READING SKILLS

GRAPHIC ORGANIZERS

making INFERENCES
AS YOU READ

Name: _____

Readers use details and examples from the t___
their background knowledge to help them u___

TEXT EVIDENCE: | BACK...

MY INFERENCE...

T E X T FEATURES
scavenger hunt

...ow does this help the reader?

POINT OF VIEW
for the same event or topic

TEXT 2

POINT OF VIEW

...NTS ALIKE?
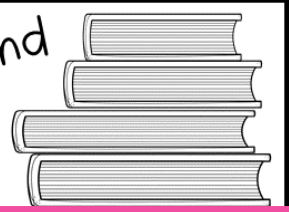
MAIN IDEA and
KEY DETAILS

MAIN IDEA

| KEY DETAIL | KEY DETAIL | KEY DETAIL |

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5 FLEXIBLE FORMATS!

MAIN IDEA and
KEY DETAILS

FICTION AND NONFICTION
3RD – 5TH GRADES

3 FORMATS FOR EACH!

1 **PRINT**: FULL PAGE FOR HANDOUTS OR SPIRAL - BOUND NOTEBOOKS
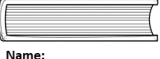
main idea and KEY DETAILS

Name: _____

WHAT IS THE MAIN IDEA?

KEY DETAIL: | KEY DETAIL: | KEY DETAIL:

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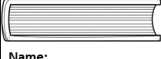**2** **PRINT**: HALF PAGE: TO GLUE INTO READER'S NOTEBOOKS

main idea and KEY DETAILS

Name: _____

WHAT IS THE MAIN IDEA?

KEY DETAIL: | KEY DETAIL: | KEY DETAIL:

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main idea and KEY DETAILS

Name: _____

WHAT IS THE MAIN IDEA?

KEY DETAIL: | KEY DETAIL: | KEY DETAIL:

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**3** **DIGITAL**: GOOGLE SLIDES OR PPT

main idea and KEY DETAILS

WHAT IS THE MAIN IDEA?
Text

KEY DETAIL:
Text

KEY DETAIL:
Text

KEY DETAIL:
Text

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Reasons to Use Graphic Organizers:

- **To help students organize information visually - "dual coding"**
- **To help students communicate knowledge and ideas about reading**
- **To review reading skills related to the chosen text**
- **To help establish a predictable activity/routine at reading centers**
- **As a reference for students**
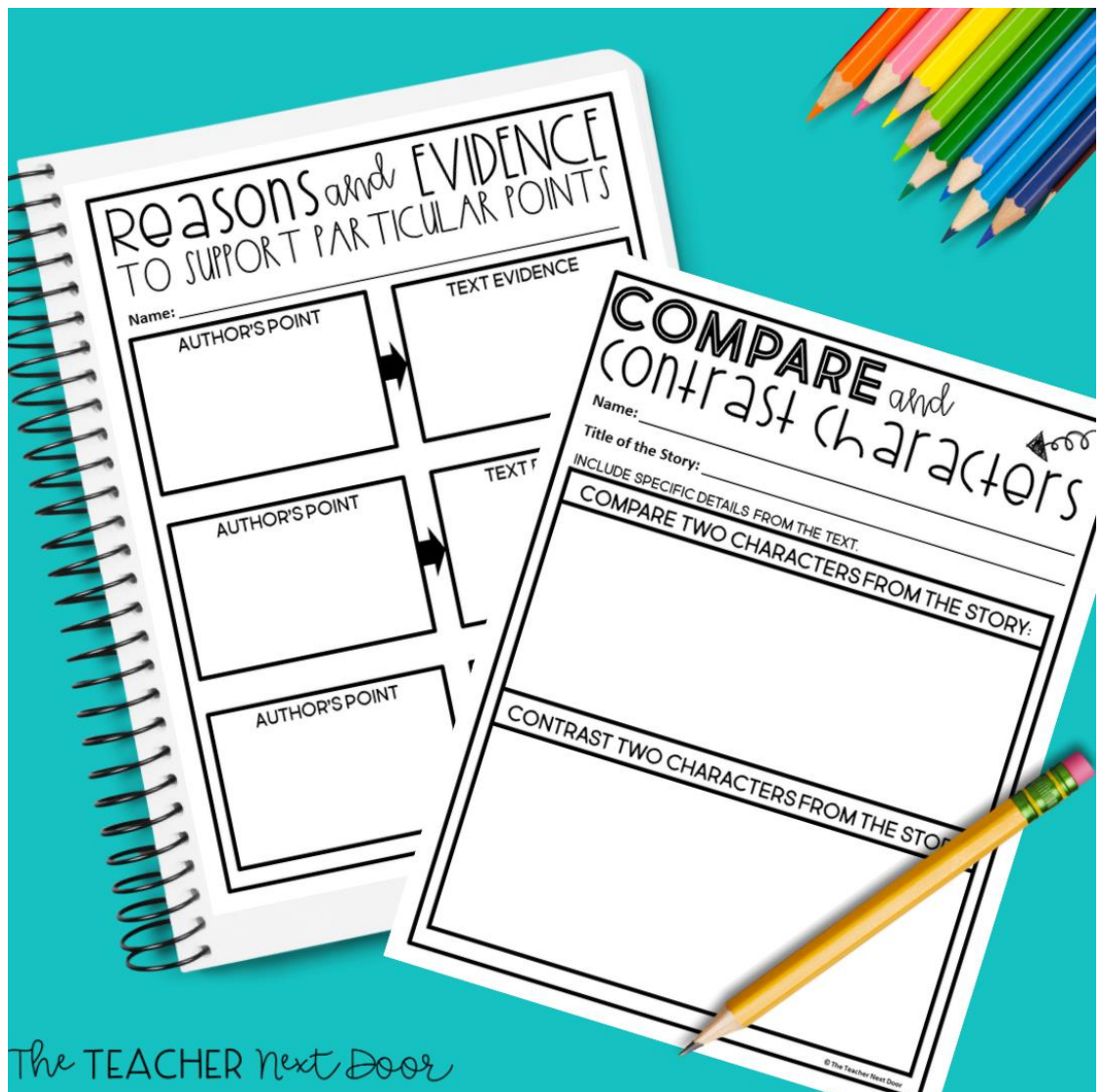
When to Use Graphic Organizers:

- **To reinforce mini-lessons in Reading Workshop/Guided Reading**
- **To give students an organized way to write a reading response, to take notes for research, or as a pre-writing activity**
- **To review reading concepts for whole-class, strategy groups, or small groups**
- **As an assessment tool**

FINDING PROOF: Reasons and Evidence

Name: _____

WHAT IS THE AUTHOR'S POINT IN THIS TEXT?:

WHICH REASONS OR EVIDENCE SUPPORT THIS POINT?

WHAT IS THE AUTHOR'S POINT IN THIS TEXT?:

WHICH REASONS OR EVIDENCE SUPPORT THIS POINT?

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COMPARE AND CONTRAST the THEMES

Name: _____

STORY #1	STORY #2
THE THEME IN THIS TEXT:	THE THEME IN THIS TEXT:
HOW ARE THE THEMES ALIKE?	HOW ARE THE THEMES DIFFERENT?

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CENTRAL MESSAGE

Name: _____

Title of the Story: _____

THE CENTRAL MESSAGE IS:
• The lesson from the story
• A big idea about life
• What the author wants readers to learn

CENTRAL MESSAGE:

HOW DO YOU KNOW?

KEY DETAIL:	KEY DETAIL:	KEY DETAIL:

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NONFICTION SUMMARY

Name: _____

1	S = State the Text and Author	2	A = Action Verb
3	M = Main Idea	4	I = Important Details

*** End with a closing sentence.

Summary

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Cause and EFFECT

Name: _____

CAUSE	EFFECT
CAUSE	EFFECT
CAUSE	EFFECT
CAUSE	EFFECT

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Context Clues

Name: _____

Title of the Story: _____

UNKNOWN WORD	CONTEXT CLUES	MEANING

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THE MAIN IDEA and KEY DETAILS

Name: _____

TOPIC

MAIN IDEA

KEY DETAIL	KEY DETAIL	KEY DETAIL

SUMMARY

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Asking and Answering QUESTIONS

Name: _____

Readers ask themselves questions before, during, and after reading. As they read, they look for information to help answer those questions.

BEFORE READING: I WONDER...	WHAT I FOUND OUT:
DURING READING: I WONDER...	WHAT I FOUND OUT:
AFTER READING: I WONDER...	WHAT I'M THINKING:

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Making INFERENCES AS YOU READ

Name: _____

Readers use details and examples from the text (text evidence) combined with their background knowledge to help them understand the meaning of the text.

TEXT EVIDENCE:	BACKGROUND KNOWLEDGE:

MY INFERENCE:

TEXT EVIDENCE:	BACKGROUND KNOWLEDGE:

MY INFERENCE:

TEXT EVIDENCE:	BACKGROUND KNOWLEDGE:

MY INFERENCE:

POINT OF VIEW for the same event or topic

Name: _____

TEXT 1	TEXT 2
POINT OF VIEW	POINT OF VIEW

HOW ARE THE ACCOUNTS ALIKE?

HOW ARE THE ACCOUNTS DIFFERENT?

THEME AND SUMMARY

Name: _____

Title of the Story: _____

THEME:

DETAILS FROM THE TEXT SUPPORTING THE THEME:

SUMMARY:

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TEXT FEATURES SCAVENGER HUNT

Name: _____

Text Feature	Page Number	How does this help the reader?

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120 GRAPHIC ORGANIZERS TOTAL

60 FICTION:

Asking and Answering Questions (2) RL 3.1 RL 4.1

Answering Questions Using Inferences RL 4.1

Making Inferences As You Read RL 4.1

Quoting Evidence From the Text RL 5.1

Retelling a Story RL 3.2

Retell a Story RL 3.2

The Central Message (3) RL 3.2

Write a Summary RL 4.2 RL 5.2

Theme and Summary RL 4.3 RL 5.3

Wring About the Theme and the Summary RL 4.4 RL 5.2

The Theme RL 4.2 RL 5.2

Finding the Theme RL 4.2 RL 5.2

Theme and Summary (How Characters Respond to Challenges) RL 5.2

Writing About the Theme and a Summary in Poetry RL 5.2

Describing Characters (FAST) RL 3.3 RL 4.3

Characters Can Be Described Using FAST RL 4.3

Describe the Story Elements (2) RL 4.3

Describe the Characters in Depth RL 4.3

Describe the Setting in Depth RL 4.3

Describe the Plot in Depth RL 4.3

Compare and Contrast Characters RL 5.3

Compare and Contrast Settings RL 5.3

Compare and Contrast Events RL 5.3

Compare and Contrast RL 5.3

Literal and Nonliteral Word Meanings (2) RL 3.4

Context Clues (2) RL 3.4 RL 4.4 RL 5.4

Context Clues (Words/Phrases in Mythology) RL 4.4

Using Context Clues with Figurative Language RL 5.4

My Context Clues Strategies RL 4.4 RL 5.4

Parts of Stories RL 3.5

Parts of Dramas RL 3.5

Parts of Poems RL 3.5

Elements of Poetry RL 4.5 RL 5.5

Elements of Drama RL 4.5 RL 5.5

Elements of Prose RL 4.5 RL 5.5

Point of View (Perspective) (2) RL 3.6

Point of View: Who is Telling the Story? (first person and third person) RL 4.6

Point of View (1st, 2nd, and 3rd person – 3 with three variations) (2) RL 5.6

How Do Illustrations Add to the Text? (2) RL 3.7

Connections Between the Text and a Presentation of the Text (2) RL 4.7
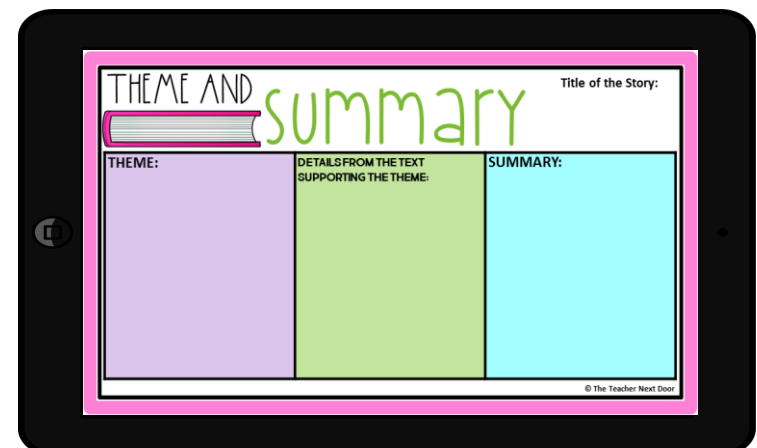
Visual and Multimedia Elements With Text (2) RL 5.7

Compare and Contrast Books (Settings, Plot, Theme) (2) RL 3.9

Compare and Contrast Books RL 4.9 RL 5.9

Compare and Contrast Books Themes and Plots (4) RL 4.9

Compare and Contrast Books in the Same Genre RL 5.9

THEME AND summary   Title of the Story:

THEME: DETAILS FROM THE TEXT SUPPORTING THE THEME: SUMMARY:

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120 GRAPHIC ORGANIZERS TOTAL

60 NONFICTION:

Good Readers Ask and Answer Questions Using the Text RI 3.1

Asking and Answering Questions from the Text RI 3.1

Refer to the Text to Support Your Answers RI 4.1

Making Inferences as You Read RI 4.1 RI 5.1

Quote Accurately From the Text (2) RI 5.1

Main Idea and Key Details (3) RI 3.2 RI 4.2

Two or More Main Ideas with Key Details RI 5.2

Two or More Main Ideas, Key Details, and a Summary RI 5.2

Writing a Nonfiction Summary (2) RI 4.2 RI 5.2

Nonfiction Sequencing (2) RI 3.3

Cause and Effect RI 3.3 RI 4.3 (4)

Relationships Between Individuals. Events, Ideas, or Concepts RI 5.3

One Cause, Two or More Effects (3) RI 5.3

Two or More Causes and One Effect (2) RI 5.3

Context Clues (6) RI 3.4 RI 4.4 RI 5.4

Text Features (6) RI 3.5

Informational Text Structures (3) RI 4.5 RI 5.5

Comparing Informational Text Structures RI 5.5

Point of View: Nonfiction – Perspective (3) RI 3.6

Point of View - firsthand and secondhand account (3) RI 4.6

Point of View for the Same Event or Topic (2) RI 5.6

Illustrations Increase Understanding RI 3.7

Visual, Oral, and Multimedia Information Adds to Nonfiction Text RI 4.7

Using Multiple Sources to Find Information Text RI 5.7

Make Logical Connections to Find Text Evidence RI 3.8

Finding Proof: Reasons and Evidence RI 4.8

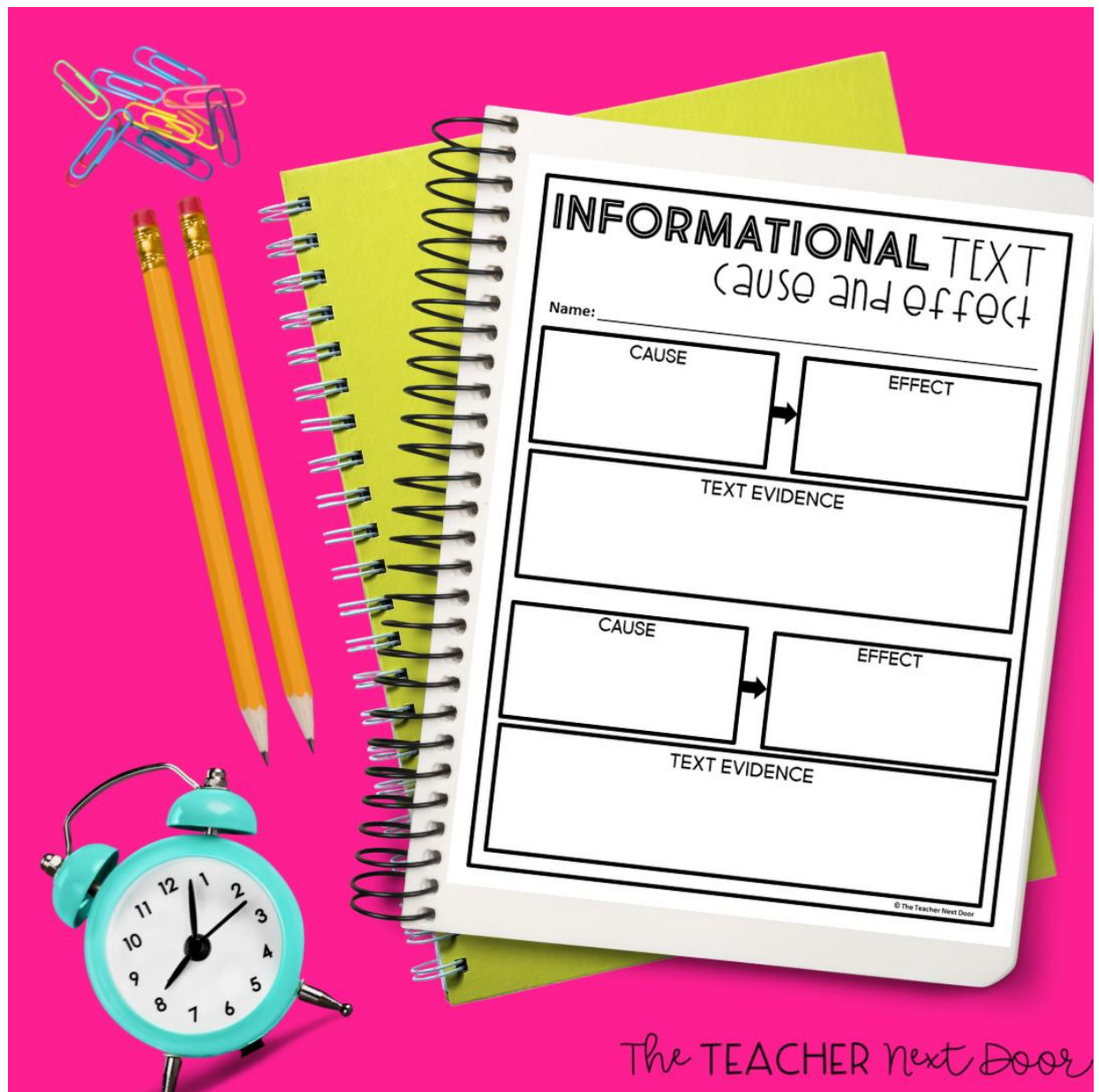Reasons and Evidence to Support Particular Points RI 4.8 RI 5.8

Text Evidence for Nonfiction: Connecting Points with Proof RI 5.8

Compare Two Nonfiction Texts RI 3.9

Combine Information From Two Texts (2) RI 4.9

Integrate Information from Several Texts (2) RI 5.9
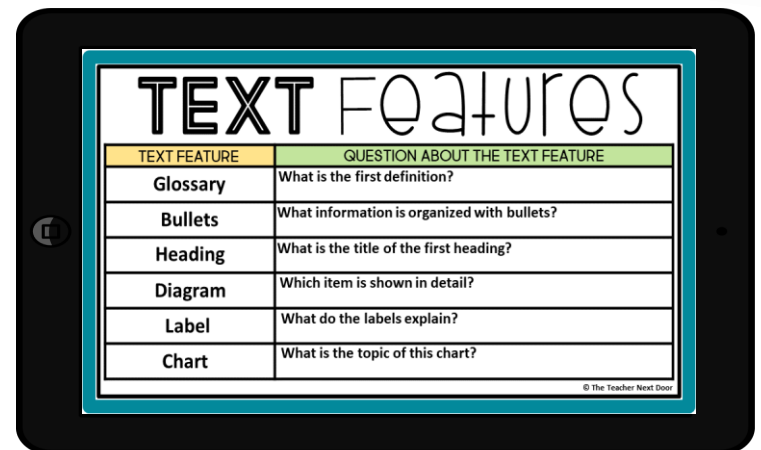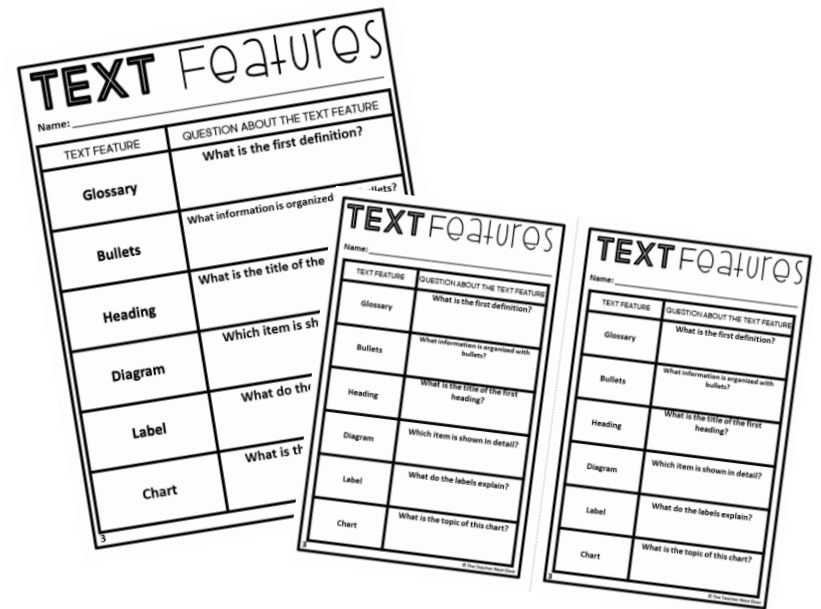
PLEASE NOTE: There are no Common Core notations on the anchor charts themselves.

Want to save some time?

These 120 Print-and-Go or NO-PREP Digital graphic organizers will make your teaching day easier!

INFORMATIONAL TEXT
Cause and Effect

Name: _____

| CAUSE | → | EFFECT |

TEXT EVIDENCE

| CAUSE | → | EFFECT |

TEXT EVIDENCE

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Why you'll love using these graphic organizers:

- Versatile with 3 formats for each graphic organizer
- One or more graphic organizers per standard
- Can be used with any fiction or nonfiction text
- No "cutesy" clip art, so they can be used with older students
- Use them year after year