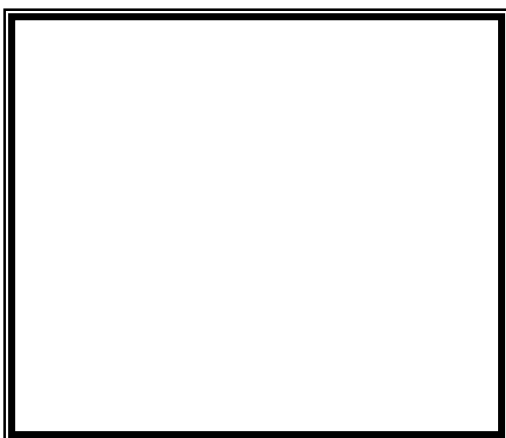
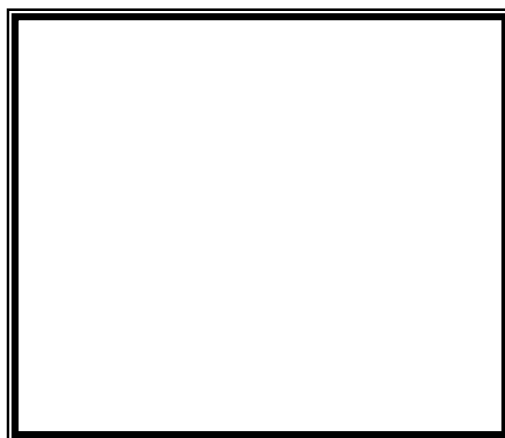
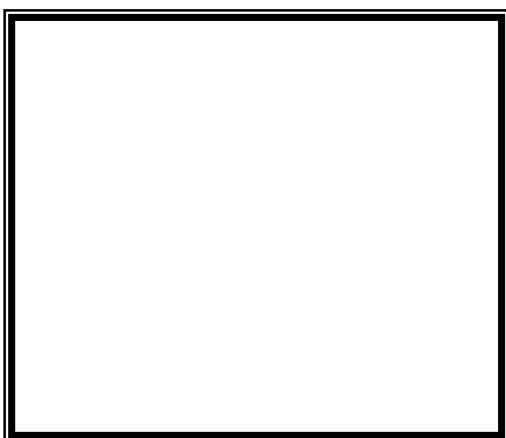
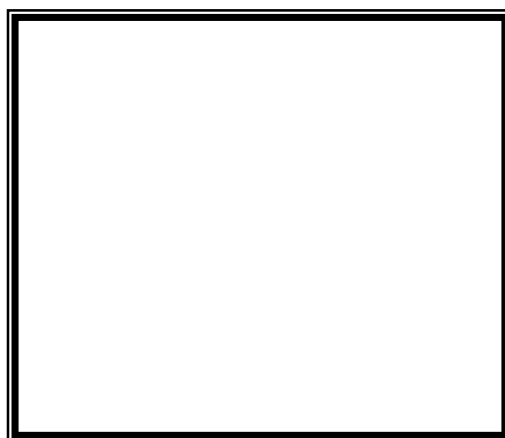
CHARACTER SCRAPBOOK

Name: _____ Date: _____

Name:

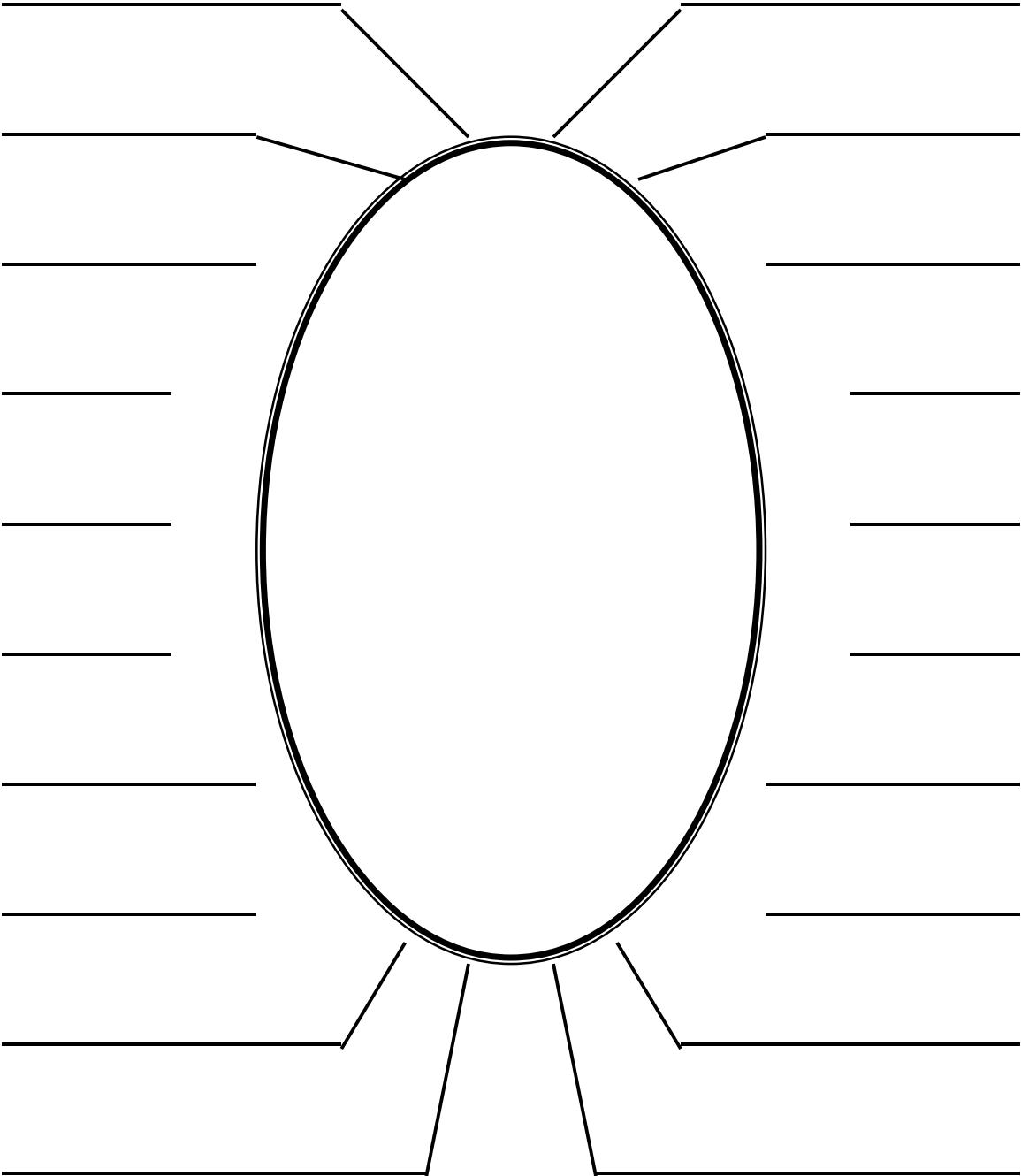
A large, empty rectangular box with a double black border, intended for writing the character's name.

Title:

A large, empty rectangular box with a double black border, intended for writing the character's title.A large, empty rectangular box with a double black border, intended for writing a character description.A large, empty rectangular box with a double black border, intended for writing a character description.A large, empty rectangular box with a double black border, intended for writing a character description.A large, empty rectangular box with a double black border, intended for writing a character description.

CHARACTER CLUSTER
FOR A PERFECT _____

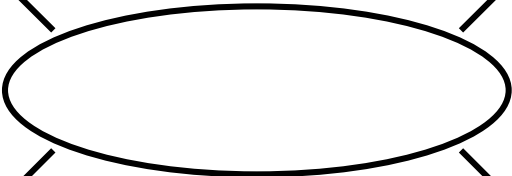
Name: _____ **Date:** _____



DESCRIPTION FOR _____

Name: _____ Date: _____

Directions: Place your character’s name in the center of the graphic organizer. On the top line of each section of the organizer, list an essential human attribute your character possesses. On the lines below each attribute, provide pieces of evidence from the story that exhibit the attributes you have chosen.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DESCRIPTION FOR ME

Name: _____ Date: _____

My goals for this year

My favorite movie / T.V. shows

My favorite foods

My favorite books

Paste your picture here.

My hobbies

My favorite songs

My family

My friends

TRAIT CHART

Name: _____ Date: _____

Character A: _____ Character B: _____

Trait:

Trait:

Evidence	page	Evidence	page

TRAIT CHART II

Name: _____ Date: _____

Evidence to support the trait _____

***** Remember to include page numbers!!**

Name of character _____	Me

Name _____
Date _____

Class _____
Block / Period _____

CEI: Claim, Evidence and Interpretation

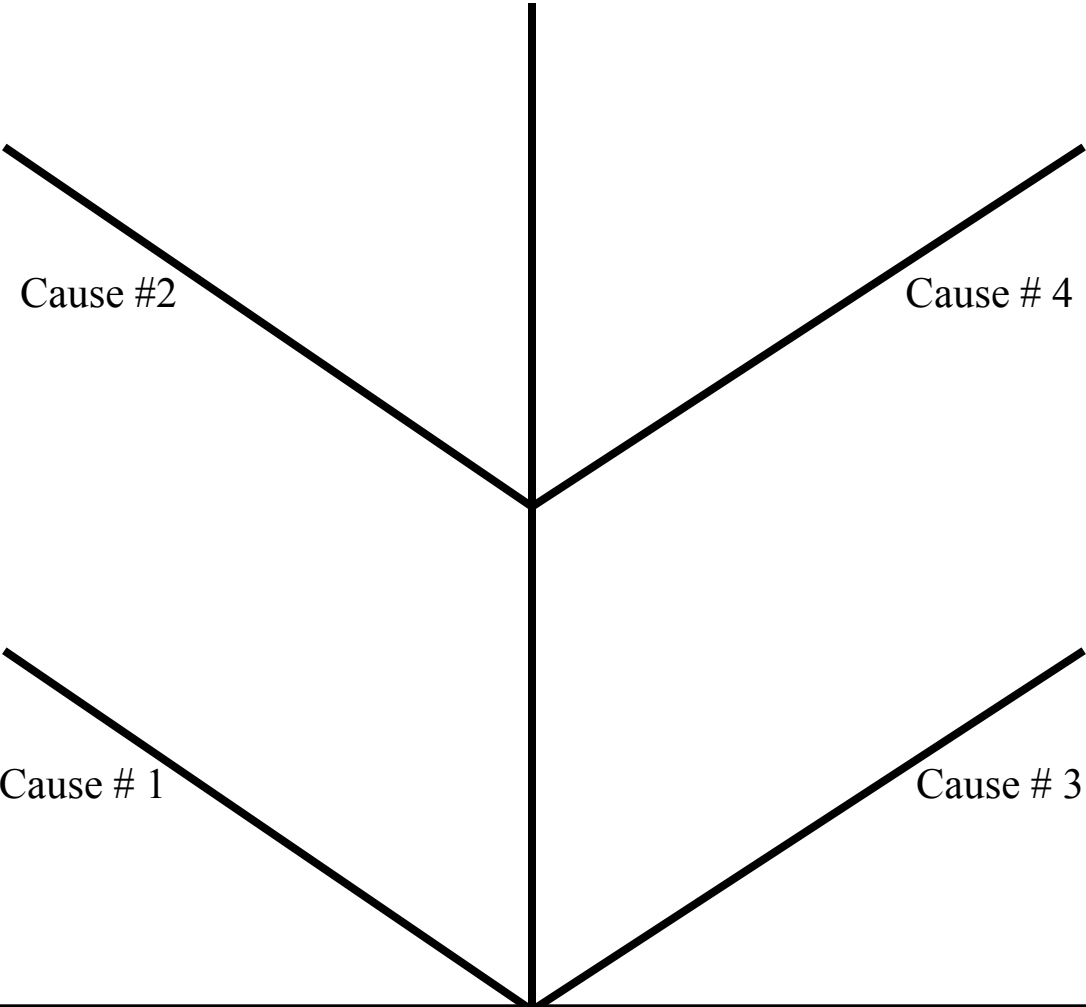
Claim: _____

Evidence: Examples, quotes, textual references that support the claim . . .

Interpretation: An explanation and/or analysis of the evidence . . .

FISHBONE MAP

Name: _____ Date: _____



Result:

CAUSE / EFFECT CHART

Name: _____ Date: _____

Cause

Effect

TOPIC: _____

Name: _____ **Date:** _____

Cause

Effect

CAUSES & CONSEQUENCES FOR AN EFFECT

Name: _____ Date: _____

Give 2 causes and 1 consequence for each event.

Event
1.

Happens

Because

Because

Consequence _____

Event
2.

Happens

Because

Because

Consequence _____

MULTIPLE CAUSES FOR AN EFFECT

Name: _____ Date: _____

Event
1.

Happens

Because

Because

Because

Event
2.

Happens

Because

Because

Because

WHAT EFFECTS CAN YOU FIND?

Name: _____ Date: _____

Give 2 effects for each event. Story _____

Event
1.

What
Happened?

A.

B.

Event
2.

What
Happened?

A.

B.

Event
3.

What
Happened?

A.

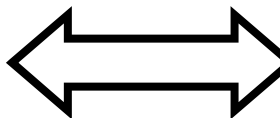
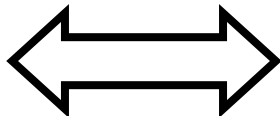
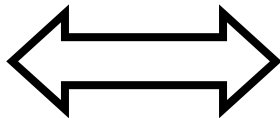
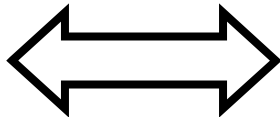
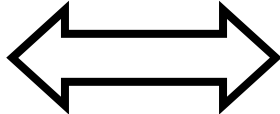
B.

RELATIONSHIP

Name: _____ Date: _____

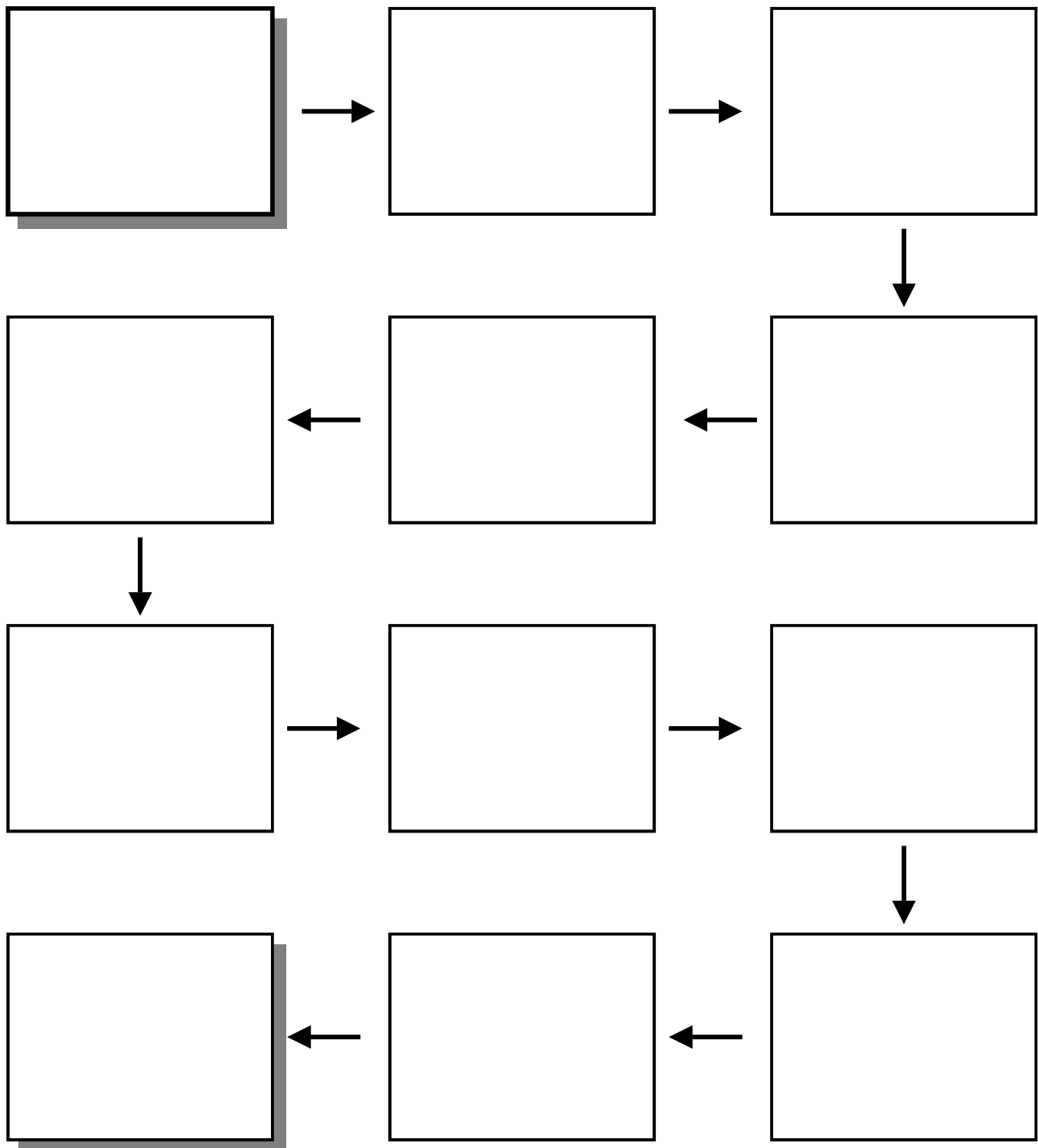
Concept 1 _____

Concept 2 _____



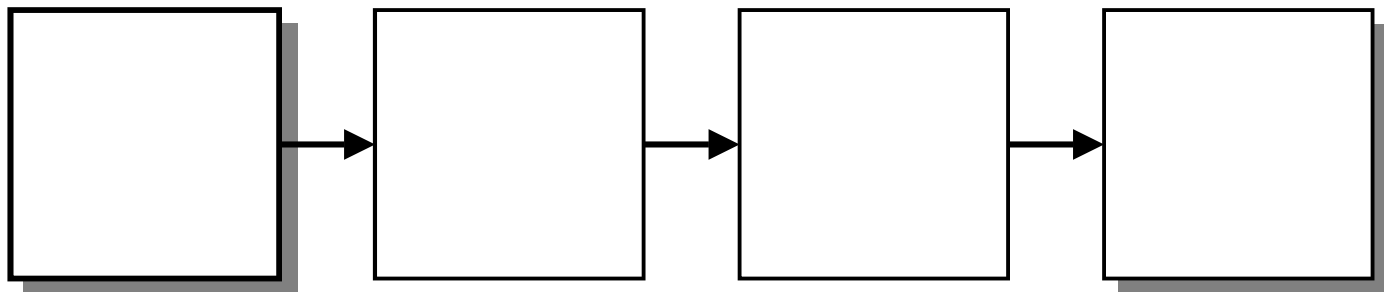
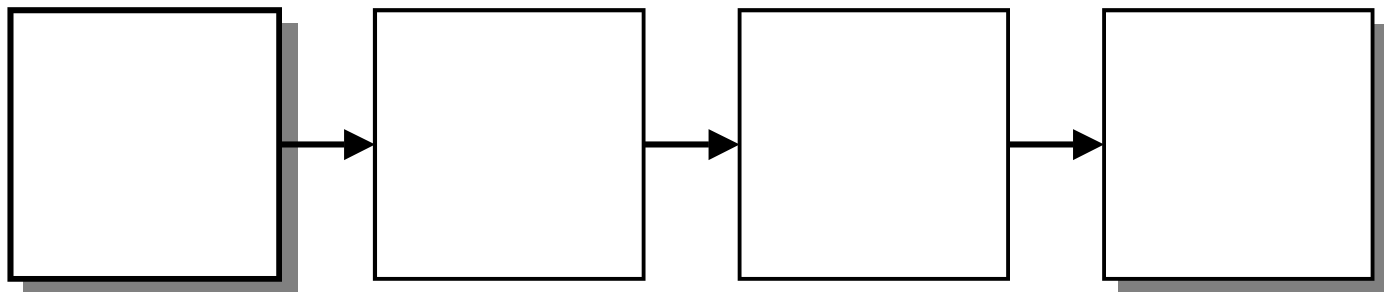
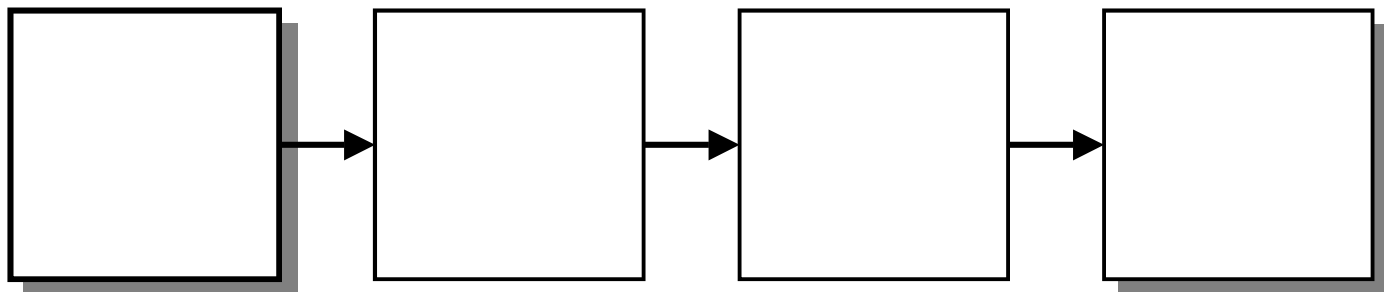
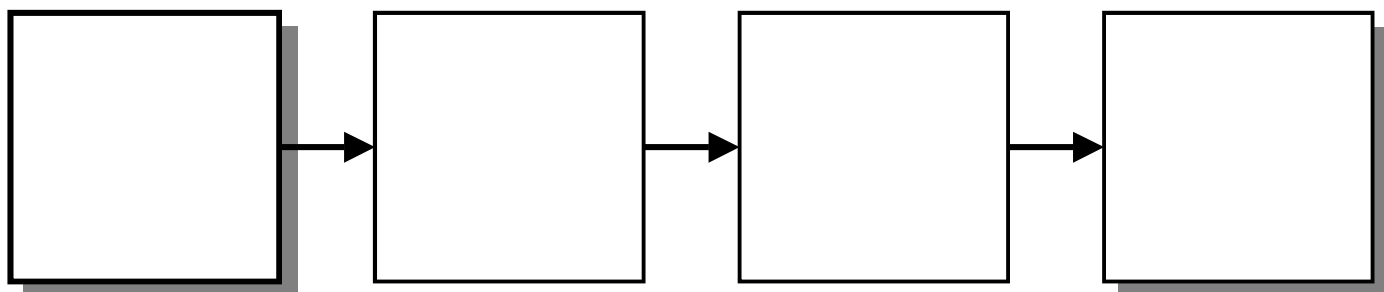
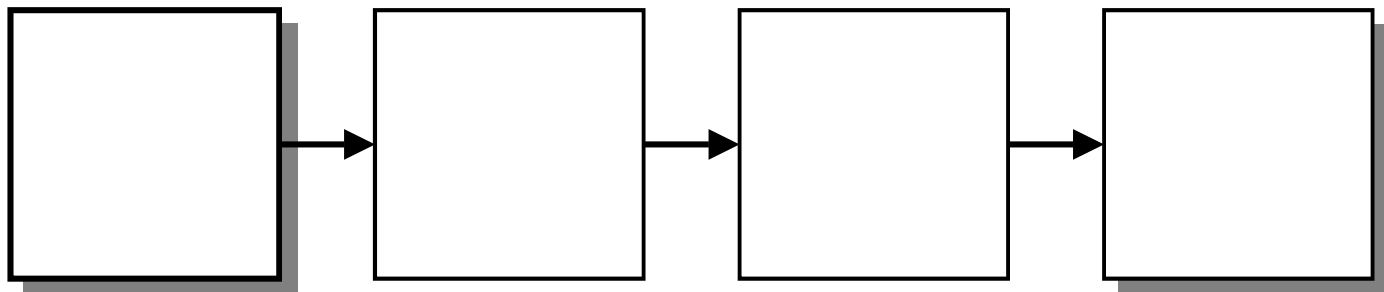
CAUSE AND EFFECT CHAIN 1

Name: _____ Date: _____



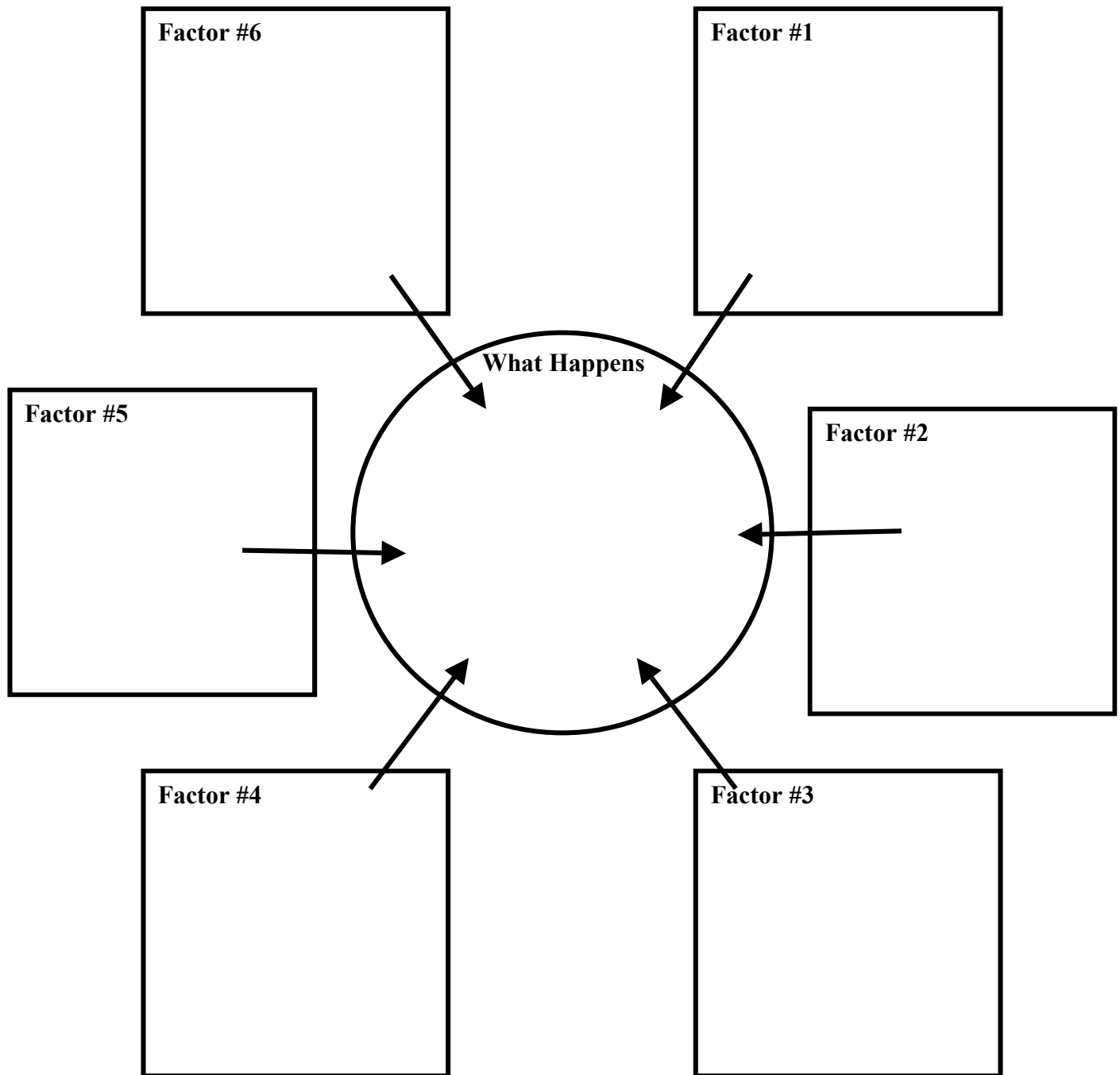
CAUSE AND EFFECT CHAIN 2

Name: _____ Date: _____



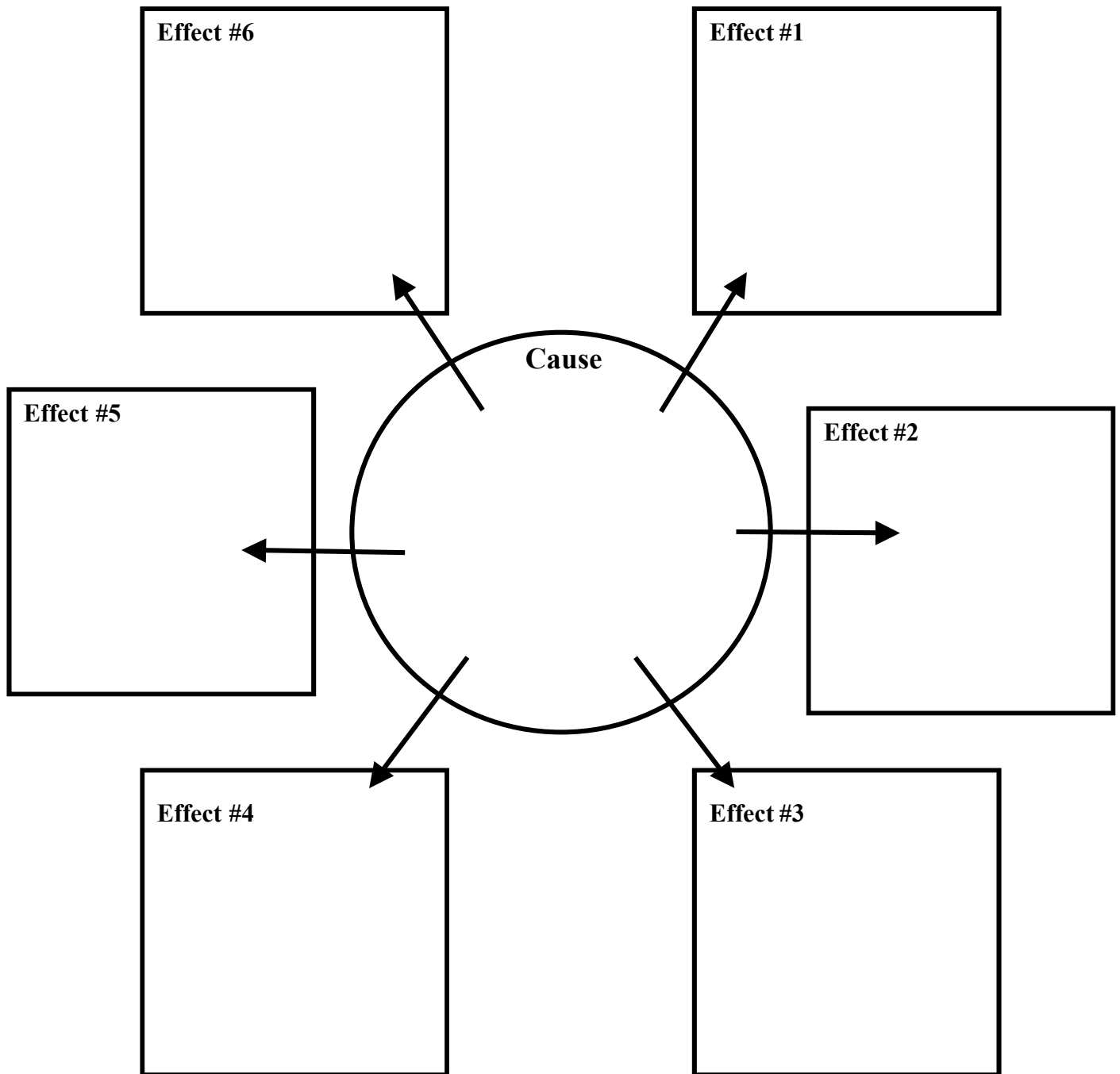
TOPIC: _____

Name: _____ **Date:** _____



TOPIC: _____

Name: _____ **Date:** _____



Reciprocal Notes

Name	Date
Topic	Class/ Subject

Directions: Reciprocal Notes help you identify important details and events, and also determine why they are important or what they mean. Your notes should fall into three categories: What it is; what it means; and why you think that. Use the sample "Deep Prompts" (or create your own) to help you answer the "Deep Questions" you pose.

<p>Surface Questions/Observations</p> <ul style="list-style-type: none"> • What is it? • What did it do? • What did you see? • Where did it happen? • Who was involved? • When did it happen? <p>Deep Questions/Details</p> <ul style="list-style-type: none"> • What does it mean? • Why did it do that? • What are the consequences? • What will happen next? • What caused this? • What are the implications? <p>Support Your Thinking</p> <ul style="list-style-type: none"> • What examples can you provide? • Why do you think this is true? • How do you know this? 	<p>Sample Questions</p> <ul style="list-style-type: none"> • English: What do Antonio and Ultima do together? • History: What did Caesar Chavez do for farmworkers? • Science: What happened when you heated it up? • Math: What is the relationship between A and B? • Health: How many teenagers smoke? • Art: What colors does the artist use in this painting? <p>Deep Prompts</p> <ul style="list-style-type: none"> • This is important because it shows... • This proves that... • This means that... • The consequence of this is... • This caused X to happen because... • It acted this way because... • This suggests that...
	Empty space for student notes

Down here (and on the back) you should connect, reflect, summarize, or explain your Reciprocal Notes above.

Summary Notes

Name

Date

Topic

Class/Period

BEFORE

1. Determine your purpose.
2. Preview the document.
3. Prepare to take notes.

DURING

4. Take notes to help you answer these questions:
 - Who is involved?
 - What events, ideas, or people does the author emphasize?
 - What are the causes?
 - What are the consequences or implications?
5. Establish criteria to determine what is important enough to include in the summary.
6. Evaluate information as you read to determine if it meets your criteria for importance.

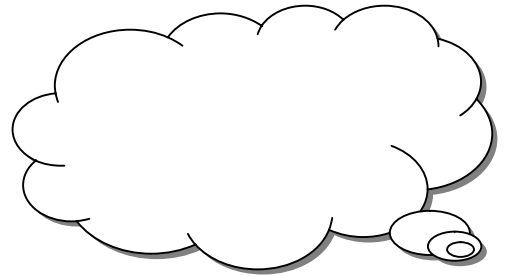
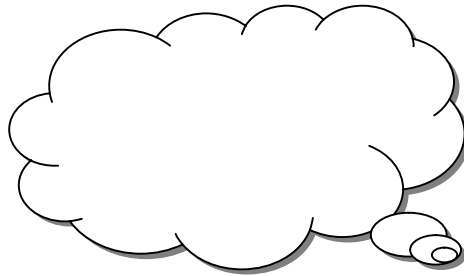
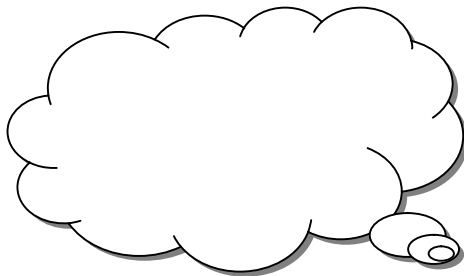
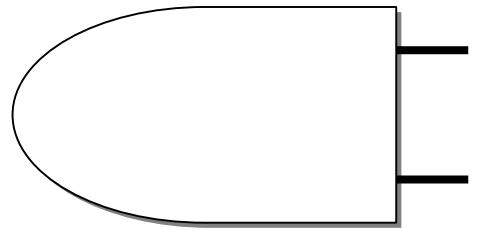
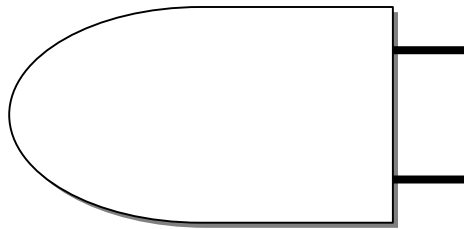
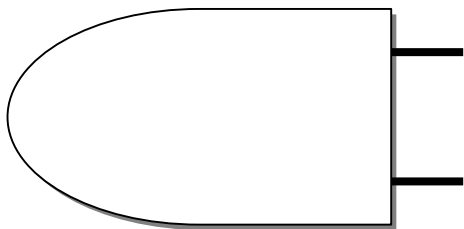
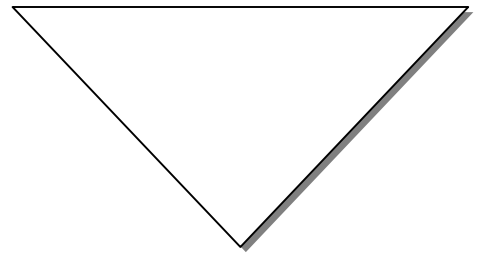
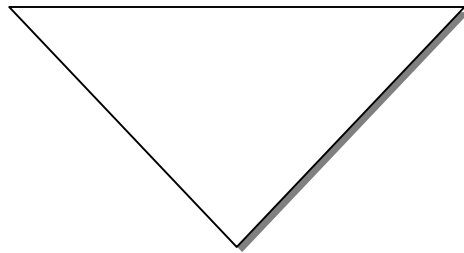
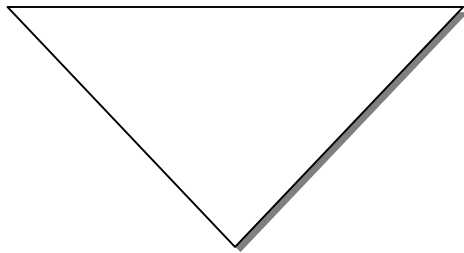
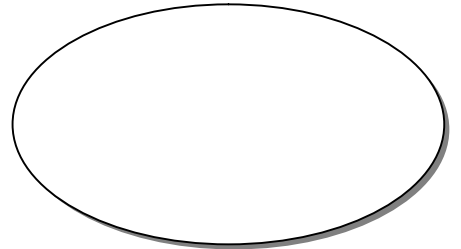
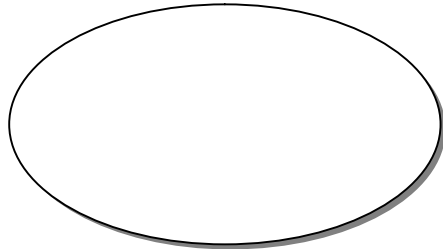
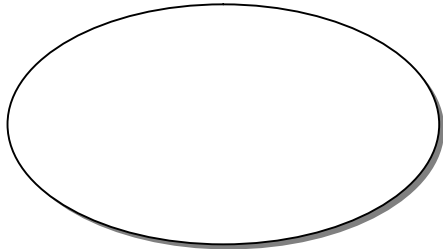
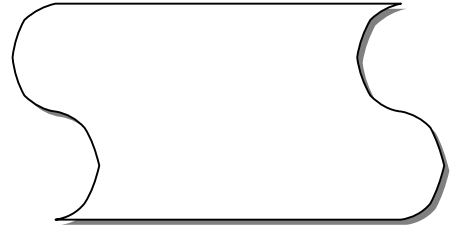
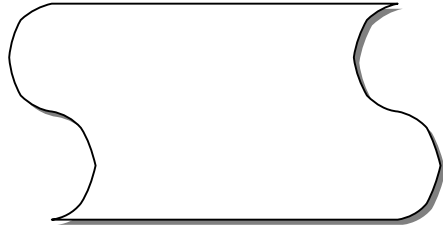
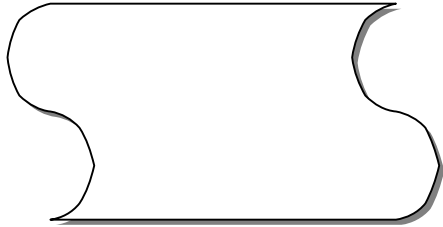
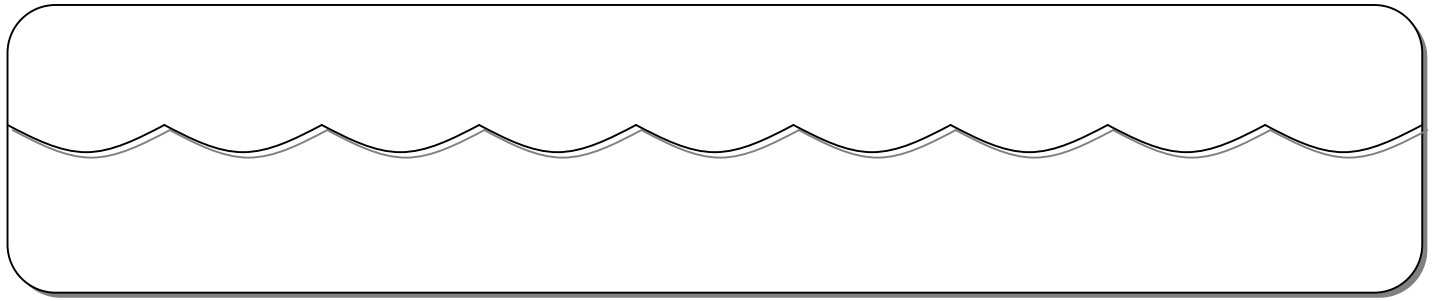
AFTER

7. Write your summary, which should:
 - identify the title, author, and topic in the first sentence
 - state the main idea in the second sentence
 - be shorter than the original article
 - begin with a sentence that states the topic (see sample)
 - include a second sentence that states the author's main idea
 - include 3-5 sentences in which you explain---*in your own words*---the author's point of view
 - include one or two interesting quotations or details
 - not alter the author's meaning
 - organize the ideas in the order in which they appear in the article
 - use transitions such as "According to" + the author's name to show that you are summarizing someone else's ideas
 - include enough information so that someone who has not read the article will understand the ideas

Sample verbs: The author :

- argues
- focuses on
- asserts
- implies
- concludes
- mentions
- considers
- notes
- discusses
- points out
- emphasize
- says
- examines
- states
- explores
- suggests

READING NOTES



THINKING SKILLS

There are different levels of thinking that you use everyday. These thinking skills have been described according to something called “Bloom’s Taxonomy.” This fancy term describes the different levels of thinking that you use to understand something, solve a problem, or judge an answer. By being aware of which thinking skills you are using to approach different tasks, you can pose different questions to consider the task from several perspectives.

Skill	Definition	Key Words	Questions
Knowledge	Demonstrate previously learned material by recalling facts, terms, basic concepts, and answers	who, what, when, where, choose, find, how, define, label, show, list, name, relate, recall, select	How would you explain . . . ? How would you show . . . ? Can you select . . . ? Who were the main . . . ? Can you list three . . . ?
Comprehension	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	compare, contrast, demonstrate, interpret, explain, illustrate, outline, rephrase, summarize, show, classify	How would you compare . . . ? How would you interpret . . . ? Which statements support . . . ? How would you rephrase . . . ? Which is the best answer . . . ? How would you summarize . . . ? How would you classify . . . ?
Application	Demonstrate ability to solve problems by applying acquired knowledge, facts, concepts, and strategies in new and different contexts	apply, build, construct, develop, interview, plan, select, solve, utilize, model, identify	How would you apply . . . ? How would you solve . . . ? What approach would you use . . . ? What would result if . . . ? How could you show . . . ? What examples can you find . . . ?
Analysis	Demonstrate ability to examine and break information or concepts into parts by identifying different components, making inferences, and finding evidence to support generalizations	analyze, categorize, dissect, divide, examine, distinguish, infer, conclude, hypothesize	What do you think . . . ? What conclusions can you draw . . . ? How would you classify . . . ? What evidence can you find . . . ? What is the relationship . . . ? How would you distinguish . . . ?
Synthesis	Demonstrate ability to compile information together in a different way by combining concepts or parts in a new pattern or proposing alternative solutions	build, choose, combine, compile, construct, create, design, develop, imagine, invent, propose, solve, suppose, modify, improve, adapt, test, change	What would happen if . . . ? How could you change . . . ? How would you test . . . ? How could you connect . . . ? How would you construct . . . ?
Evaluation	Demonstrate ability to present and defend opinions by making judgments about information, the validity of ideas, or quality of work based on criteria	criticize, defend, determine, evaluate, judge, justify, recommend, interpret, prioritize, criteria, prove, assess, decide, support, importance, estimate	What is your opinion of . . . ? How would you evaluate . . . ? How would you select . . . ? How would you judge . . . ? Why was it better or worse . . . ?

Q Notes

Name

Date

Topic

Class/Subject

Overview: Q Notes combines two well-known and powerful methods: SQ3R and Cornell Notes. I call it "Q Notes" because you can only write Q-uestions in the left-hand margin; when you prepare for a Q-uiz, the Q-uestions serve as CUES to remind you what you must know. When using these notes to study, fold the **right-edge** of the paper over so that it lines up with the dotted line. You should then only be able to see your questions in the Q-column. Use these to Q-uiz yourself.

Directions: Turn the titles, subheadings, and topic sentences into questions in this column.

Directions: In this area, you write the answers to the questions. Use bullets and dashes to help organize your ideas. Also, use symbols and abbreviations to help you take notes more efficiently.

Down here you should review, retell, or reflect on what you read so far.

Academic Notes

Date

Period

DEFINE

Base your definition on:

- what it *does*
- what it *is*
- what it's made from
- what it *means*

SUMMARIZE

Be sure that you:

- synthesize different events and information
- include only essential events, ideas, or info

SERIALIZE

Be sure to:

- include key events or moments in the sequence
- organize events or data to how one event or action leads to another

CLASSIFY

Be sure to:

- create useful categories into which all info can be organized
- establish criteria to use when evaluating and organizing information

COMPARE

Be sure to:

- identify and assess key similarities and differences based on:
 - importance
 - behavior
 - quality
 - function

ANALYZE

Be sure to:

- consider what the text/ results mean based on critical reading or observation
- interpret from multiple perspectives

Summary Notes

Name

Date

Topic

Class/Period

BEFORE

1. Determine your purpose.
2. Preview the document.
3. Prepare to take notes.

DURING

4. Take notes to help you answer these questions:
 - Who is involved?
 - What events, ideas, or people does the author emphasize?
 - What are the causes?
 - What are the consequences or implications?
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- asserts
- implies
- concludes
- mentions
- considers
- notes
- discusses
- points out
- emphasize
- says
- examines
- states
- explores
- suggests

Lit Circle Notes: Introduction

Name

Date

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Deadline

You must finish this book and all related assignments by: Wednesday, June 6th.

Assessment

You will be assessed according to:

- the quality of your contributions to your lit circle discussion
- the extent to which you keep up with your responsibilities to your group
- the quality of your ideas on your Lit Circle Notes
- the quality of your group's discussion

Assignments

Your group must:

- assign itself the reading for each night, pacing yourselves so you get it done by June 6th.
- hold each member accountable for work, contributions to discussion, and respectful participation
- rotate the assigned roles so that each night someone has a different responsibility; when you complete one cycle through the group, begin again as you think appropriate, rotating jobs daily.

Schedule

Here is the schedule for each week:

- | | |
|--------------------|--------------------|
| • Monday | • Thursday |
| • LC (Lit Circles) | • LC (Lit Circles) |
| • Groups meet | • Read and Roles |
| • Tuesday | • Friday |
| • LC (Lit Circles) | • LC (Lit Circles) |
| • Read and roles | • Groups meet |
| • Wednesday | |
| • LC (Lit Circles) | |
| • Groups meet | |

Source: I must credit Harvey Daniels with the idea of Lit Circles. Though I have taken small liberties with the ideas and roles, and created my own Lit Circle Notes pages, the core ideas and technique are his, not mine. To learn more, read Harvey Daniels's book *Literature Circles: Voice and Choice in the Student-Centered Classroom* (Stenhouse 1994)

Lit Circle Notes: Overview of the Roles

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

Sample Questions

What were you thinking about as you read?
What did the text make you think about?
What do you think this text/passage was about?
How might other people (of different backgrounds) think about this text/passage?
What *one* question would you ask the writer if you got the chance? Why?
What are the most important ideas/moments in this text/section?
What do you think will happen next--and why?
What was the most important change in this section? How and why did it happen?

Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also *why* you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Sample Questions

What were you thinking about as you read?
What did the text make you think about?
What do you think this text/passage was about?
How might other people (of different backgrounds) think about this text/passage?
What *one* question would you ask the writer if you got the chance? Why?
What are the most important ideas/moments in this text/section?
What do you think will happen next--and why?
What was the most important change in this section? How and why did it happen?

Illustrator: Your role is to draw what you read. This might mean drawing a scene as a cartoon-like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Sample Questions

Ask members of your group, "What do you think this picture means?"
Why did you choose this scene to illustrate?
How does this drawing relate to the story?
Why did you choose to draw it the way you did?
What do we see--i.e., who and/or what is in this picture?
What, if anything, did drawing it help you see that you had not noticed before?
What did this quotation/passage make you think about when you read it?
What are you trying to accomplish through this drawing?

Connector: Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.

Sample Questions

What connections can you make to your own life?
What other places or people could you compare this story to?
What other books or stories might you compare to this one?
What other characters or authors might you compare to this one?
What is the most interesting or important connection that comes to mind?
How does this section relate to those that came before it?

Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

Sample Questions

Which words are used frequently?
Which words are used in unusual ways?
What words seem to have special meaning to the characters or author?
What new words do you find in this section?
What part of speech is this word?
What is the connotative meaning of this word?
What is the denotative meaning of this word?

Summarizer: Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

Sample Questions

What are the most important events in the section you read?
What makes them so important?
What effect do these events have on the plot or the other characters?
What changes--in plot, character, or tone--did you notice when you read?
What questions might appear on an exam about this section you read?
What might be a good essay topic for this section of the story?

Lit Circle Notes: Exemplars and Reminders

Overview: Few people are developing their ideas; few are following the Cornell format; few are doing what I would call complete work. Nearly all are running great discussions. Use these exemplars to help you improve your notes this week. It's the end of the year: I expect daily evidence of all you've learned to do.

<p><i>Illuminator</i> <i>"I was told by my father that I had no free will, no control whatsoever over my destiny, that each minute detail about my life, my existence---before now and to come---were all contained in a big scroll made of my life, over which my ancestors pondered day and night as they alternately tossed random situations into my life..." (p. 126, ¶4, from Kaffir Boy)</i></p>	<p><i>Response</i> <i><u>This quote is important because it makes you think about your future. When I was reading this, I stopped for a second and thought about my destiny. There is no way you can avoid the future. Every second counts. In a few seconds you can make a wrong decision. Sooner or later those seconds turn into minutes, which turn into hours that turn into days... Your destiny is something you come up with by making those decisions. What if someone just scrambled a few obstacles together and then put them in our destiny book? We must learn to make correct choices. <u>They might just change</u> some obstacles in the destiny book. <u>We might be able to overcome</u> those challenges that were put in the future.</u> (Jessica Perez about Kaffir Boy)</i></p>
<p><i>Connector</i> <i>What other places can you compare this to?</i></p>	<p><i>Response</i> <i><u>This passage reminds me of Germany during the Holocaust. The police in South Africa are just like the Nazis banging on the Jewish doors and looking for the Jewish star or other required identification papers; this is how they use the blacks' passbooks in South Africa.</u> (Jen Lescher about Kaffir Boy)</i></p>
<p><i>Summarizer</i> <i>What are the most important events?</i> <i>Why is this important?</i></p>	<p><i>Response</i> <i>He was being rude to the "shit men" and they made him get in a bucket of night soil. Also they had to move out of their shack and into another one and Alexandra will soon be torn down. He almost died from the brazier being inside.</i> <i><u>It taught him</u> not to make fun of people, especially for their jobs because they don't want to do what they are doing. Moving into another shack <u>is important because it shows</u> how poor they are and how they do whatever the whites say, including picking up their lives and leaving. <u>They do what they say because they fear being arrested.</u> (Jen Lescher about Kaffir Boy)</i></p>
<p><i>Discussion Director</i> <i>Did they depend on witchcraft and voodoo so they don't have to take ownership of bad things that happened?</i></p>	<p><i>Response</i> <i>Yes, they depended very much on voodoo and witchcraft. <u>They seemed to blame everything</u> bad on the witches and evil ancestral spirits. They blamed no money, not being able to find a job, the police. They were all some sort of evil spirit. <u>It was never the fault of the living person, but always the doing of a nonliving spirit.</u> [They believed this because... I also noticed that when x would happen, they believed...] (Jennifer Edl, about Kaffir Boy)</i></p>
<p>Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).</p> <p><i>Johannes goes to the tribal land at this point in the book. He goes with his father and finds his witchdoctor. His family leaves to another part of the city because Alexandra got bulldozed. They move to another place where they are in poverty. Johannes turns to begging. Mother gets upset and talks with Johannes. He is now paranoid about police raids and witches. (Jessica Perez, about Kaffir Boy)</i></p>	

Lit Circle Notes: Word Watcher

Name _____

Date _____

Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

Sample Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words do you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

In this column, write the word, and the page and paragraph numbers. Write the definition and any explanation about why you chose the words in the notes section to the right. >>>)

Assignment for Today: page _____ – page _____

Topic to be carried over to tomorrow: _____

Assignment for Tomorrow: page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Lit Circle Notes: Illustrator

Name _____

Date _____

Illustrator: Your role is to draw what you read. This might mean drawing a scene as a cartoon-like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Your drawing should be on the back or on a separate sheet of paper; your notes and explanation should be over here >>.)

Sample Questions

- Ask members of your group, "What do you think this picture means?"
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see--i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

Assignment for Today: page _____ – page _____

Topic to be carried over to tomorrow: _____

Assignment for Tomorrow: page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Lit Circle Notes: Illuminator

Name _____

Date _____

Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Sample Questions

- What is happening in this passage?
- Why did you choose this passage?
- What does this passage mean, or what is it discussing?
- How should you present this passage?
- Who is speaking or what is happening in this passage?
- What is the most unique aspect of this passage—and why is it unique?
- What did this quotation/passage make you think about when you read it?
- What makes this passage so confusing, important, or interesting?

Write the page and paragraph number in this column. Unless the quote is really long, you should also write the quote in this column; write your response to it in the main note taking area to the right.)

Assignment for Today: page _____ – page _____

Topic to be carried over to tomorrow: _____

Assignment for Tomorrow: page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Lit Circle Notes: Summarizer

Name _____

Date _____

Summarizer: Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

Sample Questions

- What are the most important events in the section you read?
- What makes them so important?
- What effect to these events have on the plot or the other characters?
- What changes--in plot, character, or tone--did you notice when you read?
- What questions might appear on an exam about this section you read?
- What might be a good essay topic for this section of the story?

Write your discussion questions in here; write your response to them in the main note taking area to the right >>>>)

Assignment for Today: page _____ – page _____

Topic to be carried over to tomorrow: _____

Assignment for Tomorrow: page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Lit Circle Notes: Connector

Name _____

Date _____

Connector: Your job is to connect what you read with what you study in this or other classes. You can also connect the story with events in your own life or the world outside school as depicted in the news or other media. Another valuable source of connections is books you've already read this year. Connections should be meaningful to you and those in your group.

Sample Questions

- What connections can you make between the text and your life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What current trends or events are related to this section of the book?
- What is the most interesting or important connection that comes to mind?
- What is the connection that no one else but you can discover?
- How does this section relate to those that came before it?

Write your discussion questions in here; write your response to them in the main note taking area to the right >>>>)

Assignment for Today:

page _____ – page _____

Topic to be carried over to tomorrow:

Assignment for Tomorrow:

page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Lit Circle Notes: Discussion Director

Name _____

Date _____

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

Sample Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What *one* question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next--and why?
- What was the most important change in this section? How and why did it happen?

Write your discussion questions in here; write your response to them in the main note taking area to the right >>>>)

Assignment for Today: page _____ – page _____

Topic to be carried over to tomorrow: _____

Assignment for Tomorrow: page _____ – page _____

Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).

Interactive Notes: Sample SSR Responses (September)

Name	Date
Topic	Period

Directions: Use Interactive Notes to help you read informational or literary texts. Interactive Notes guides you through a reading process to help you develop your ideas and express them in academic language. You may put questions, comments, connections, or favorite lines in any column; then use the prompts (or create your own) to help you write.

BEFORE Prepare to Read	DURING Question & Comment	AFTER Summarize and Synthesize
<ul style="list-style-type: none"> List: <ul style="list-style-type: none"> ✓ title(s) ✓ headings ✓ captions ✓ objectives ✓ themes ✓ words to know Ask questions Make predictions Set a purpose Decide what matters most 	<ul style="list-style-type: none"> I wonder why.... What caused... I think... This is similar to... This is important because... What do they mean by... What I find confusing is... What will happen next is... I can relate to this because... This reminds me of... As I read, I keep wanting to ask... 	<ul style="list-style-type: none"> Three important points/ideas are... These are important because... What comes next... The author wants us to think... At this point the article/story is about... I still don't understand... What interested me most was... The author's purpose here is to... A good word to describe <u>(e.g., this story's tone)</u> is...because... This idea/story is similar to...
Sample One (Robert V) <ul style="list-style-type: none"> <i>Of Mice and Men</i>. The title comes from an old saying that mice and men run astray, or something like that. <i>I think</i> in this chapter Lennie and Curley will have a great conflict. 	Sample One (Robert V) <ul style="list-style-type: none"> <i>I wonder</i> why Curley tried to lick Lennie. I was pretty happy when Lennie broke his hand. <i>This will keep</i> Curley from messing with Lennie anymore. So now George and Lennie can make their stake. 	Sample One (Robert V) <ul style="list-style-type: none"> <i>I still don't understand</i> why Curley has a problem with big guys. <i>I think</i> it was good that Curley got his hand broken; now maybe he won't be such a punk. <i>I think</i> George should teach Lennie how to fight.
Sample Two (Danny M.) <ul style="list-style-type: none"> How did he get his face ripped off? 	Sample Two (Danny M.) <ul style="list-style-type: none"> <i>As I read I keep wanting to ask</i>, "How can someone live like that?" <i>What I mean is</i> how can someone still want to live without a face? 	Sample Two (Danny M.) <ul style="list-style-type: none"> <i>What interested me the most is</i> that even though he got his face blown off he doesn't care. <i>I think what comes next is</i> that he can't take it anymore so he will shoot Larry LaSalle.

Directions: Identify three of the most important events in the section you read today. Explain why they are important to the story. (Today's example by Jackie Ardon)

1. They are all sad because they can't be with their family and friends. *This is important because* it will cause problems for them on board the ship,
2. They saw a boat sink. Being on the ship is a new reality for them.
3. They entered the most dangerous straight which can cause them problems.

Interactive Notes: Sample SSR Responses (September)

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Topic	Period

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Reciprocal Teaching Notes

Clarify	Clarify	Clarify
<div>Question</div> <div>On-the-surface Under-the-surface</div>	<div>Question</div> <div>On-the-surface Under-the-surface</div>	<div>Question</div> <div>On-the-surface Under-the-surface</div>
Summary	Summary	Summary
<div>Prediction</div> <div>Why?</div> <div>Confirmed? Yes ___ No ___</div>	<div>Prediction</div> <div>Why?</div> <div>Confirmed? Yes ___ No ___</div>	<div>Prediction</div> <div>Why?</div> <div>Confirmed? Yes ___ No ___</div>



THIEVES Practice

T: From the title, predict what the text is about:

H: Look at all headings (& Table of Contents) and then turn two of them into important questions that you think the text will answer. (Why, How...)

I: Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer):

E: Write down everything you know about the topic. Use back of this paper, if necessary. Circle any of your notes you would like to know more about or write a question about it.

V: List three important visuals and predict how they will help you understand the text

E: Guess the answers for the end-of-chapter questions, read any summaries—and write down every bold or italicized word.

S: So What? Why do you think the author wrote this?

Its text structure tells me that:



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Its text structure tells me that:

PYRAMID NOTES: PREPARING TO READ, WRITE, OR SPEAK

Subject

What are you reading/writing about?

Main Idea

What are you/the author) saying *about* the subject?

1

2

3

Supporting Details

List examples, details, or quotations that illustrate the main idea.

1

2

3

Developing Details

Explain how
the above
supporting
details relate
to the
main idea

SYNTHESIZE/SUMMARIZE/RESPOND/REFLECT

Directions: Use your notes from above to write a paragraph or draft your essay.

[illegible]

Prereading Notes

Name	Date
Topic	Class/Subject

Overview: Follow the steps outlined in the left margin as you preread the textbook or article you must read. Write your notes and answers in the main (lined) area of the page.

1. Write down the chapter or article title and, if provided, the author.
2. Read and list the subtitles, objectives, or other helpful information listed on the chapter front page.
3. Skip to the end and read the study questions; return to the main page and jot down any focus questions listed, or questions you think will be on the test.
4. Read the entire opening paragraph; summarize it in a few sentences.
5. Skim the entire chapter, reading *all* headings and subheadings. List the main headings here.
6. Read *the first sentence* of each paragraph in the reading selection.
7. Stop to read all figures, charts, graphs, images, or maps. Be sure to read the accompanying captions.
8. Read the entire conclusion or last paragraph. List the three main ideas in this section.
9. Read the entire chapter and take notes. Write down the question this chapter tried to answer.

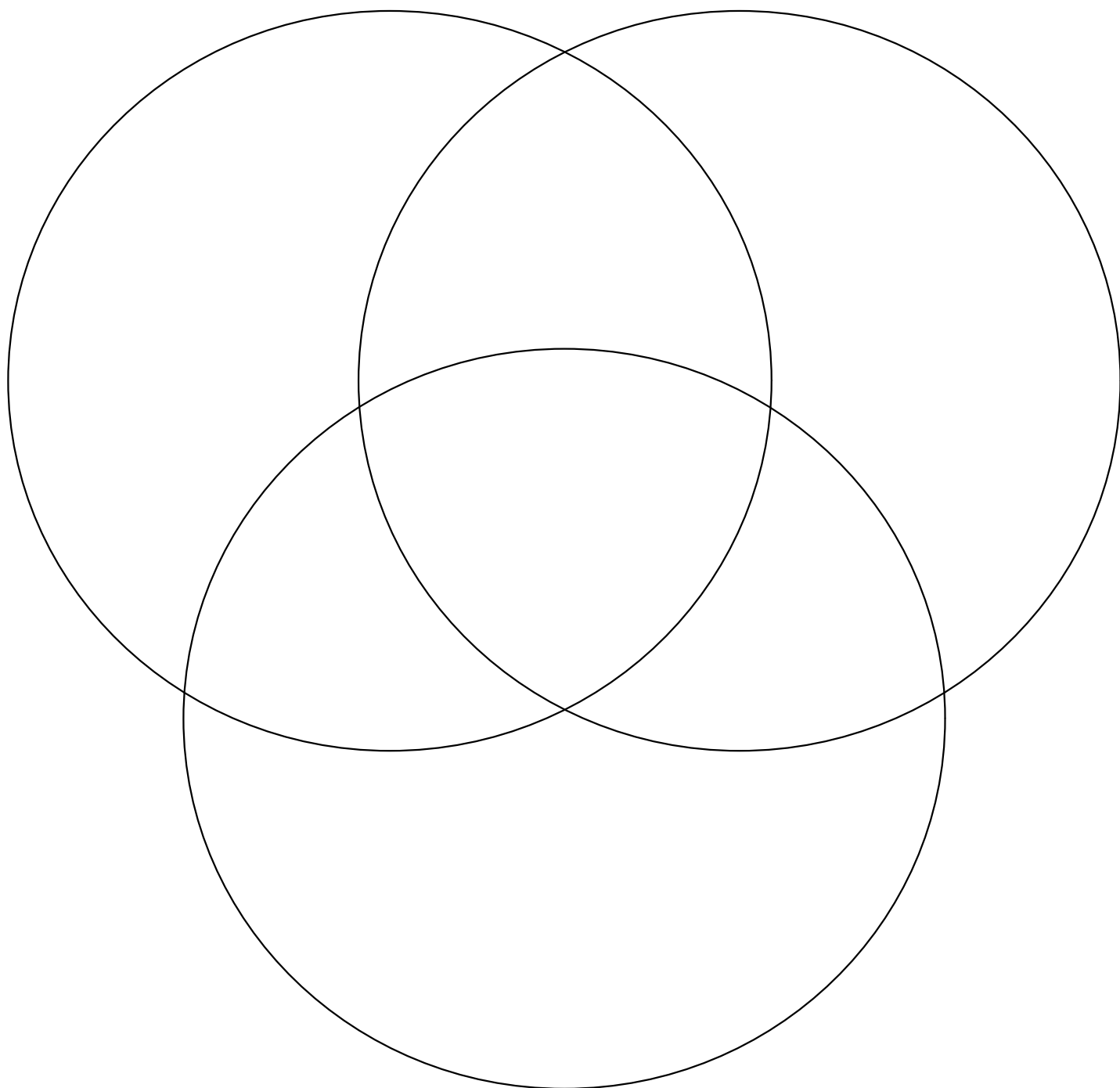
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Name _____
Date _____

Class _____
Block / Period _____

Topic / Concept: _____

3-Way Venn Diagram

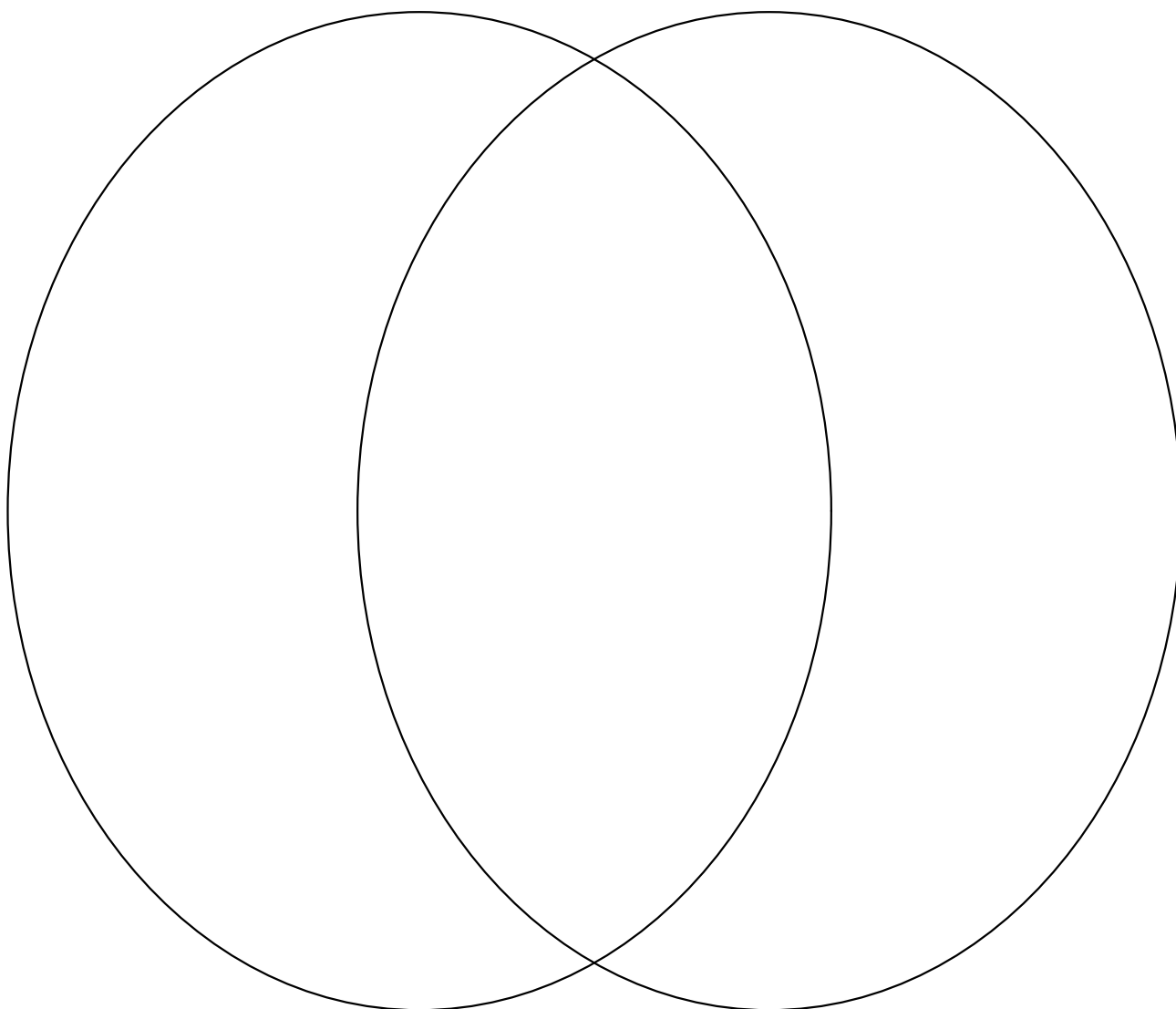


Name _____
Date _____

Class _____
Block / Period _____

Topic / Concept: _____

Venn Diagram



Conclusions / Connections / Questions / Realizations . . .

Inference Notes

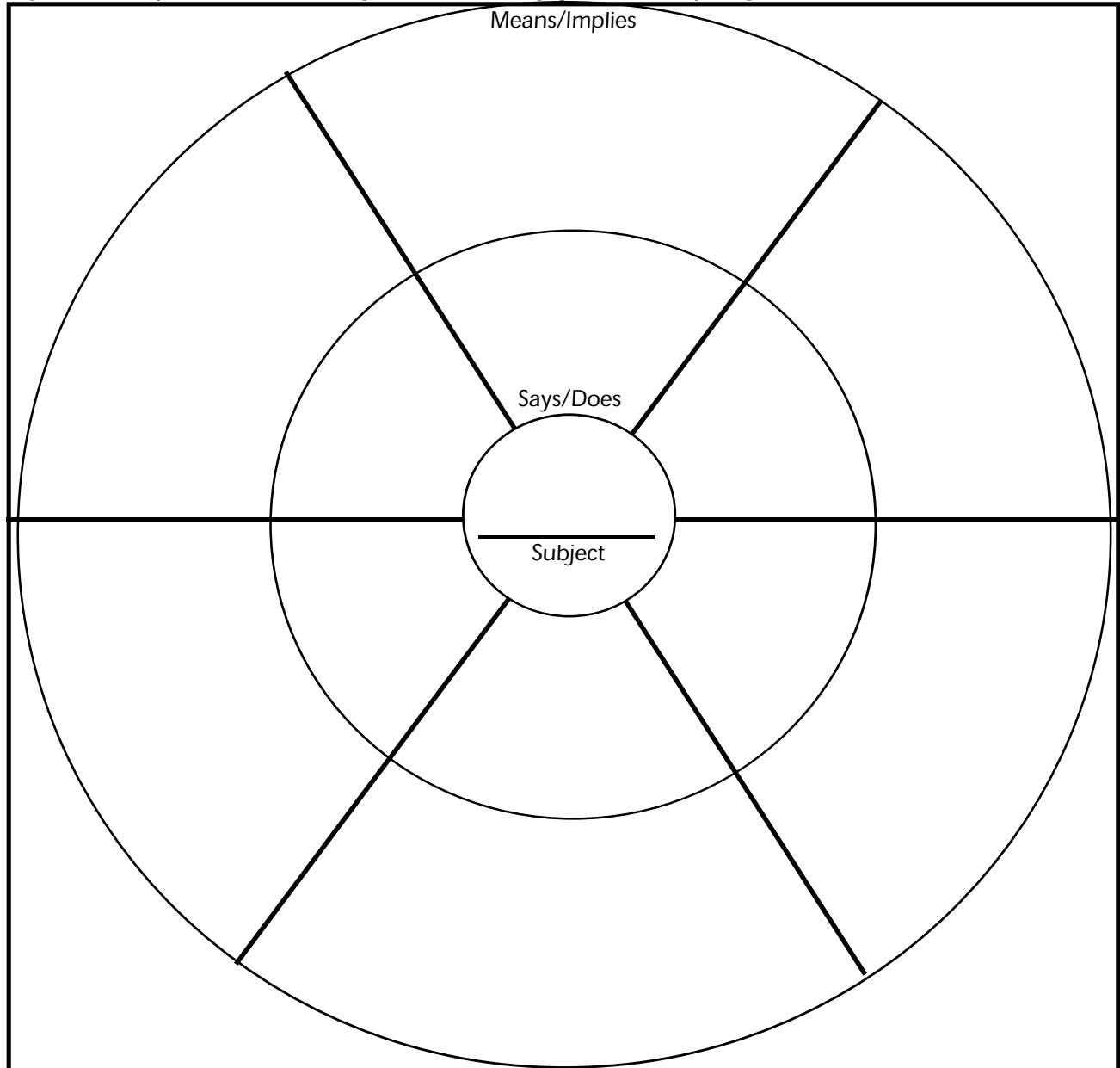
Name _____

Date _____

Subject _____

Period _____

Directions: Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



Making Inferences: Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., I, ii, 35-40) when supporting your analysis.

Four Square Perspective

Name

Date _____

Class

Block / Period _____

Different Perspectives on:

A diagram consisting of a central rectangle. From each of the four corners of this rectangle, a line segment extends outwards towards the edges of the page. These four line segments are arranged such that they form a cross shape centered on the rectangle. The lines are thin and black, and the background is white.

Conclusions / Connections / Questions / Realizations . . .

What's the Big Idea?

--

Narrow it Down: What's the Most Important Point?

--

How do you know that's the most important idea? Write three examples or comments that support your assertion that this is the most important idea. If they are quotes include the page number so you can refer to it later when writing about or discussing this idea.

1. _____
2. _____
3. _____

Name _____

Date _____

Class _____

Block / Period _____

Topic / Concept: _____

Text & Subtext: Drawing Inferences

What the text says in your own words

Quotation

What the subtext is

What the text says in your own words

Quotation

What the subtext is

Question Tree

On-the-surface

(Who... What... Where... When...?)

Under-the-surface

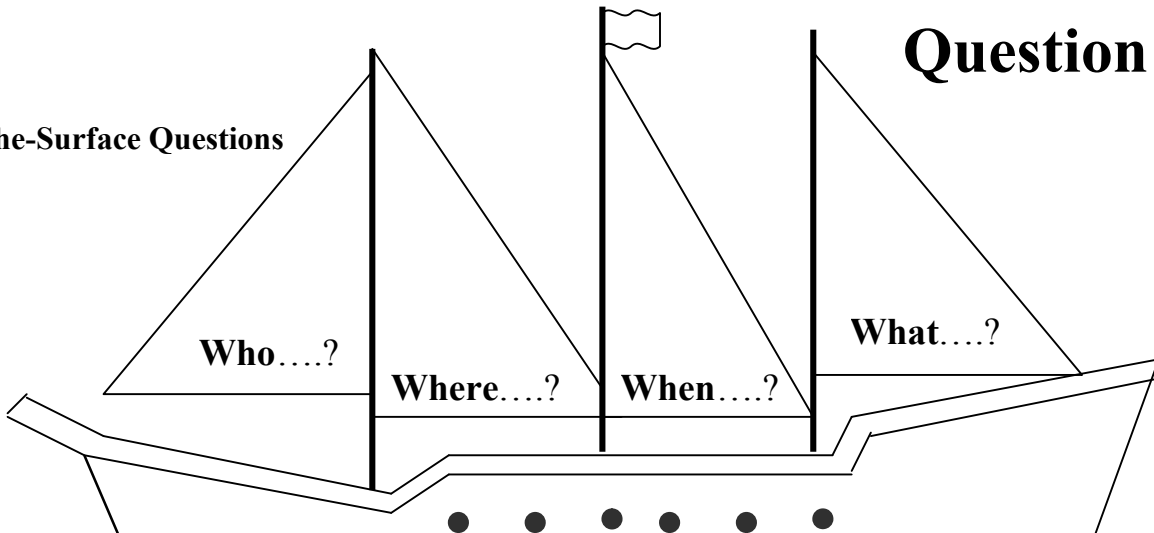
(Why... How... Should...
Would... Could... What if...)

Life Application

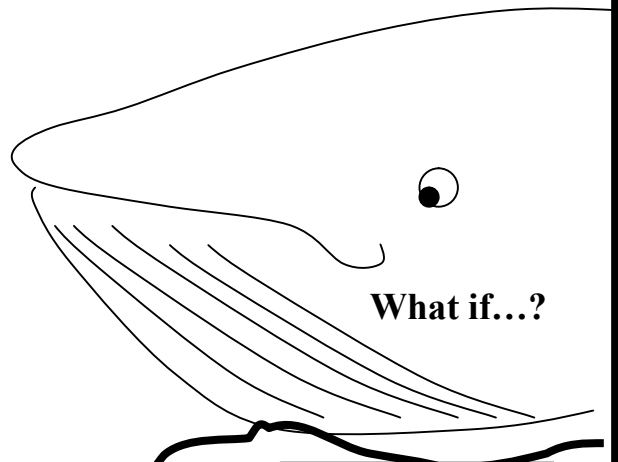
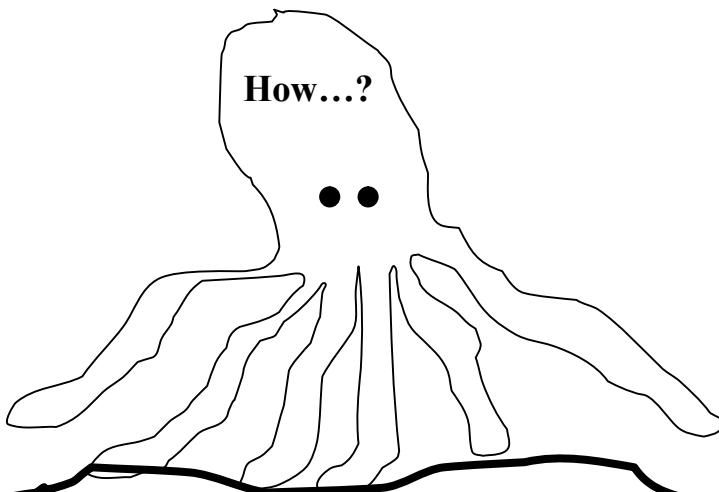
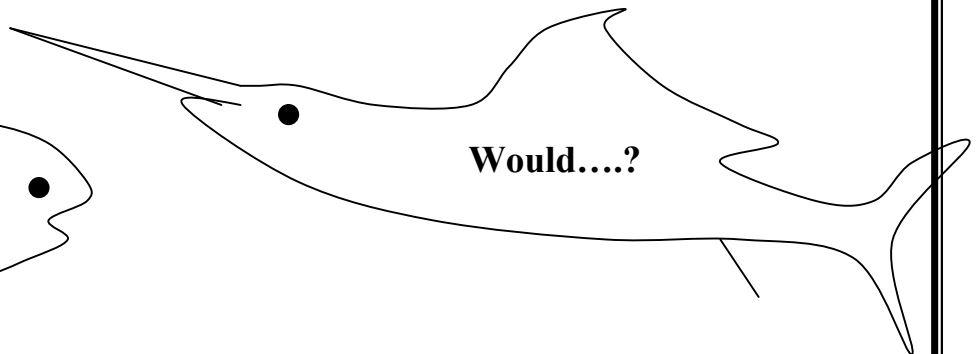
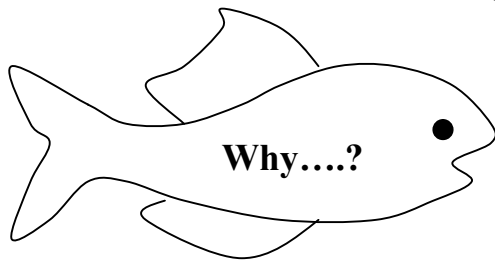
(e.g., How doesrelate to my life? If you
were.... How is this like... How does this relate
modern... What is the author trying to teach us?)

Question Sea

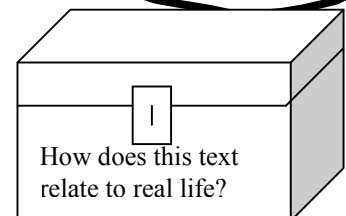
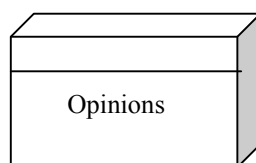
On-the-Surface Questions



Under-the-Surface Questions



Life Application Questions



QUESTION GENERATOR

Name: _____ **Date:** _____

Topic: _____

What are four great questions that could show how much we understand about this topic?

Initial Understanding

Developing An Interpretation

Making Connections

Critical Stance

Topic: _____

Name: _____ **Date:** _____

TAKING A CRITICAL STANCE FOR FICTION: Making and supporting a judgment about how an author used a literary device/literary devices to accomplish an element of a story.

TAKING A CRITICAL STANCE FOR NON-FICTION: Making a judgment about the quality of an information source for your research.

Write three very interesting questions about this topic using a different verb from this list as the basis for each question.

critique, evaluate, extend, identify inconsistency or error, judge, rank, rate, (others with teacher's permission)

Underline the best question and explain why it is the best.

Topic: _____

Name: _____ **Date:** _____

MAKING CONNECTIONS: Going beyond the “surface level” to process the information from two or more sources such as two books, a book and a video, and a book and life experience.

Write three very interesting questions about this topic using a different verb from this list as the basis for each question.

categorize, classify, compare similarities, contrast differences, construct, describe patterns and relationships, discover cause and effects, explain, generalize, hypothesize, illustrate, infer, integrate, interpret, paraphrase, predict, synthesize (others with teacher’s permission)

Underline the best question and explain why it is the best.

Topic: _____

Name: _____ **Date:** _____

DEVELOPING AN INTERPRETATION: Going beyond the “surface level” to process the information from one source.

Write three very interesting questions about this topic using a different verb from this list as the basis of each question.

categorize, classify, compare similarities, contrast differences, construct, describe patterns and relationships, discover cause and effects, explain, generalize, hypothesize, illustrate, infer, integrate, interpret, paraphrase, predict, synthesize (others with teacher’s permission)

Underline the best question and explain why it is the best.

Topic: _____

Name: _____ **Date:** _____

INITIAL UNDERSTANDING: A literal interpretation of information in one information source.

Write three very interesting questions about this topic using a different verb from this list as the basis for each question.

describe, identify, list, illustrate, sequence, show, summarize (others with teacher's permission)

Underline the best question and explain why it is the best.

PERSUASIVE WRITING GRAPHIC ORGANIZER

Name: _____ **Date:** _____

Topic: _____

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #2 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Concluding Summary: _____

What vocabulary words will I use to make my argument in a strong but polite way? _____

PERSUASIVE ESSAY ORGANIZER

Name: _____

Date: _____

INTRODUCTION

Main Idea Topic Sentence: _____

Supporting Reasons: Body 1 _____

 Body 2 _____

 Body 3 _____

Conclusion sentence: _____

BODY #1

Reason #1 _____

 Detail/Example 1 _____

 Detail/Example 2 _____

 Detail/Example 3 _____

Conclusion sentence: _____

BODY #2

Reason #2 _____

 Detail/Example 1 _____

 Detail/Example 2 _____

 Detail/Example 3 _____

Conclusion sentence: _____

BODY #3

Reason #3 _____

 Detail/Example 1 _____

 Detail/Example 2 _____

 Detail/Example 3 _____

Conclusion sentence: _____

CONCLUSION

Restate Main Idea: _____

Restate Supporting Reasons: 1 _____

 2 _____

 3 _____

Recommendations and/or Predictions: _____

MY OPINION

A GRAPHIC ORGANIZER

Name: _____ Date: _____

My Opinion:

My Reasons:

1. _____

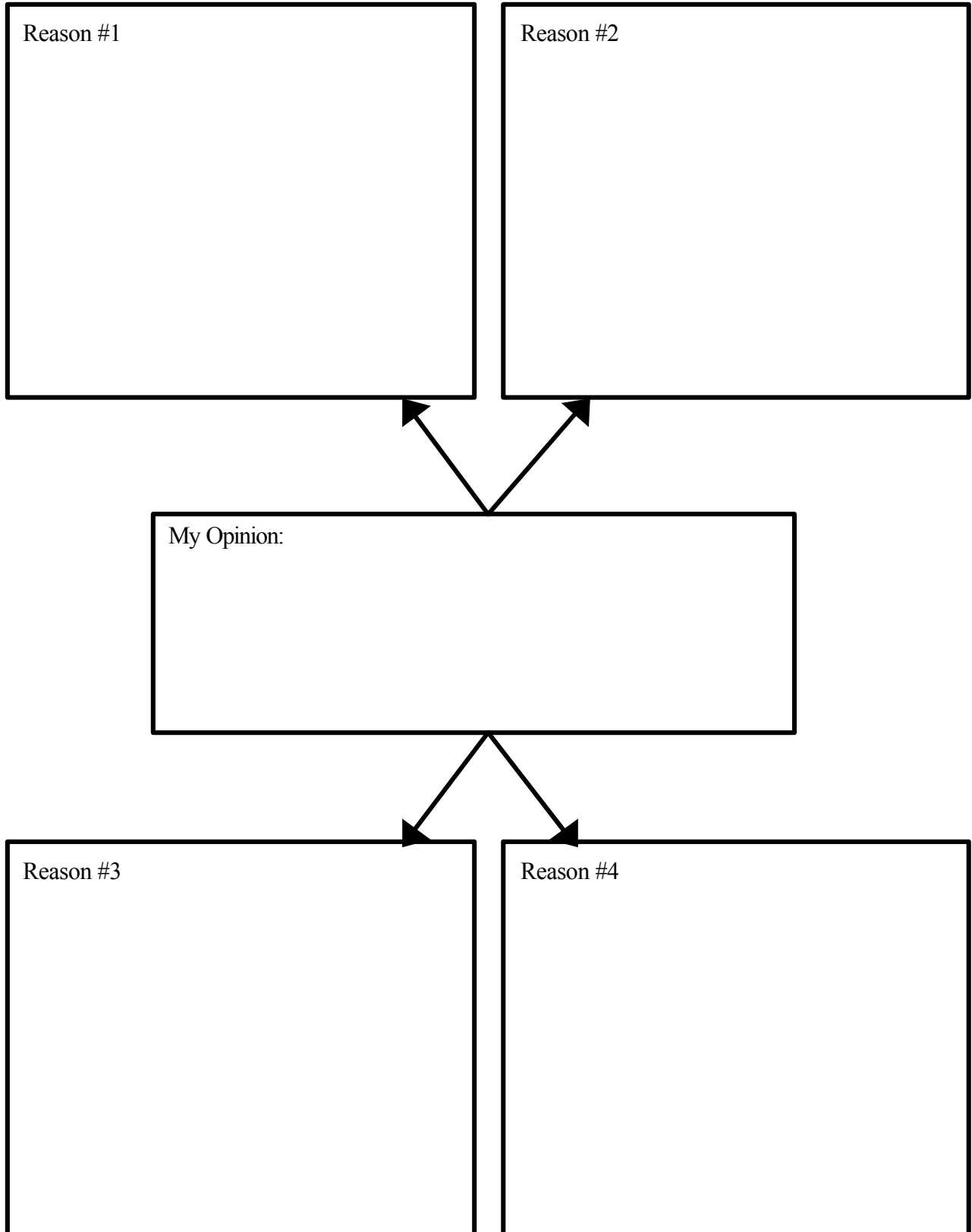
2. _____

3. _____

CONCEPT MAP

Name: _____

Date: _____



PERSUASIVE PLANNING SHEET

Name: _____ **Date:** _____

Paragraph One: Introduction

Introductory Statement: _____

Background Information: _____

Main Transition Sentence to Bodies (State your opinions and three reasons): _____

Paragraph Two: Body 1

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Three: Body 2

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Four: Body 3

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Five: Rebuttal

Topic Sentence: _____

Objection one: _____

Rebuttal: _____

Objection two: _____

Rebuttal: _____

Objection three: _____

Rebuttal: _____

Closing sentence: _____

Paragraph Six: Conclusion

Restatement of Opinion: _____

Powerful Ending: _____

PERSUASIVE PLANNER

Name: _____ **Date:** _____

Introduction:

Introductory Sentence:

Background Information:

Main Transition Sentence (Opinion, *1, *2, *3):

Body 1:

*1 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 2:

*2 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 3:

*3 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Rebuttal:

Topic Sentence (conciliatory tones):

⚡⚡Objection 1:

Rebuttal:

⚡⚡Objection 2:

Rebuttal:

⚡⚡Objection 3:

Rebuttal:

Transition/Closing Sentence:

Conclusion:

Restated Opinion (*Hint: re-read introduction*):

Powerful Ending Statement:

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____

Arguments Against _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____



Arguments For _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

IS THIS A GOOD _____?

Name: _____ Date: _____

 Yes	 No
---	--

This is why I think so:

1. _____

2. _____

3. _____

My idea for a better _____ is:

EXPOSITORY PILLAR-PREWRITING FRAMEWORK

Name: _____ Date: _____

INTRODUCTION (lead/thesis statement):

MAIN IDEA #1 _____

Detail

MAIN IDEA #2 _____

Detail

MAIN IDEA #3 _____

Detail

CONCLUSION:

DEBATE PLANNING CHART

STATING DEBATE ISSUES

Name: _____ Date: _____

PROPOSITION:	
POSSIBLE AFFIRMATIVE ARGUMENTS	POSSIBLE NEGATIVE ARGUMENTS

DEBATE PLANNING CHART

SIGNIFICANCE OF ARGUMENTS

Name: _____ Date: _____

Least Significant Argument	
Most Significant Argument	

DECISION-MAKING MODEL

Name: _____

Date: _____

Problem

Goal(s)

Alternatives	Pros (+) & Cons (-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)

Decision(s)

Reason(s)

PERSUASIVE WRITING ORGANIZER

Name: _____ **Date:** _____

Introduction

Position Sentence

Reason 1:

Reason 2:

Reason 3:

Paragraph 2

Topic Sentence (Reason 1)

3 examples/details

Closing Sentence

Paragraph 3

Topic Sentence (Reason 2)

3 examples/details

Closing Sentence

Paragraph 4

Topic Sentence (Reason 3)

3 examples/details

Closing Sentence

Conclusion

Restate Position

Sum up major points

Clincher

ADVANTAGES vs. DISADVANTAGES

Name: _____ **Date:** _____

Advantages	Disadvantages

My position on _____ is: _____

Assessment list for task:	Points Possible	Points Earned Assessed By	
		Self	Teacher
1. Brainstorm form is completed with sufficient details.	_____	_____	_____
2. Form contains relevant information and facts from relevant articles.	_____	_____	_____
3. Position is stated.	_____	_____	_____
TOTAL:			

DISCUSSION WEB

Name: _____

Date: _____

NO

YES

QUESTION

CONCLUSION

TOPIC: _____

Name: _____

Date: _____

My opinion is _____

because

1. _____

2. _____

3. _____

Name _____
Date _____

Class _____
Block / Period _____

Metaphor Analysis _____

Superficial Level : the metaphor in pieces	Metaphorical Level: each piece interpreted
Conclusions / Connections / Questions / Realizations	

Name: _____

Period: _____

Revising Writing Using a Model for Comparison

Directions: Carefully analyze the model provided using the criteria of the rubric, and then identify how your writing is similar to and different from the model. Use these observations to then make decisions about the revisions you need to make to improve your writing.

	How my writing is similar to the model	How my writing is different from the model
Meaning		
Development		
Organization		
Language		
Conventions		

Next steps for revision:

Name _____ Period _____ Week _____

Directions: Please base your sentences on your current reading assignment unless otherwise directed.

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

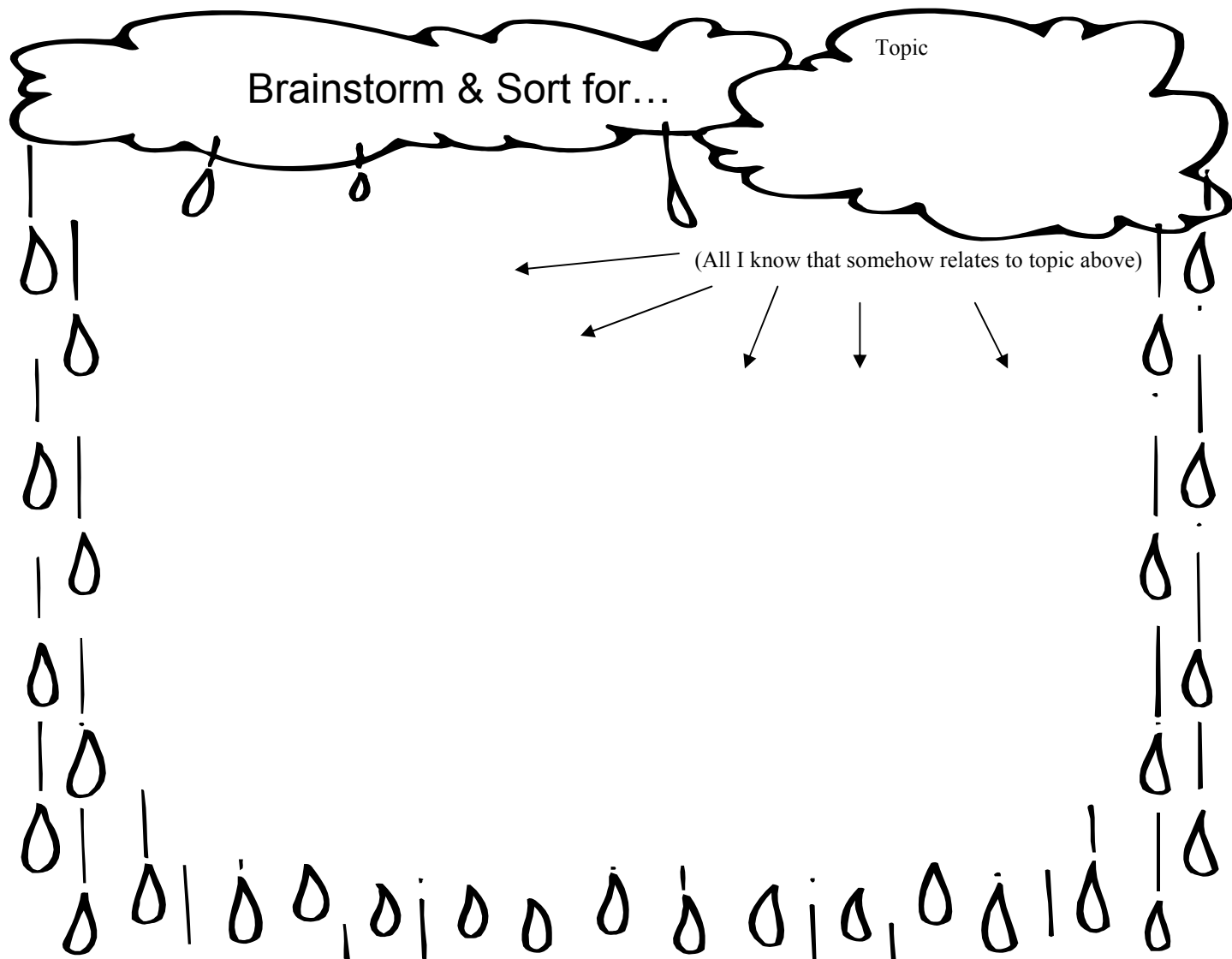
Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

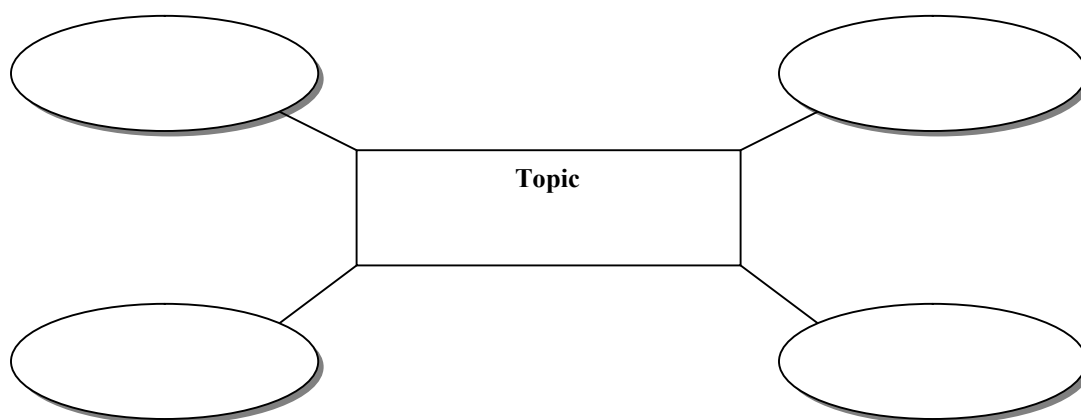
Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

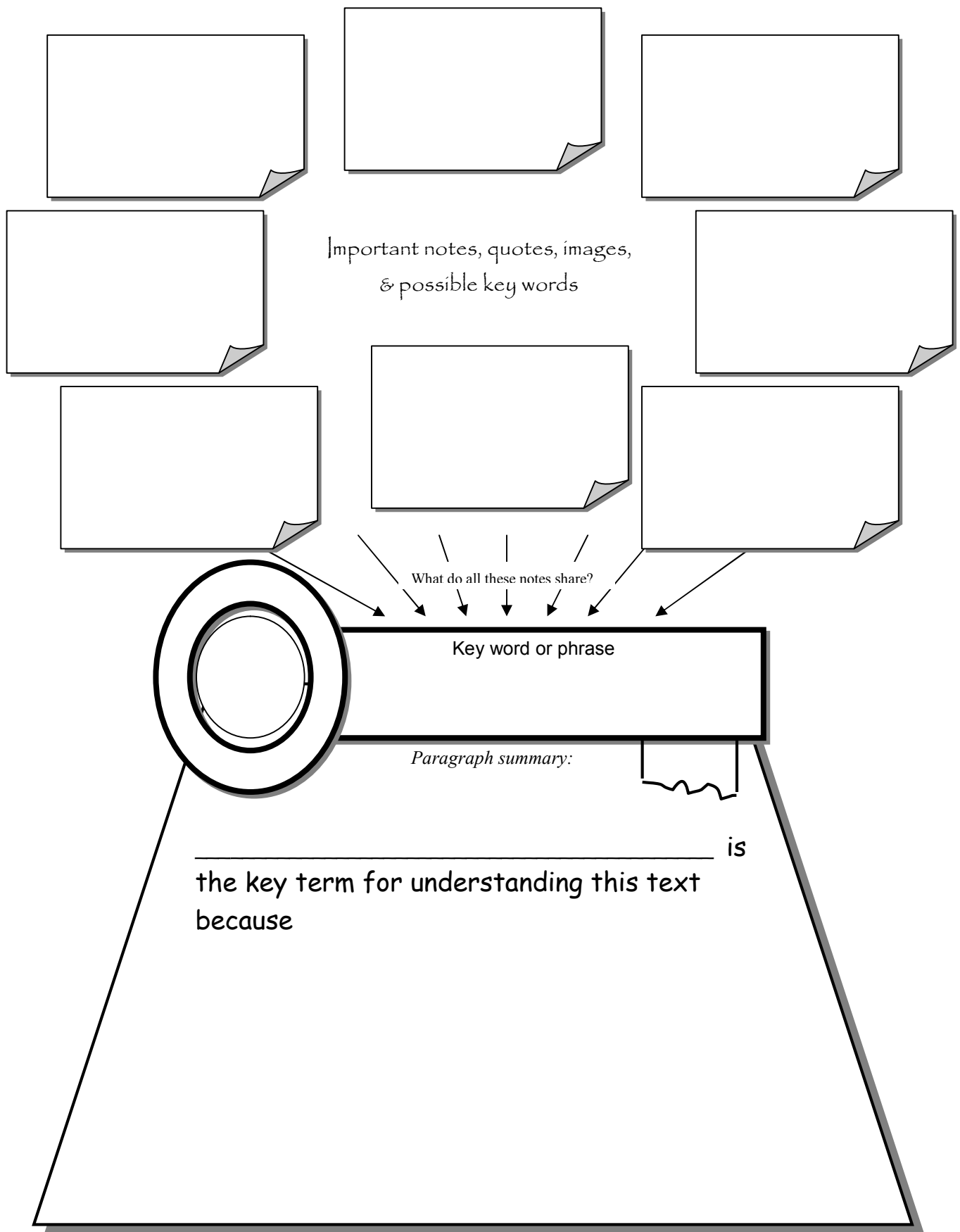
Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	



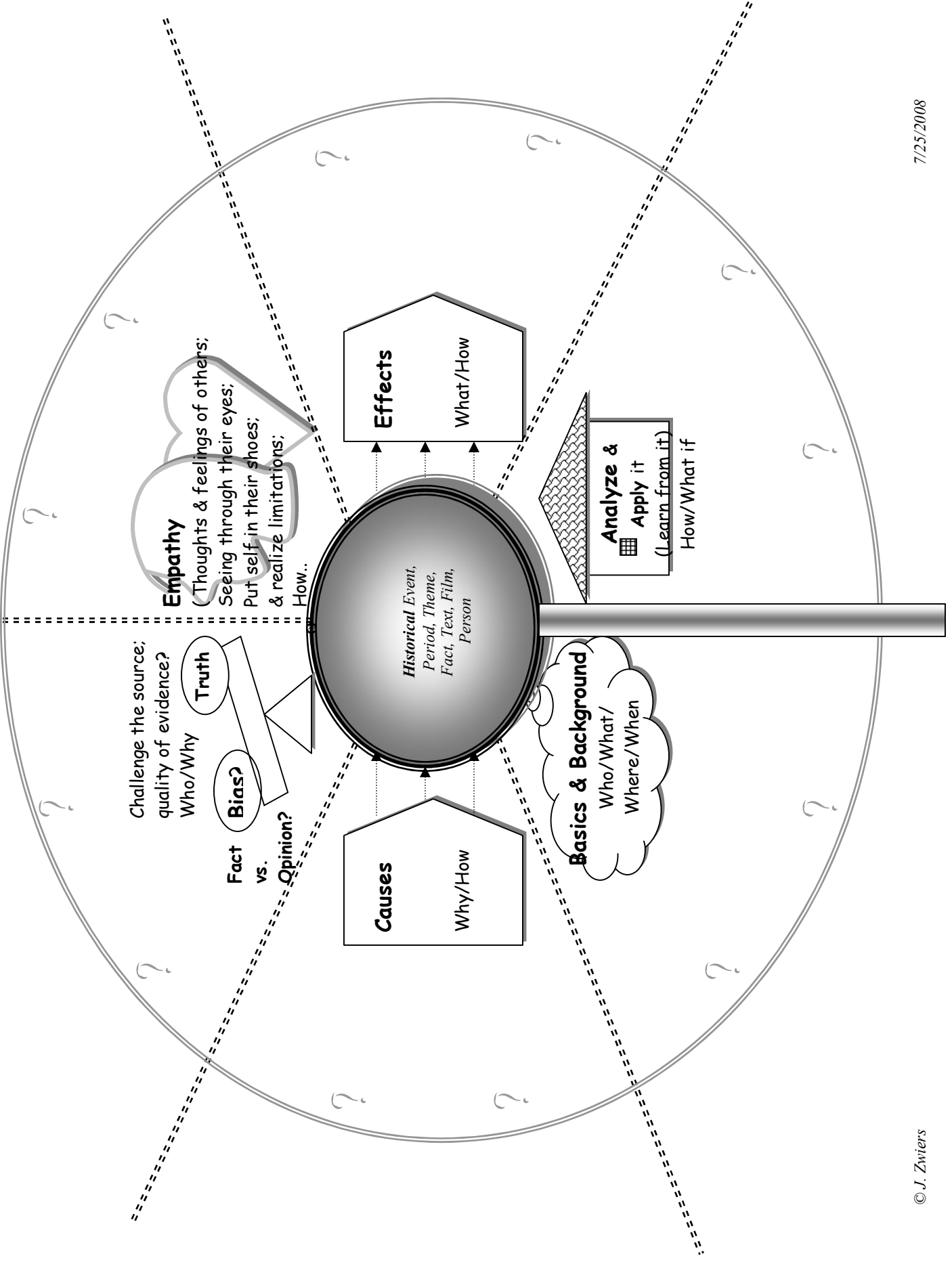
Sort and Organize the information from the storm into groups around the ovals below, then put a category name in each oval.



The Key Word



HISTORIAN'S THINKING LENS



Reciprocal Reading Practice

Summary

Summary

Summary

Prediction

Why?

Prediction

Why?

Prediction

Why?

Question

On-the-surface
Under-the-surface

Question

On-the-surface
Under-the-surface

Question

On-the-surface
Under-the-surface

STUDENT SELF-EVALUATION

Weekly Reflection for Week _____

Name _____

	W e e k l y	O b j e c t i v e s
What I should KNOW & DO		
How I showed that I learned this (evidence) : How I could learn this better. What will stick with me? What thinking did I do?		

3 = Above standard/excellent work
2 = OK, close to or meeting the standard
1 = poor, unfinished, needs improvement

Since I..., As a result of ..., Because I..., Even though I..., It will help me to..., I will strive to...,

GOOD STUDENT TRAITS	My Rating	Why?	How & what I can improve next week
Listening (To teacher & classmates)			
Participation (I shared in pairs, groups, and whole class discussion. I cooperated with others)			
Attitude/Preparation (I respected others, I desired to learn, I used teacher feedback to improve)			
Quality of Work (I produced the best work I could do, I put forth extra effort, I completed my work.)			

(Poster for teacher to put up each day for students to fill in page one)

Sample poster

Know & Do
Varied possible causes of Vietnam War
Perspectives vary in history
Write two letters to president
Persuasion & evaluation
Summarizing & Asking Deep Questions
Elements of an intro paragraph
Organized binder; raise hand to speak
WORDS & TERMS
Nevertheless, outweigh, despite
Hawks, doves, clandestine, Domino Theory

Note: In the know and do box, you can put the following (not all, however):

Facts students should know

Concepts & relationships (related to the essential question)

Tasks & Products

Higher-order thinking skills (often found in standards)

Reading comprehension habits

Writing skills

Study skills and behavioral norms

Academic language

Content vocabulary

Historical Character Map

My work today was extra hard because I...

The custom that is most important to me is... because...

My goals and motivations are to...

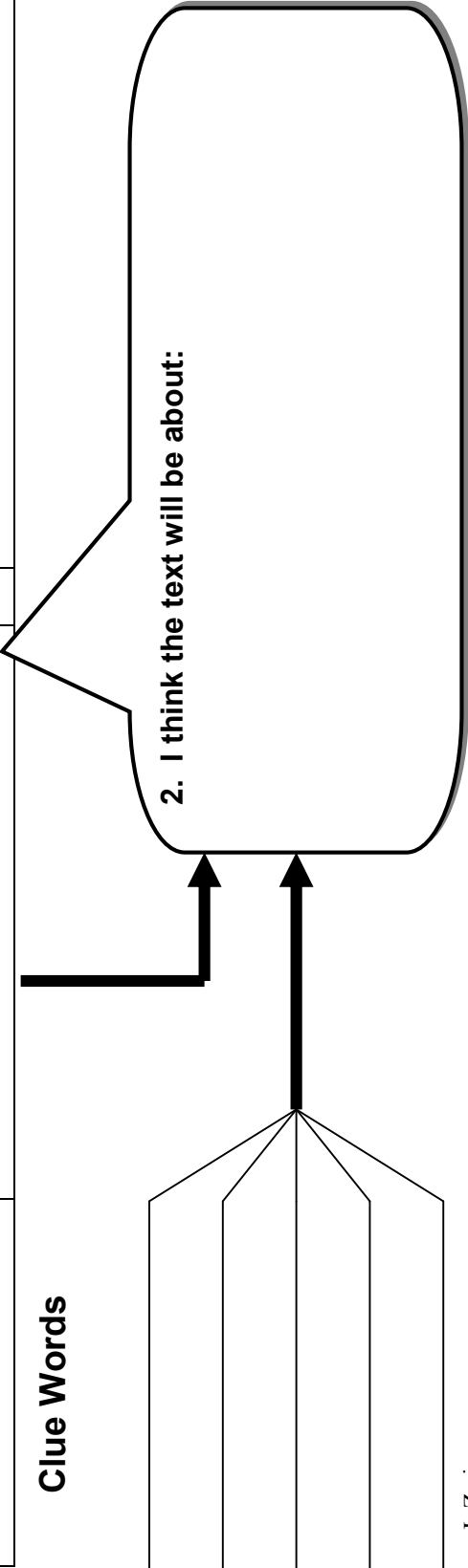
If you come to my home, you will see, hear, smell, and taste...

My Character
(Name, age, gender, ethnicity, clothing, education, family, personality, interests)

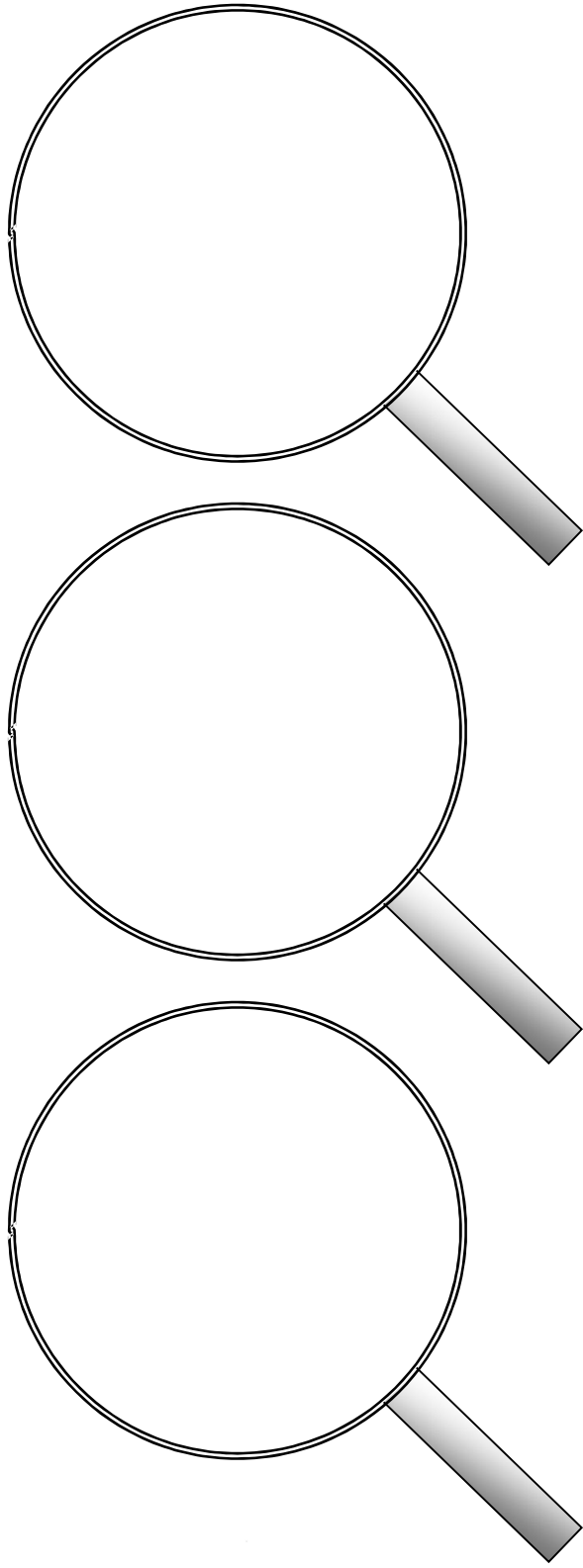
Title:

Guess & Adjust

New words	1. Guessed Meaning	3.	4. Adjusted Meaning
		R E A D	Why?
			Why?
			Why?
			Why?
			Why?



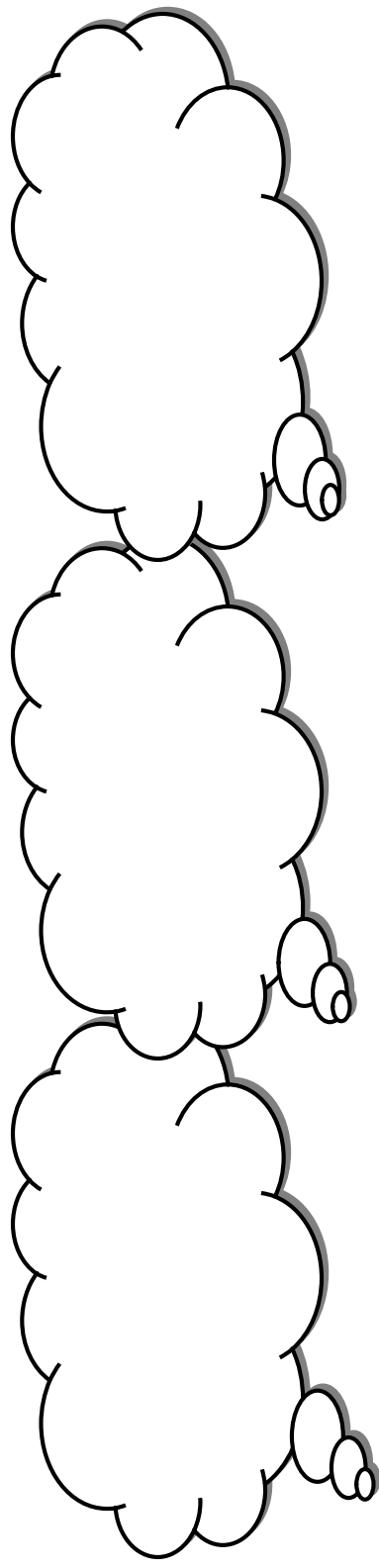
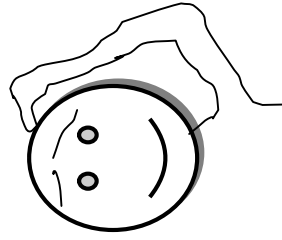
Clues



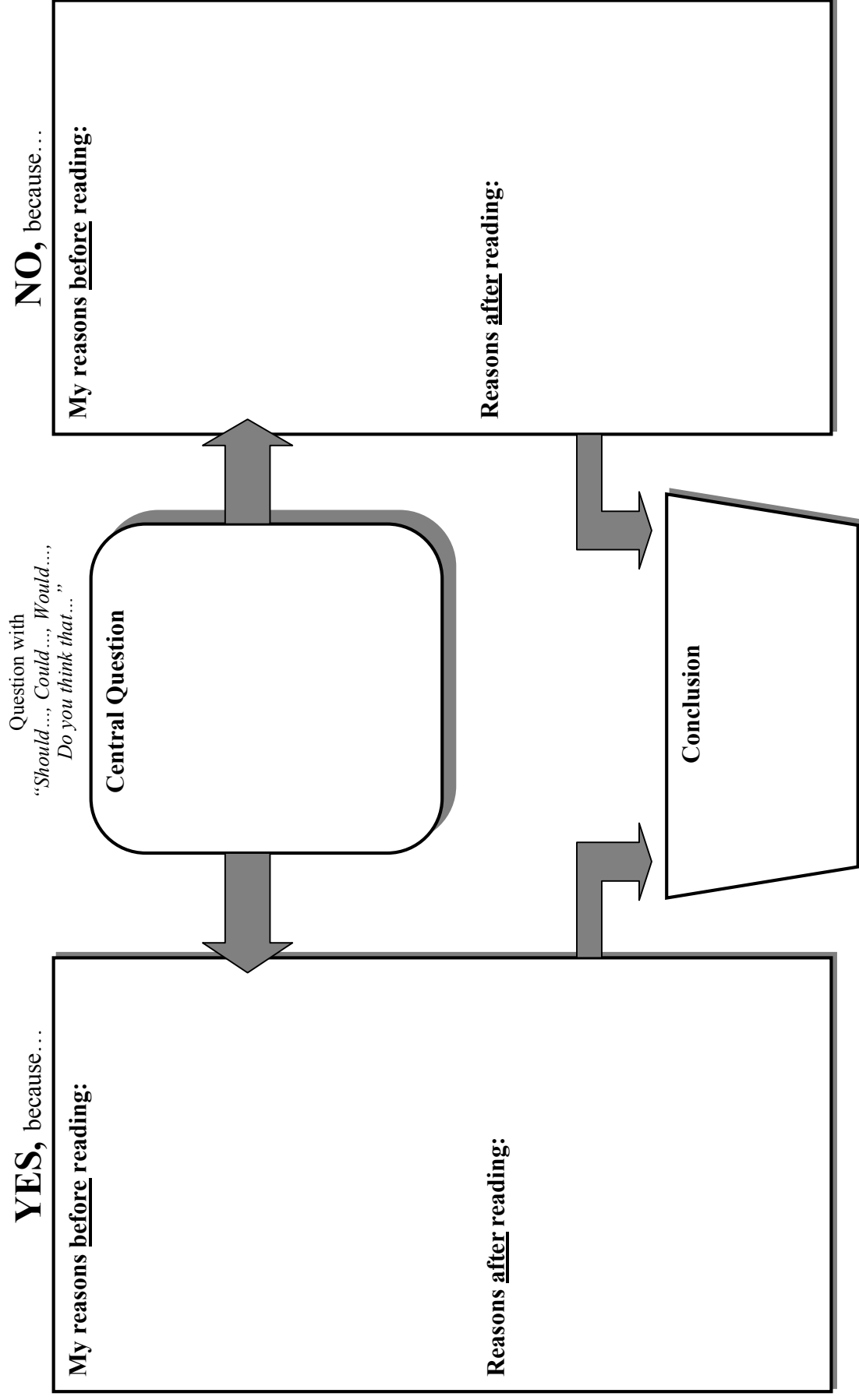
Problems



Wonderings



?????Central Question?????



Anticipation Guide

Topic/Text:

Directions: Before reading, look at each statement and decide whether you agree or not. Put the letter that corresponds on the left side. Write your reason under “Why?” Then after you read the text, put whether you agree or not on the line *and why*. Write your new reason under “Why” or write “same.”

A = Agree
strongly

a = agree
somewhat

d = disagree
somewhat

D = Disagree
strongly

**BEFORE
READING**

**AFTER
READING**

_____ 1.

Why?

Why?

_____ 2.

Why?

Why?

_____ 3.

Why?

Why?

_____ 4.

Why?

Why?

Anticipation Guide Questions

Topic/Text:

Directions: Before reading, answer each question on the left side and put the reasons for your answer underneath. Discuss your answers with a partner and/or read the text. Then put your answer (new, revised, or same) on the right side. If your answer is the same, then put the evidence from the text that supports it.

Before Reading

My answer

Why?

1.

My answer

Why?

2.

My answer

Why?

3.

After Reading

My answer

Why?

My answer

Why?

My answer

Why?

Reading Habits Bookmark

B **Background Knowledge:** It will probably help that I already know... This part connects with what I know about...

M **Main Idea & Author's Purpose:** So far, this text is about... The author wrote this in order to...

S **Summarizing:** This section or paragraph was about...

Q **Questioning:** I wonder why... How...

I **Inferring:** I bet that... because... I think that... Based on this part, I assume that...

P **Predicting:** I predict that....because...

W **Word Meaning:** This word means...because it has the word part.... The word means... because of its context...

M **Metacognition:** I don't get it; I will read it again... I will read on to see if this part gets clearer to me...

J. Zwiwers

Comprehension Bookmark

BEFORE reading, I...

- ☐ Know the **purpose** for reading it
- ☐ Use **Pre-reading** techniques (THIEVES: Title, headings, intro, every 1st sentence, visuals, structure)
- ☐ Think about what I **already know** about this topic
- ☐ Made **predictions** about what I think the text will tell me

WHILE reading, I...

- ☐ **Stop to visualize, summarize parts, ask questions, & organize** thoughts
- ☐ **Reread** parts I don't understand
- ☐ **Predict & confirm/change** predictions
- ☐ **Figure out unknown words** by using the words around them & word parts
- ☐ **Organize** information with notes or drawings, (drawing below):

AFTER reading, I...

- ☐ **Write** a quick summary of the reading in my learning log to remember it
- ☐ Go back and look at the **notes** I made to organize them
- ☐ **Think about** how the reading relates to classroom learning & life
- ☐ **Reflect** on how well I read

J. Zwiwers

THIEVES Bookmark

T **Title:** Read the title of the chapter, think about what you already know that relates to the topic, and predict what the chapter is about.

H **Headings:** Look at all headings and table of contents. Turn them into questions that the text will answer.

I **Introduction:** Read the introduction and any questions or summaries at the beginning. Predict the main idea.

E **Everything I know about it:** Think of everything I have seen, read, or done that may relate to this text.

V **Visuals: Look at pictures, graphs, diagrams, or maps,** and *read their captions.* Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice **bold** and *italicized* words. Make notes (or a web) of what you plan to learn.

E **End-of-chapter material:** Read end-of-chapter material, such as summaries or questions that you will try to answer by reading.

S **Structure:** Knowing the type of text (description, explanation, comparison, enumeration, sequence, cause-effect, problem-solution, story) will help you know its purpose. ("S" can also stand for "So What?")

J. Zwiwers

Name: _____

Period: _____

FACT VS. OPINION

Directions: Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out. Facts are objective (i.e., they can be proven); opinions are subjective (i.e., they express a preference or bias). Use the chart below to identify both facts and opinions in a text and be sure to explain how you know the details you write down are either facts or opinions.

	TEXT DETAILS & DIRECT QUOTES FROM THE TEXT	EXPLAIN HOW YOU KNOW THE DETAILS ARE FACTS OR OPINIONS
FACTS		
OPINIONS		

EVENT MAP

Name: _____ Date: _____

Event 1

1. _____

Event 2

2. _____

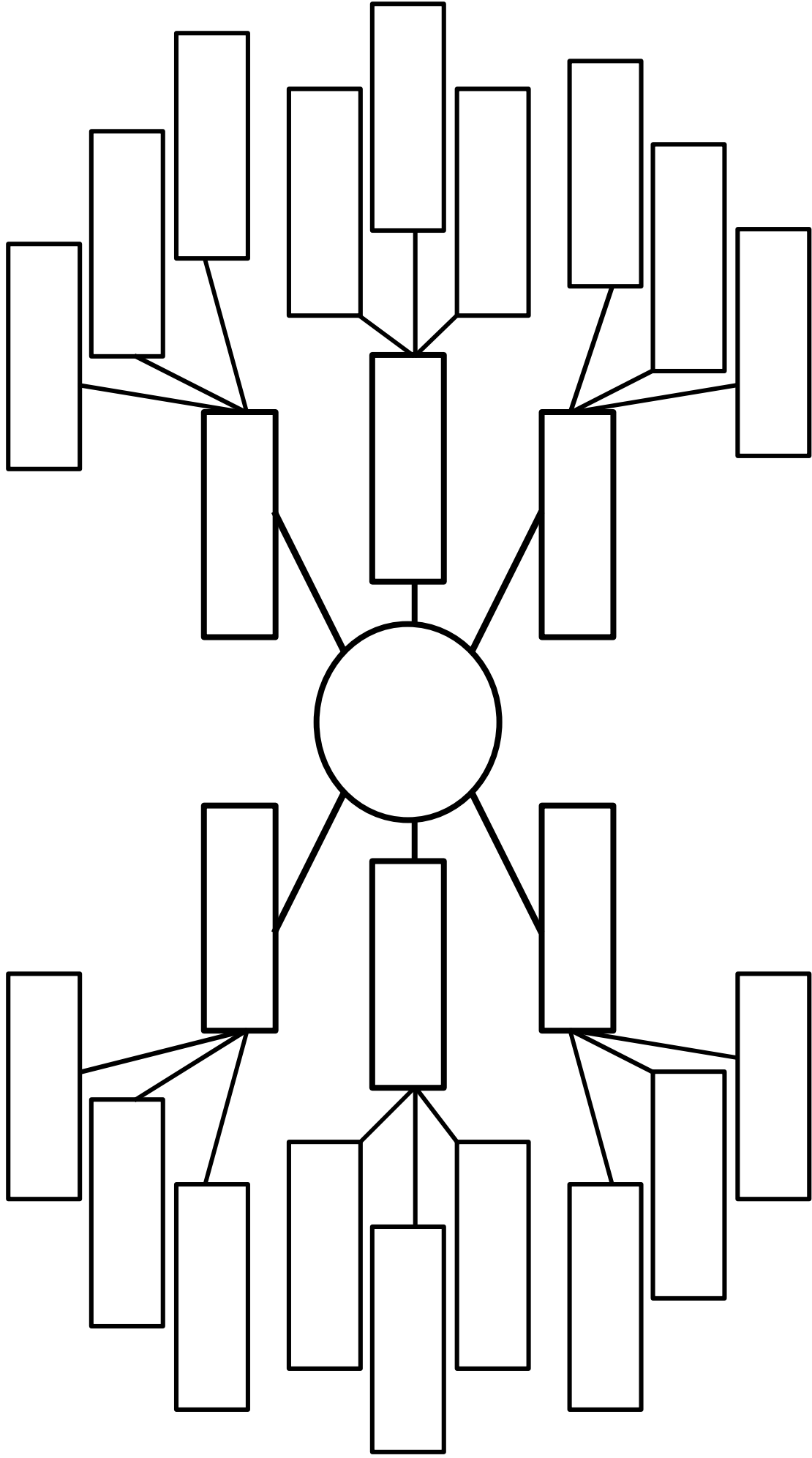
Event 3

3. _____

WEB 1:

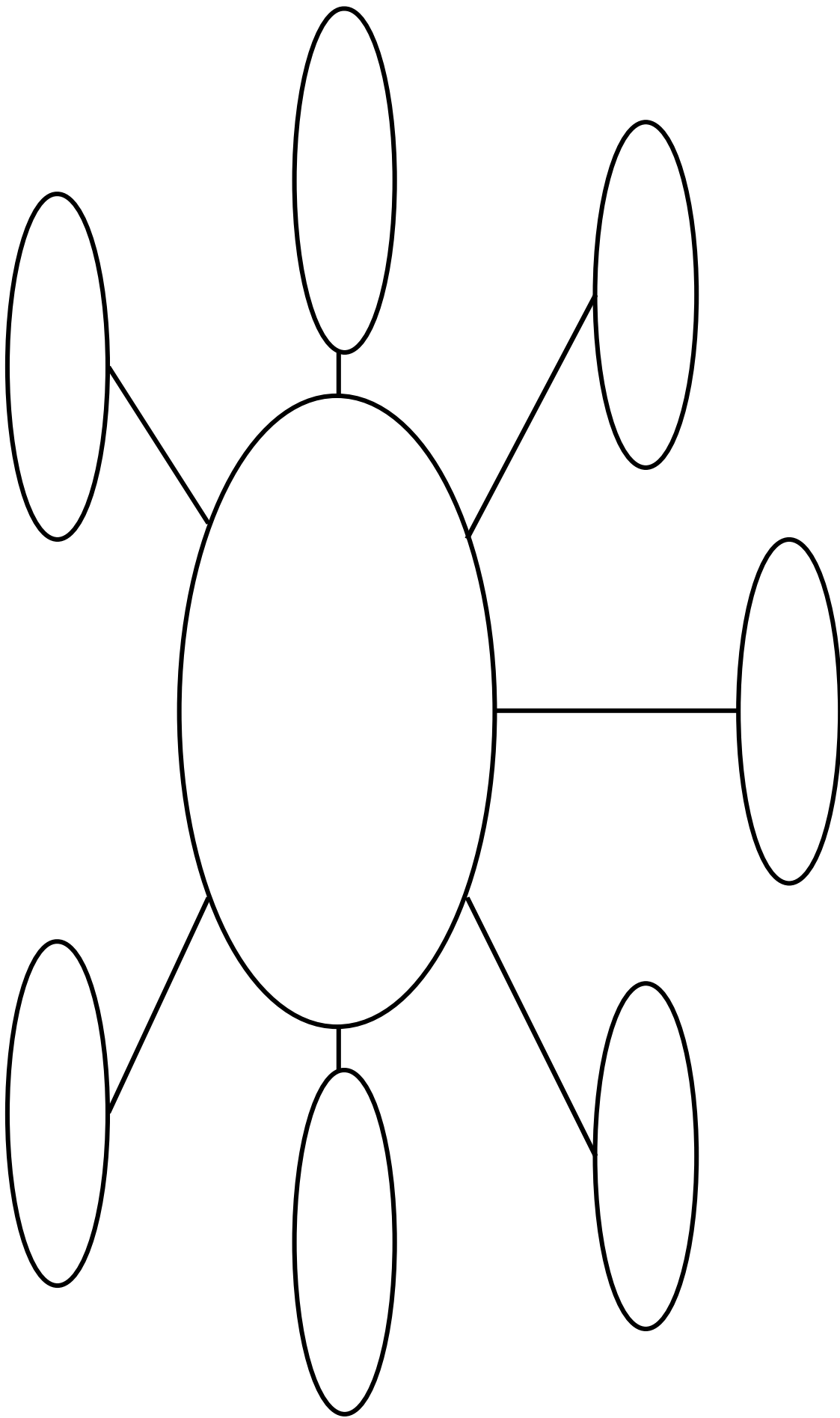
Name: _____

Date: _____



WEB 2:

Name: _____ Date: _____



--

The graph shows two lines on a coordinate plane. The horizontal axis is labeled 'INTRODUCTION:' and the vertical axis is labeled 'CONCLUSION:'. The line with a positive slope starts at a positive value on the 'INTRODUCTION:' axis and increases. The line with a negative slope starts at a positive value on the 'CONCLUSION:' axis and decreases. The two lines intersect in the first quadrant, indicating a positive correlation between the two variables.

--	--	--	--	--	--	--

OUTLINE FOR WRITING

Name: _____ Date: _____

What is the overall topic?

--	--	--	--	--

(Say something about the topic in each of the boxes.)

What are the main ideas and details?

1	Main Idea				
	Detail				
	Detail				
	Detail				
	Detail				
2	Main Idea				
	Detail				
	Detail				
	Detail				
	Detail				
3	Main Idea				
	Detail				
	Detail				
	Detail				
	Detail				

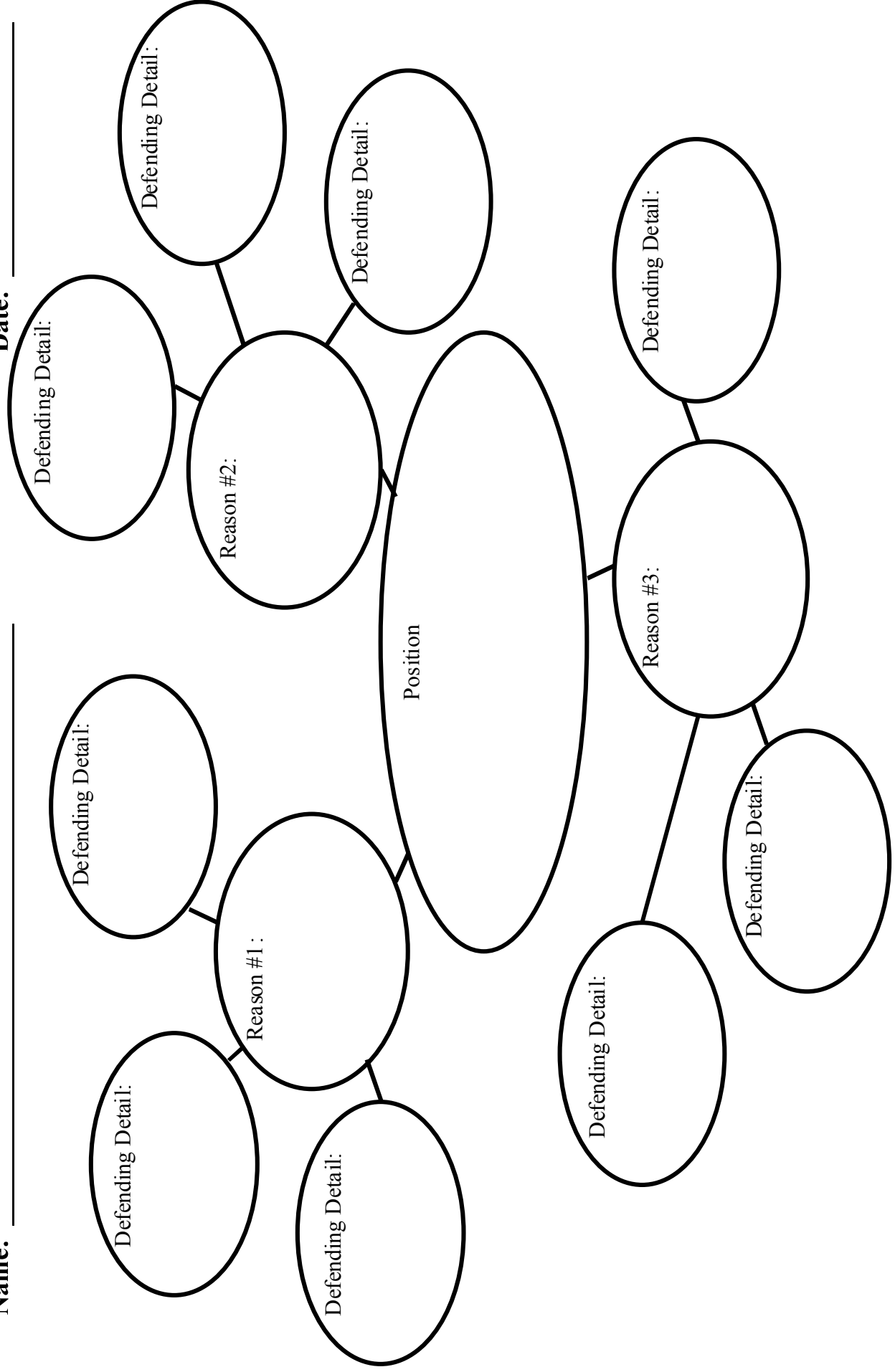
What is important to understand about this idea?

--	--	--	--	--

POSITION/SUPPORT WEB

Name: _____

Date: _____



Topic

Main Idea

Supporting Details

Supporting Details

Main Idea

Supporting Details

Main Idea

Topic: _____

Introduction: (Hook):

(Background Information):

Body 1 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Body 2 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Body 3 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Conclusion (Wraps up the presentation): _____

Twist (Power Ending): _____

DECIDING

Name: _____ Date: _____ Title/Topic _____

My Problems →

I Think That →

I'll Find Out By →

I Found Out That →

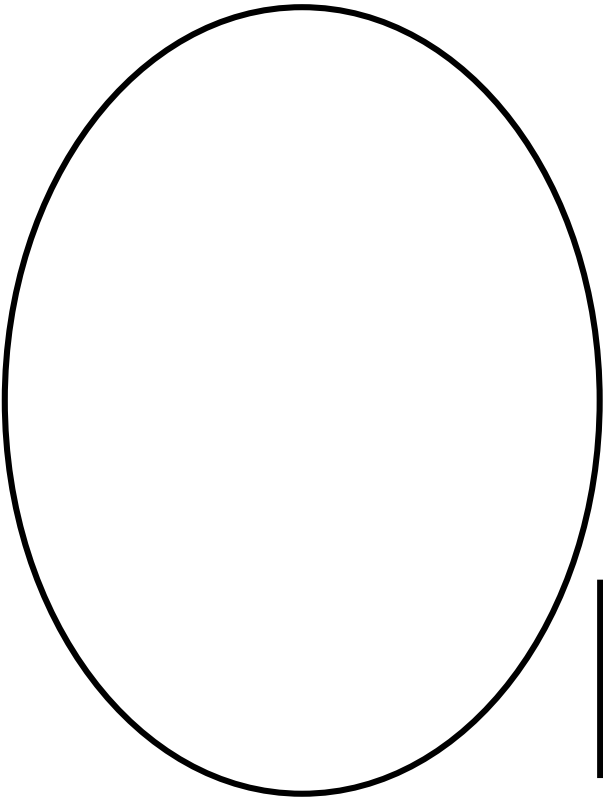
Conclusion →

BUILDING PLAN

Name: _____ Date: _____ Title/Topic _____

What Need

Directions



GO.8.2

Outcomes

Time Needed

Name: _____

Period: _____

CONFLICT DISSECTION

Directions: Conflicts usually arise when someone wants something or wants something to happen and for some reason it does not. Use the chart below to identify the different conflicts and outcomes based on the text you are reading.

SOMEONE	WANTED/BECAUSE	BUT	SO
<i>The American colonies</i>	<i>Freedom and independence from Great Britain because they felt oppressed by taxation without representation</i>	<i>Great Britain wanted to maintain control over the colonies because they were an economic asset</i>	<i>The American revolution began in 1776, which led to American independence</i>

Name: _____

Period: _____

CONFLICT DISSECTION

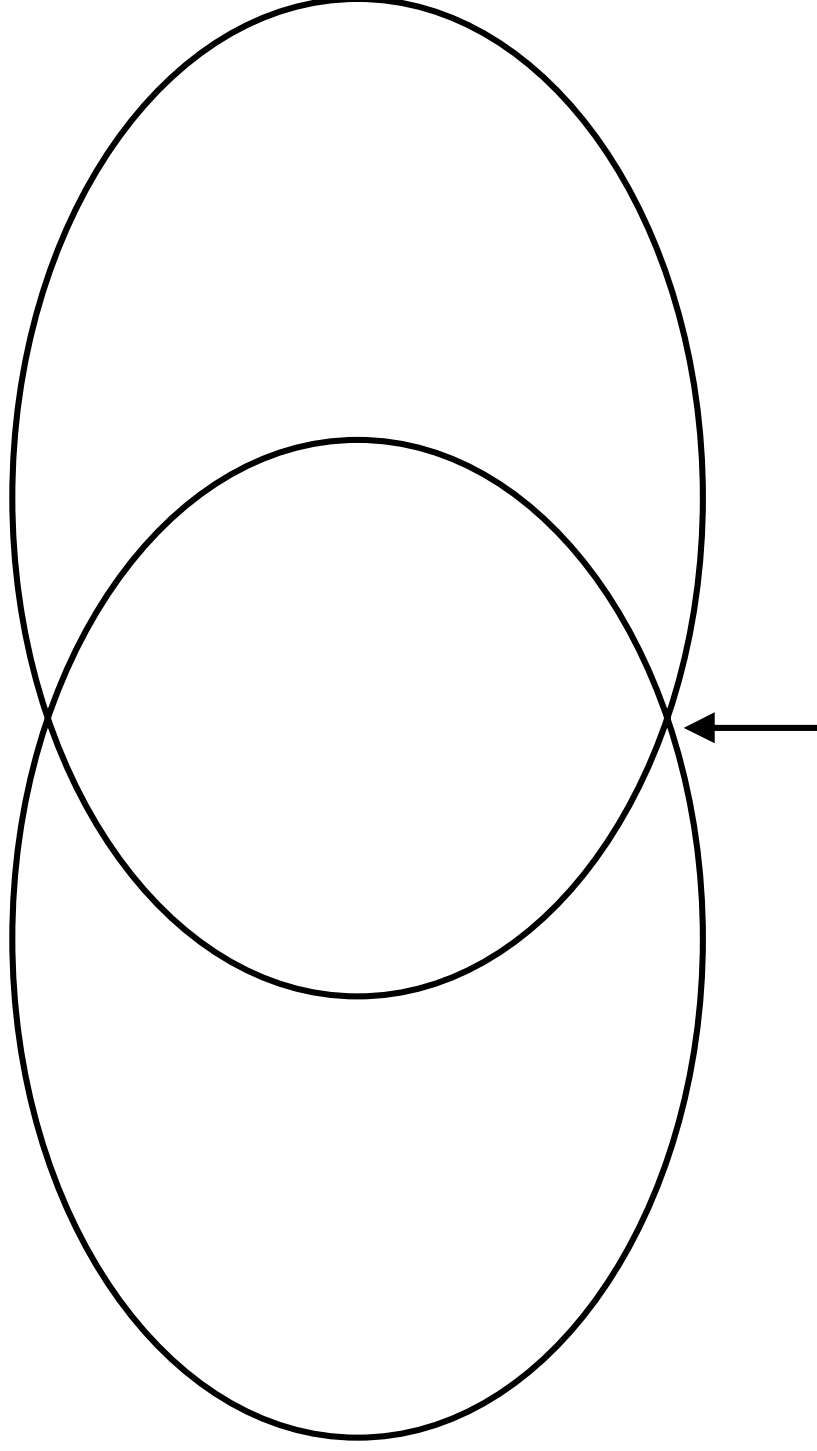
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COMPARISON AND CONTRAST

Name: _____ Date: _____

Features Unique to A: _____ Features Unique to B: _____



Features Common to A and B

COMPARISON AND CONTRAST

Name: _____ Date: _____

Good Reason For _____	Good Reasons For Both	Good Reason For _____
--------------------------	-----------------------	--------------------------

--	--	--

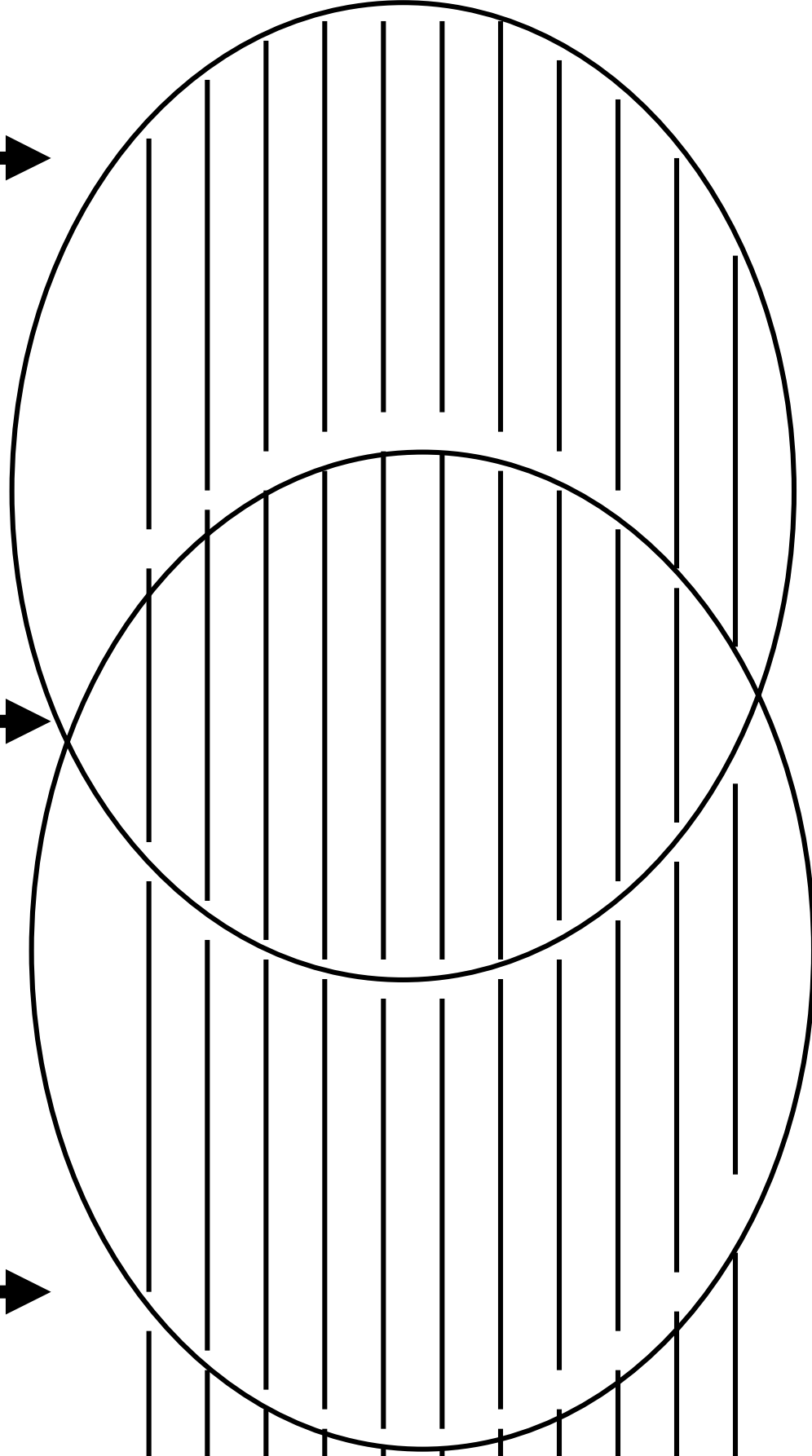
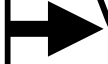
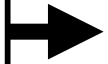
A VENN DIAGRAM

Name: _____ Date: _____

A

A & B

B



1.

2.

3.

4.


Date: _____


COMPARE AND CONTRAST


Event 1

Event 2

--





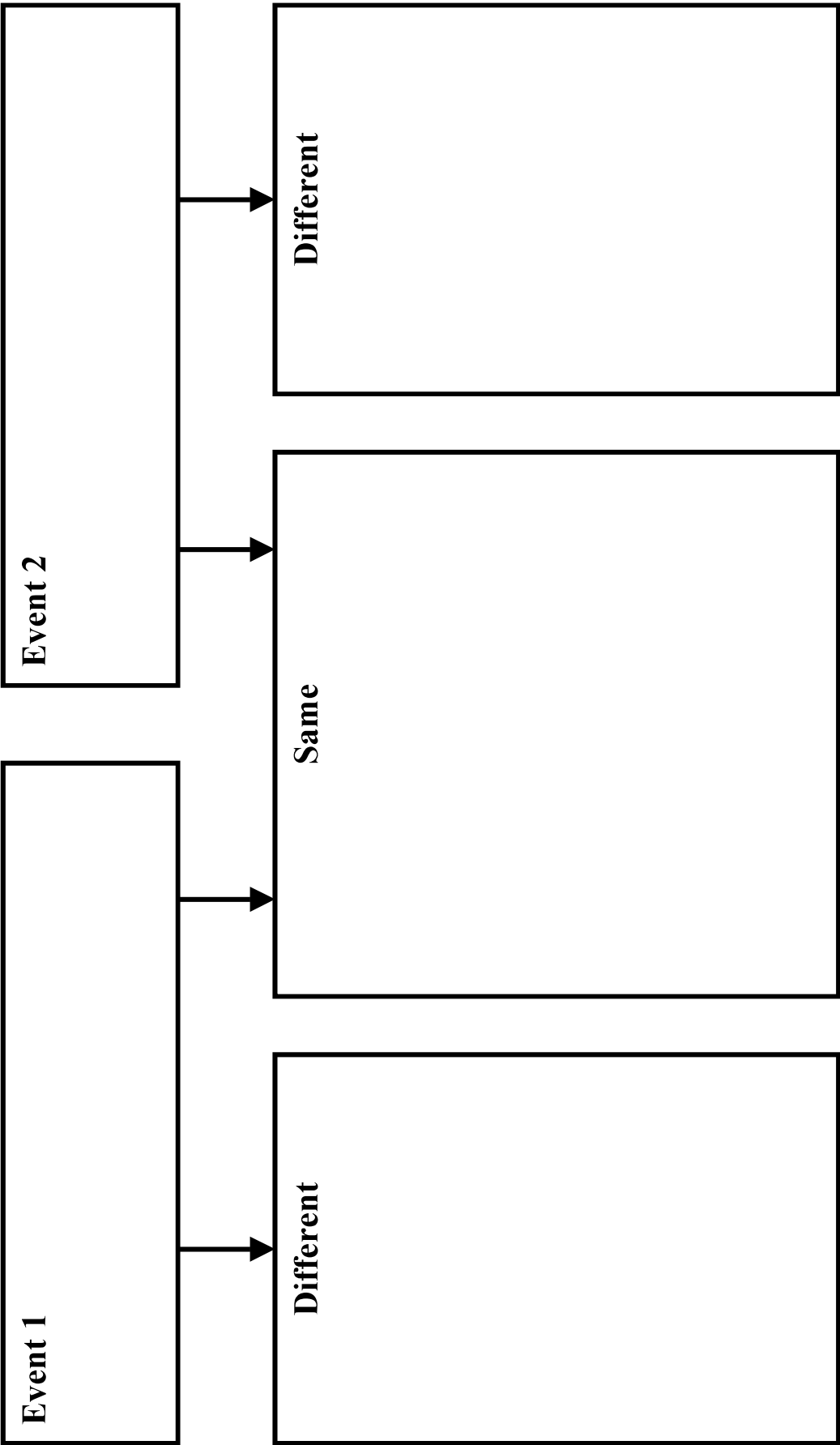


Topic: _____

Name: _____

Date: _____

COMPARE AND CONTRAST MAP



Topic: _____

Name: _____ **Date:** _____

A: _____ **B:** _____ **C:** _____

True of A Only	True of A and B	True of B Only	True of B and C	True of C Only

Name: _____

Period/Block: _____

COLLABORATIVE QUESTIONS

Directions: Once you have read and annotated a text, formulate questions about what you have read. Consider the types of questions you are posing about the text and try to categorize them (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation). Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other’s questions; use the space provided to take notes on your answers to each question.

	<i>Your Questions About the Text</i>	<i>Answers to Your Questions Based on Dialogue with your Partner</i>
KNOWLEDGE		
COMPREHENSION		
APPLICATION		

[illegible]

Name: _____

Period: _____

CLASSIFICATION NOTES

Directions: Create categories for the ideas or information that relate to your topic. Put ideas or information in the same category if they have the same features or attributes in common. Some ideas or information may fit into more than one category. Create note categories on the back if needed.

TOPIC: _____

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

Name: _____

CLASSIFICATION NOTES

Period: _____

Directions: Create categories for the ideas or information that relate to your topic. Put ideas or information in the same category if they have the same features or attributes in common. Some ideas or information may fit into more than one category. Create note categories on the back if needed.

TOPIC: _____

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

Name: _____

Period: _____

CLASSIFICATION NOTES

Directions: Create categories for the ideas or information that relate to your topic. Put ideas or information in the same category if they have the same features or attributes in common. Some ideas or information may fit into more than one category. Create note categories on the back if needed.

TOPIC: _____

CATEGORY:	
IDEAS & INFORMATION:	

CATEGORY:	
IDEAS & INFORMATION:	

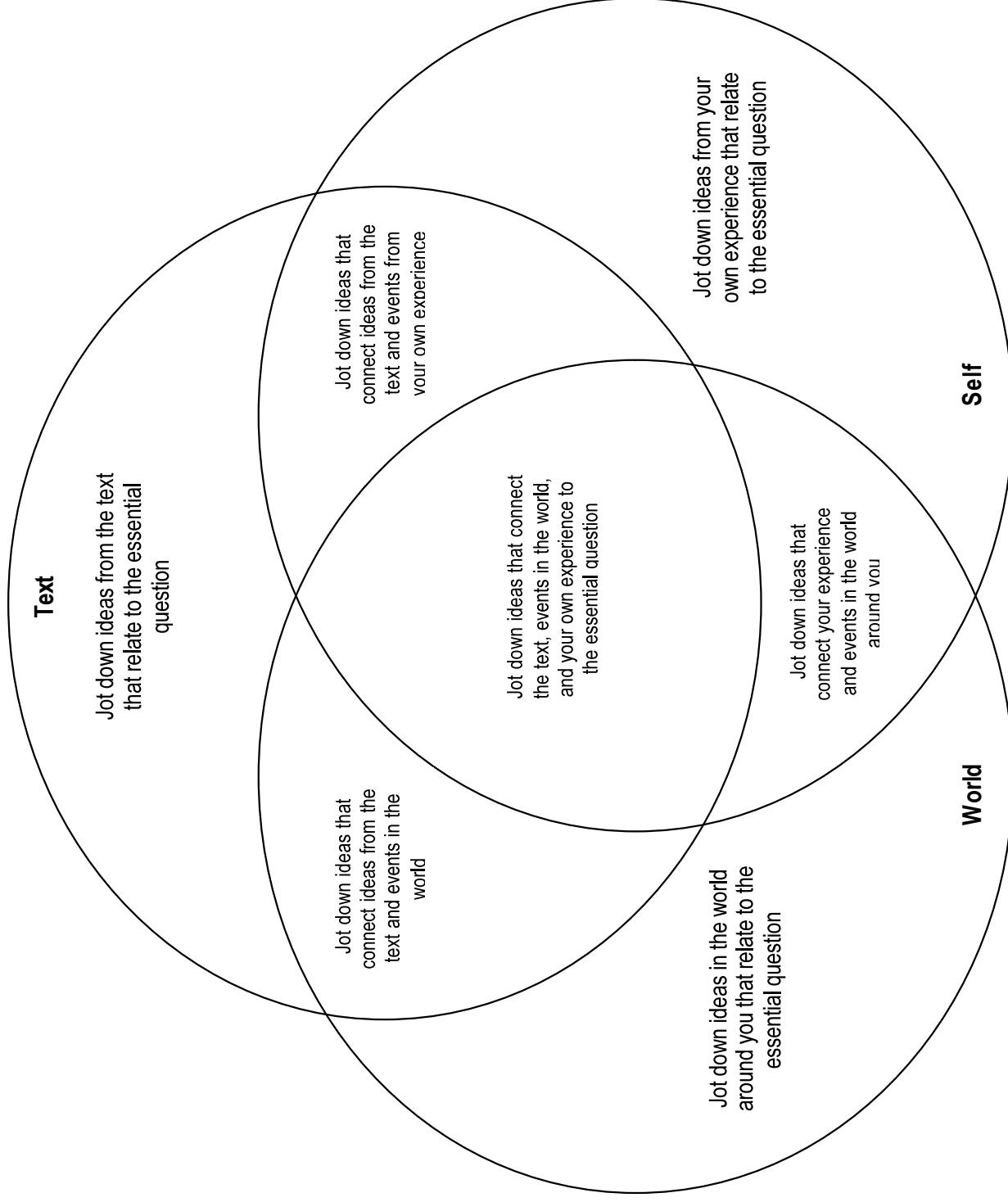
CATEGORY:	
IDEAS & INFORMATION:	

Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS

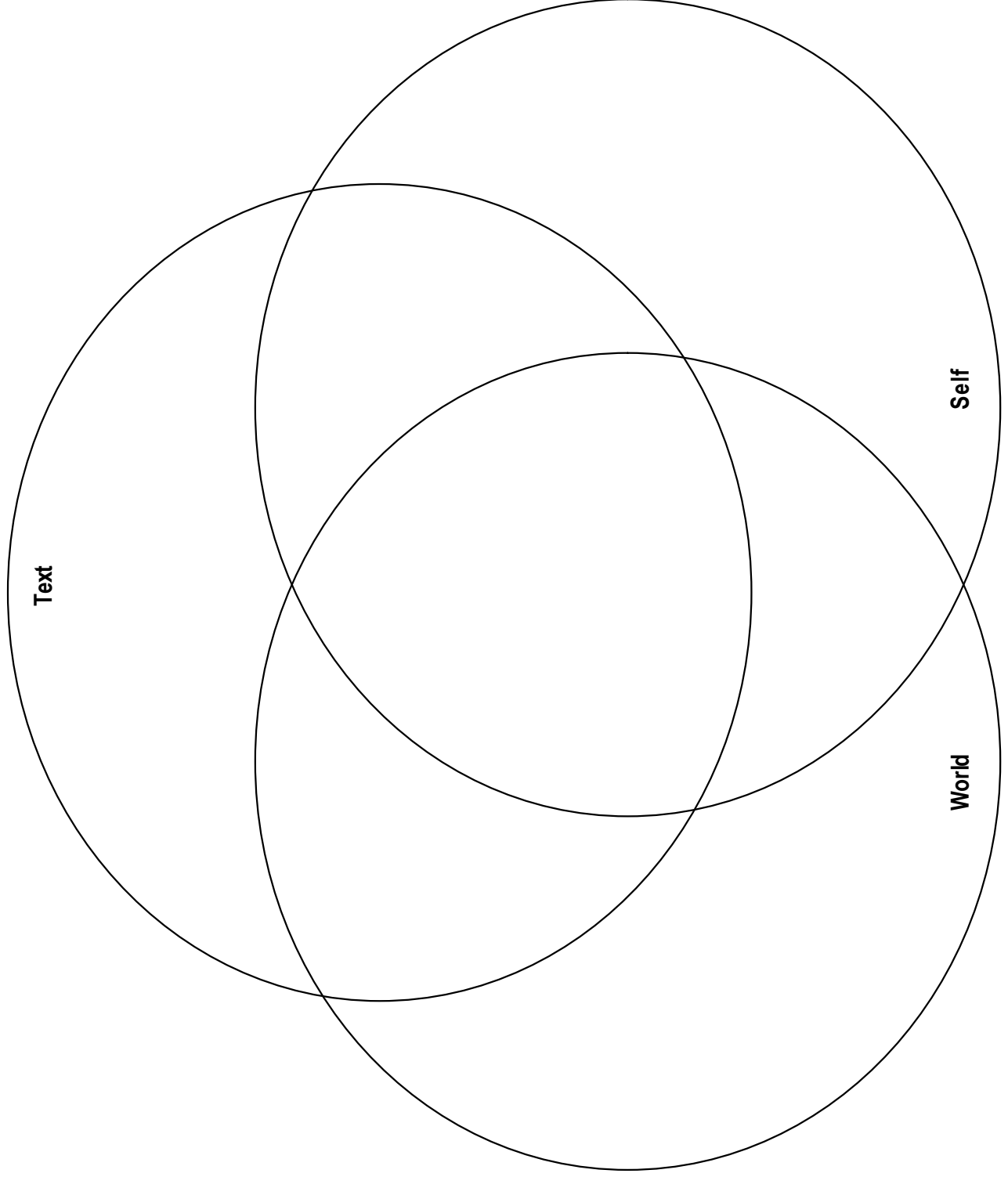


Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS



Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS

Directions: Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question

Text	
Self	
World	
Text-to-Self	
Text-to-World	
World-to-Self	
Text-Self-World	

Main Idea Organizer: Reading, Writing, Watching, Listening

Name: _____

Subject	
What are you writing about?	

Subject		
Detail	Detail	Detail
Details <ul style="list-style-type: none">ExamplesStoriesQuotationsExplanations		

Main Idea	
Main Idea What are you (or the author) saying <i>about</i> the subject? (i.e., what is the <i>point</i> you or the author want to make?)	

Name: _____

Key Concept Synthesis

Period: _____

Directions: Use the following graphic organizer to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most important concepts this way: If you had to explain the reading to someone who had not read the text, what are the five most important concepts you would want them to understand? Use a highlighter and marginal notes to identify important concepts as you read, and **then** complete the graphic organizer once you have completed the reading.

Five Key Concepts (with page #s)	Put the Concept in Your own Words	Explain Why the Concept is Important & Make Connections to other Concepts
1.		
2.		

3.

4.

5.

Name: _____

Date: _____

Text Statement

Page

My Response

GO.15.1

TRIPLE ENTRY JOURNAL

Name: _____ Date: _____

QUOTES

THOUGHTS AND FEELINGS

RELATING

Name: _____

Period: _____

PREDICTION GUIDE

MAKING PREDICTIONS		
<ul style="list-style-type: none">• What will the text be about?• What will happen later in the text?• What are different possible outcomes?		
GROUNDING PREDICTIONS		REVISITING PREDICTIONS
<ul style="list-style-type: none">• What are you basing your predictions on?• Are you equally confident that all of your predictions about the text will come true?		<ul style="list-style-type: none">• As you read, keep track of your predictions• Are you predictions confirmed or disconfirmed?• Do you need to revise your predictions based on what you have read?

PROCESSING PREDICTIONS
<ul style="list-style-type: none">• How did the process of making and revisiting predictions help you to understand the text?

"Right There"

"Right There" questions require you to go back to the passage and find the correct information to answer the question. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. "Right There" questions sometimes include the words "According to the passage..." "How many..." "Who is..." "Where is..." "What is..."

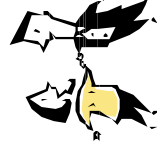


"Think and Search"

"Think and Search" questions usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. "Think and Search" questions sometimes include the words "The main idea of the passage..." "What caused..." "Compare/contrast..."



Question-Answer Relationships



"On My Own"

"On My Own" questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. "On My Own" questions sometimes include the words "In your opinion..." "Based on your experience..." "Think about someone/something you know..."

"Author and You"

"Author and You" questions require you to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulate your own ideas or opinions. "Author and You" questions sometimes include the words "The author implies..." "The passage suggests..." "The speaker's attitude..."

Process Notes

READ WRITE

TALK REPRESENT

Name	Date
Topic	Period

READ/LISTEN/OBSERVE

Describe the process by taking notes about:

- What happens/changes
- Where things happen (location)
- Who or what is involved
- How it happens/how it changes
- When things happen (the sequence)

REPRESENT

Explain (visually) the process. Focus on:

- Stages of the process
- Changes during the process
- Patterns within the process
- Cause and effect throughout the process
- Key moments within the process

WRITE: Respond

Discuss the process using the following questions:

- Why causes the events or changes?
- How is this process similar to others?
- How is this process different from others?
- Did you get your expected result?
- What mattered most in the process--and why?

WRITE/TALK: Reflect and Review -->

Explore the:

- Implications of the process and results
- Other possible outcomes or applications
- Importance of the process and results
- Alternative explanations of or responses to it
- Process: What happened and why (Summarize)

BEGINNING – MIDDLE – ENDING

Beginning

1.

2.

3.

Middle

4.

5.

6

Ending

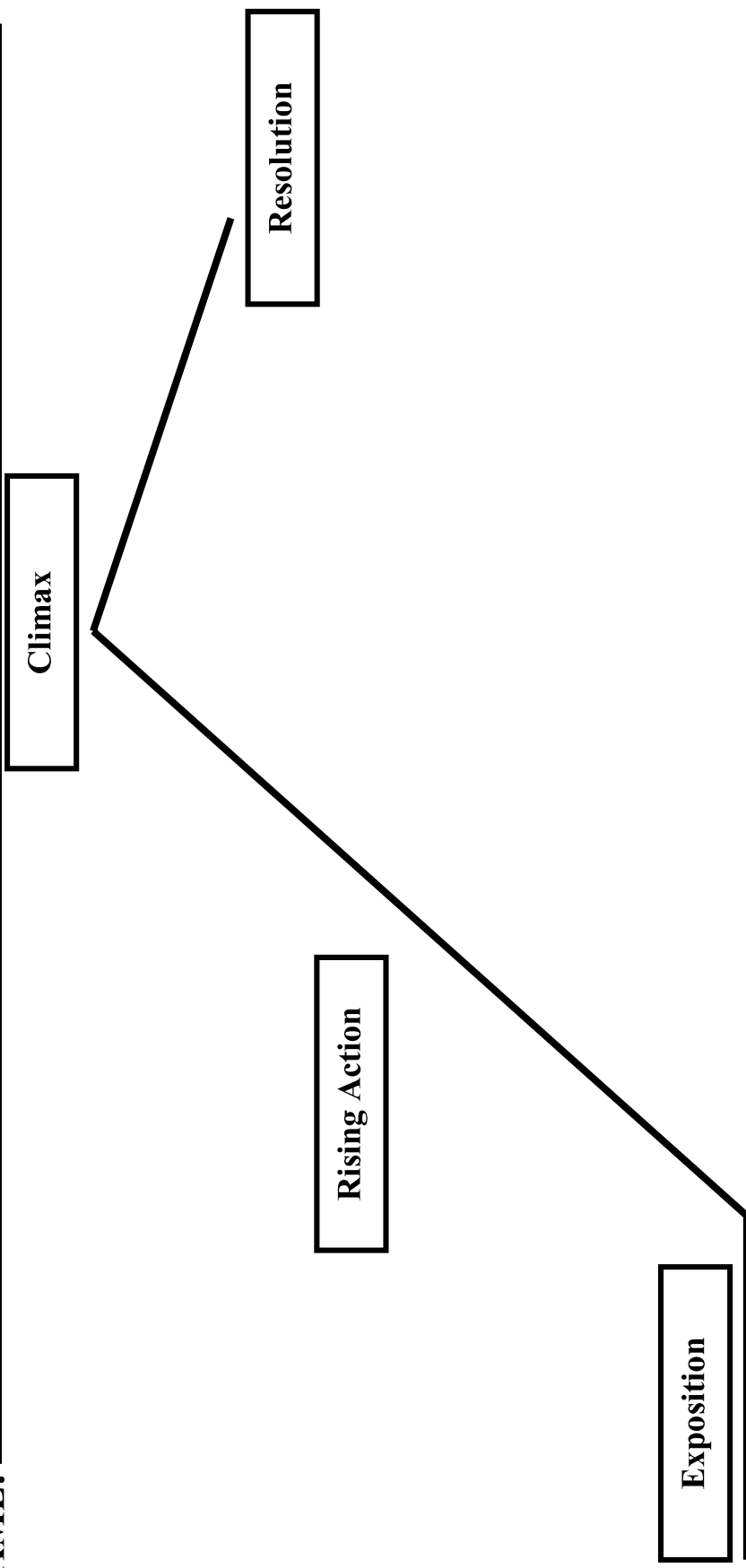
10.

11.

12.

GRAPHIC ORGANIZER FOR PLOT

NAME: _____



GO.19.2

TITLE: _____

AUTHOR: _____

STORY PLAN

SOMEBODY

Character
Who?

WANTED

Goal
What were they trying
to do?

BUT

Conflict
What got in their
way?

SO

Resolution
How did they solve their
problem?
How did they reach their
goal?

TITLE: _____

Name: _____ **Date:** _____

Ascending Action to the Climax

E.

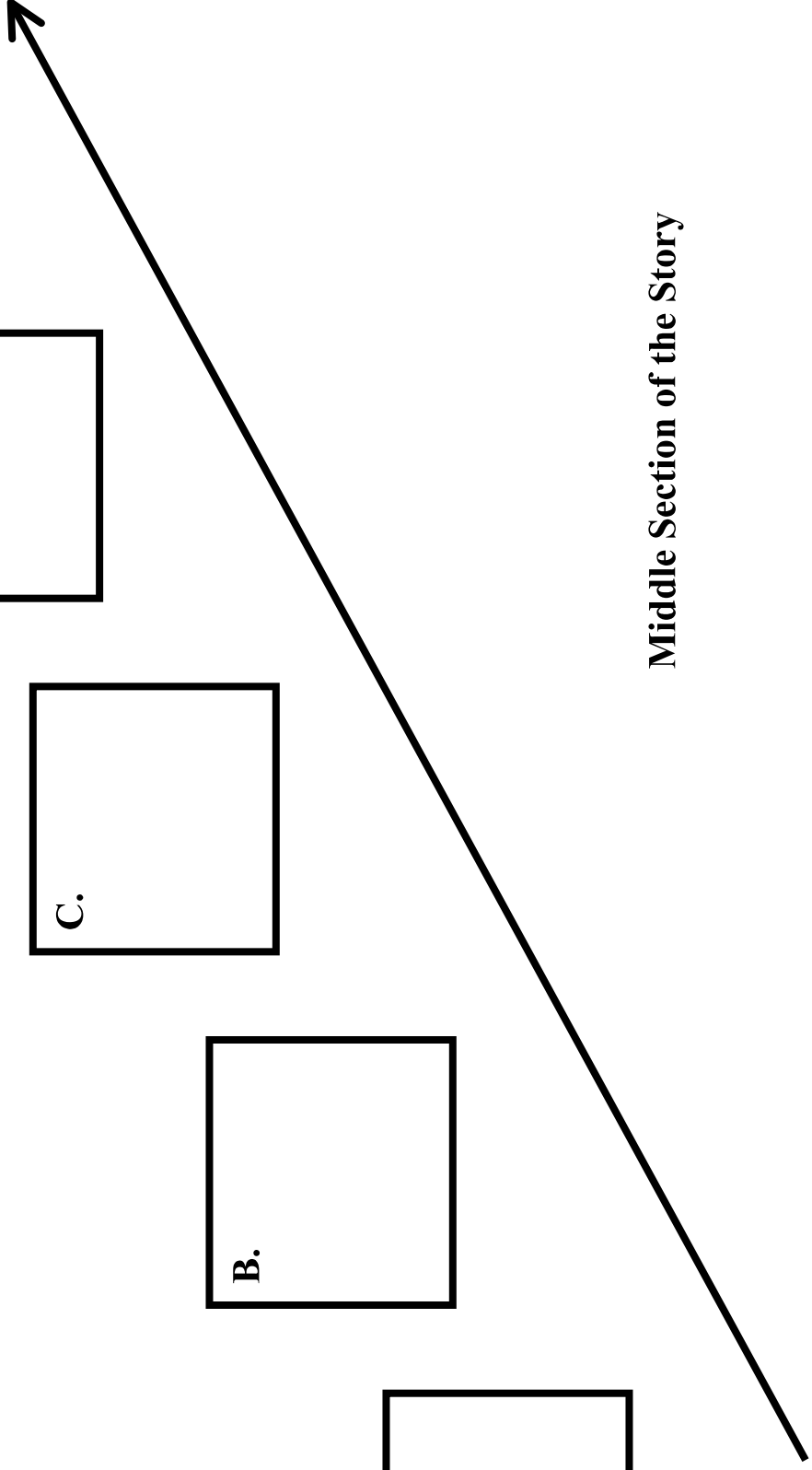
D.

C.

B.

A.

GO.19.4



Middle Section of the Story

BY: _____ DATE: _____

1. A Picture of the Setting of the Story: My picture shows WHO , WHERE , and WHEN .
--

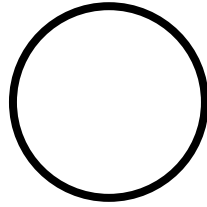
2. What happens <u>First</u> ?	3. What happens <u>Next</u> ?
4. What happens <u>After</u> that?	5. <u>Then</u> ?

6. What happens at the end of the story?
--

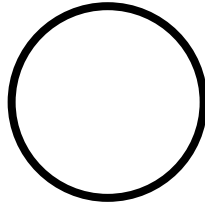
GREAT BEGINNINGS

Name: _____ Date: _____

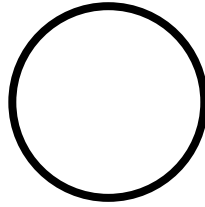
(sound)



(action)

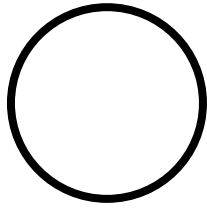


(thought/question)

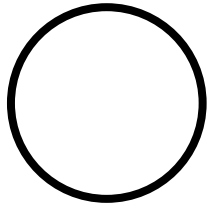


GREAT BEGINNINGS II

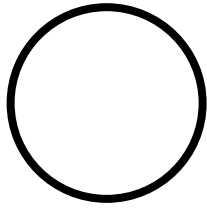
Name: _____ Date: _____



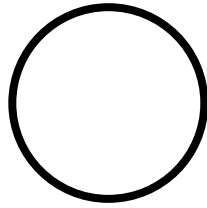
(action)



(dialogue)



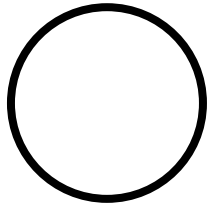
(sound)



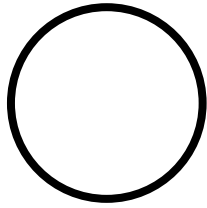
(thought/question)

MEANINGFUL ENDINGS

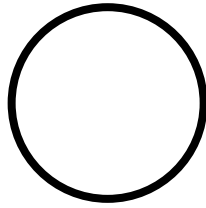
Name: _____ Date: _____



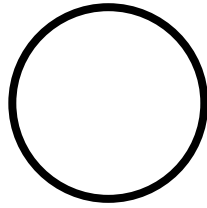
Main Character's Memories _____



Character's Feelings about the Main Event _____



Main Character's Decision _____



Main Character's Hope or Wish _____

Topic: _____

Name: _____ Date: _____

CONFLICT SOLUTION MAP

Reading Selection: _____

Setting

Who

What

Where

When

Conflict

1.

Order of

Action

2.

3.

4.

Solution

to the

problem

1.

2.

3.

4.

Topic: _____

Name: _____ Date: _____

STORY MAP

Story: _____

<u>Setting</u>		<u>Characters</u>
<u>Problem</u>		
<u>Beginning</u>	<u>Middle</u>	<u>End</u>
<u>Solution</u>		

Name: _____ Date: _____

(include colors, shapes, sounds, smells, etc.)

[illegible]

Story Title: _____
Author: _____ Student Name: _____ Date: _____

Characters → Actions (events) → Setting

Name: _____

Period: _____

PREDICTION GUIDE

MAKING PREDICTIONS	GROUNDING PREDICTIONS	REVISITING PREDICTIONS
<ul style="list-style-type: none">• What will the text be about?• What will happen later in the text?• What are different possible outcomes?	<ul style="list-style-type: none">• What are you basing your predictions on?• Are you equally confident that all of your predictions about the text will come true?	<ul style="list-style-type: none">• As you read, keep track of your predictions• Are you predictions confirmed or disconfirmed?• Do you need to revise your predictions based on what you have read?

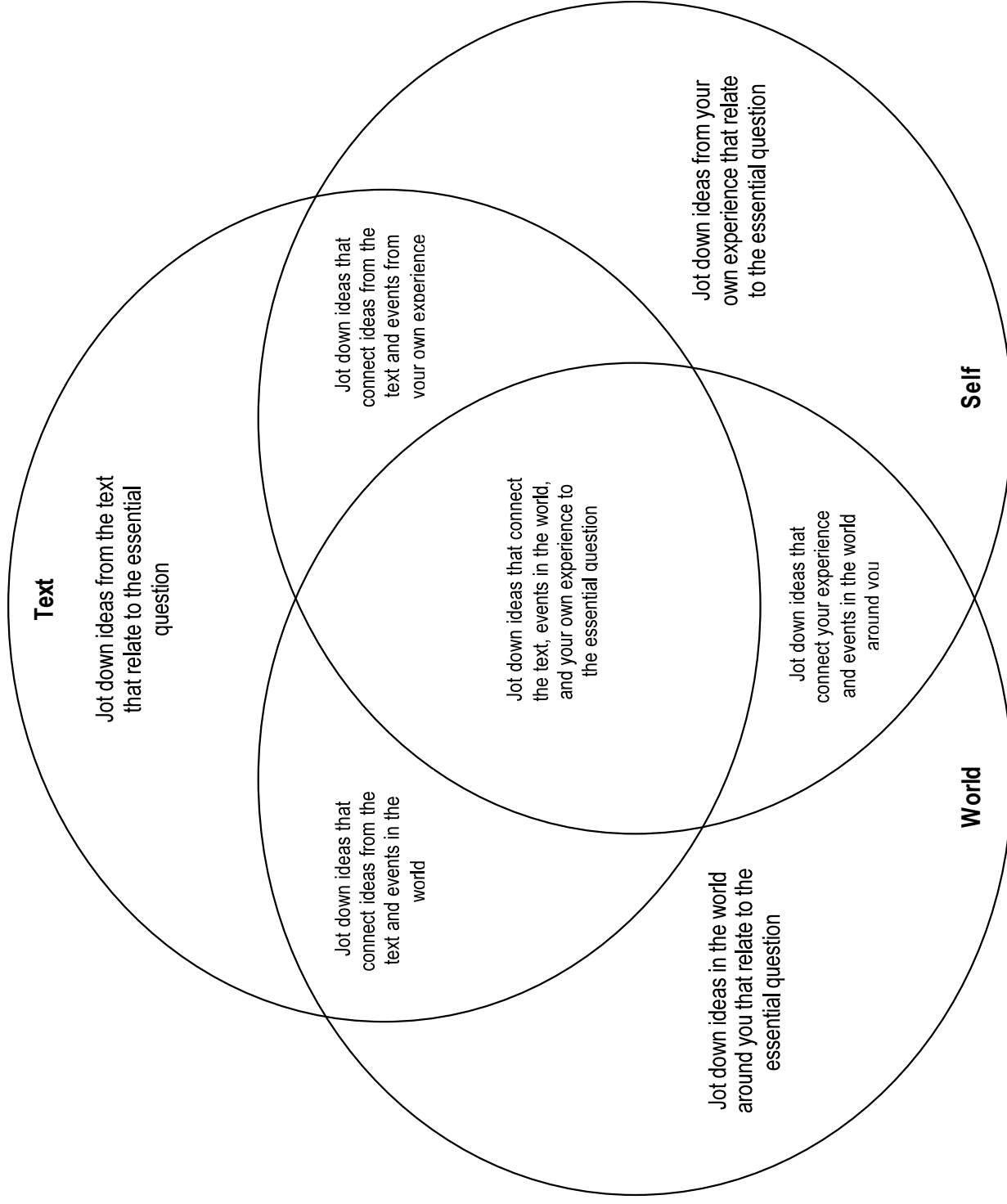
PROCESSING PREDICTIONS
<ul style="list-style-type: none">• How did the process of making and revisiting predictions help you to understand the text?

Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS

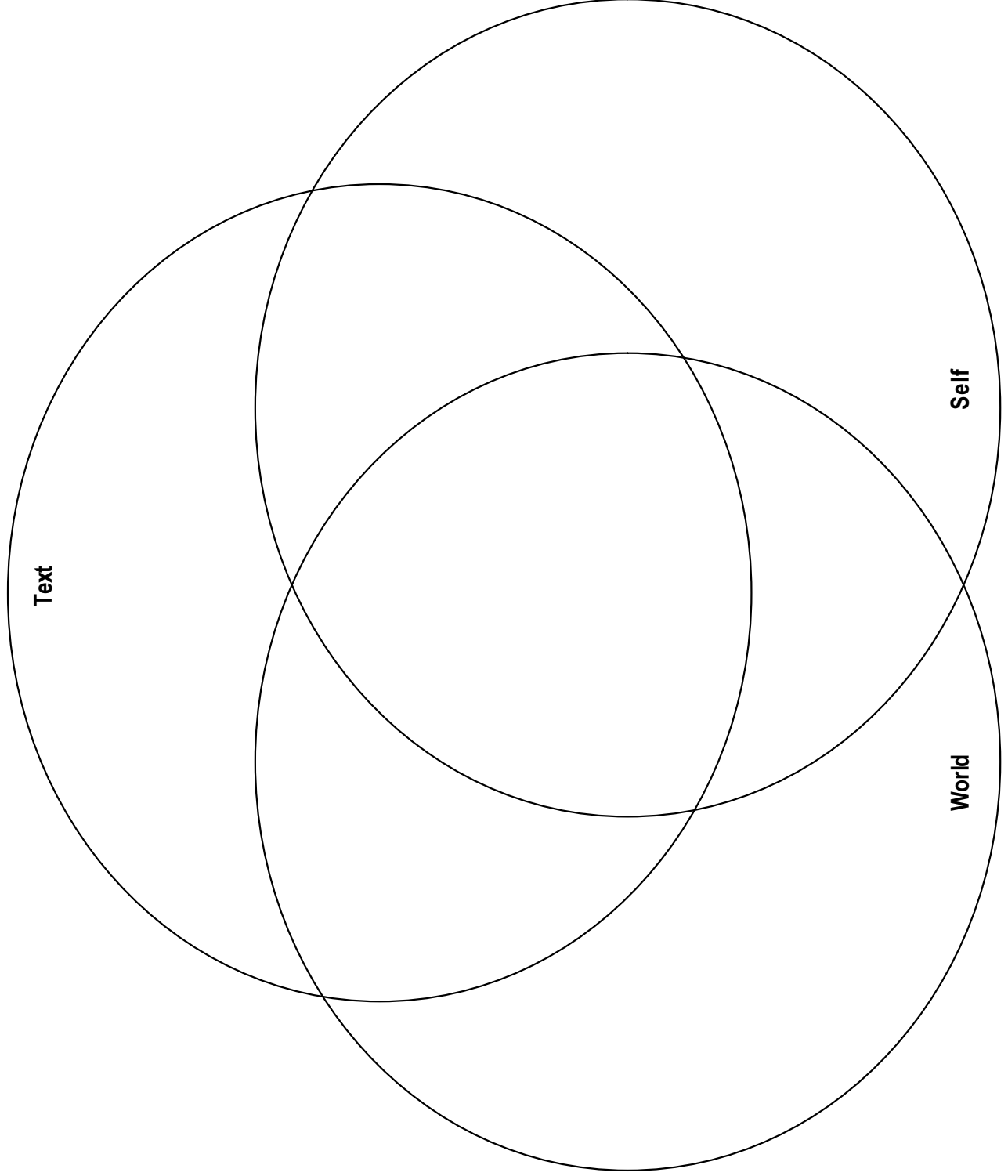


Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS



Name: _____

Period: _____

Essential Question: _____

TEXT CONNECTIONS

Directions: Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question

Text	
Self	
World	
Text-to-Self	
Text-to-World	
World-to-Self	
Text-Self-World	

Name: _____

Per. _____

T.A.P.

Topic What am I writing about? What do I know about this topic? What additional information do I need to write about this topic? Where will I find this information?	Audience Who will read what I write? What does my audience already know about the topic? What opinions will my audience have on the topic? How will the intended audience influence what I writer and the way I write it?	Purpose What do I want this piece of writing to accomplish? What reaction or response do I want my audience to have? How will my purpose for writing influence what I writer and how I write it?

Name: _____

Period: _____

REVISED KWL CHART

WHAT I KNOW FOR SURE ABOUT THIS TOPIC	WHAT I THINK I KNOW, BUT AM NOT SURE ABOUT THIS TOPIC	WHAT I WOULD LIKE TO LEARN ABOUT THIS TOPIC	CONNECTIONS BETWEEN THIS TOPIC AND OTHER THINGS I KNOW