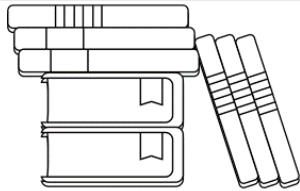


READING SKILLS

ANCHOR CHARTS

ALL ABOUT THE
THEME



WHAT IS IT?

- The lesson or central message of the story
- A big idea about life
- What the author wants readers to learn

QUOTE ACCURATELY
from the **TEXT**

COMPARE and
CONTRAST

ACT words.
the quote.

main idea and
KEY DETAILS



THE MAIN IDEA IS THE BIG IDEA!

IT IS A SENTENCE THAT TELLS WHAT THE TEXT IS MOSTLY ABOUT.

WHERE TO FIND CLUES ABOUT THE MAIN IDEA?

- | | |
|------------|---------------------------------|
| • Title | • Repeated words |
| • Headings | • First sentence of a paragraph |
| • Pictures | • Last sentence of a paragraph |

**5 FLEXIBLE
FORMATS!**

NONFICTION
POINT of VIEW



FICTION AND NONFICTION
3RD – 5TH GRADES

THE TEACHER NEXT DOOR

5 FORMATS FOR EACH!

1 PRINT:

| POINT of VIEW | |
|--|---|
| 1 st PERSON | <ul style="list-style-type: none">The story is told by a character in the storyClue Words: I, Me, My, Ours, We, Us |
| 2 nd PERSON | <ul style="list-style-type: none">The author speaks directly to the readerClue Words: You, Yours |
| 3 rd PERSON | <ul style="list-style-type: none">The narrator is NOT in the storyClue Words: He, She, They, Names |
| • Objective | <ul style="list-style-type: none">Tells the story as a neutral observer |
| • Limited | <ul style="list-style-type: none">Knows only one character's thoughts and feelings |
| • Omniscient | <ul style="list-style-type: none">Knows the thoughts and feelings of ALL characters |
| REMEMBER: <ul style="list-style-type: none">Different points of view means that events in a story can be described in several different waysThink about how the point of view might change a story | |

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2 PRINT: FOR NOTETAKING

| POINT of VIEW | |
|------------------------|--|
| 1 st PERSON | |
| 2 nd PERSON | |
| 3 rd PERSON | |
| • Objective | |
| • Limited | |
| • Omniscient | |
| REMEMBER: | |

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3 HALF PAGE: TO GLUE INTO READER'S NOTEBOOKS

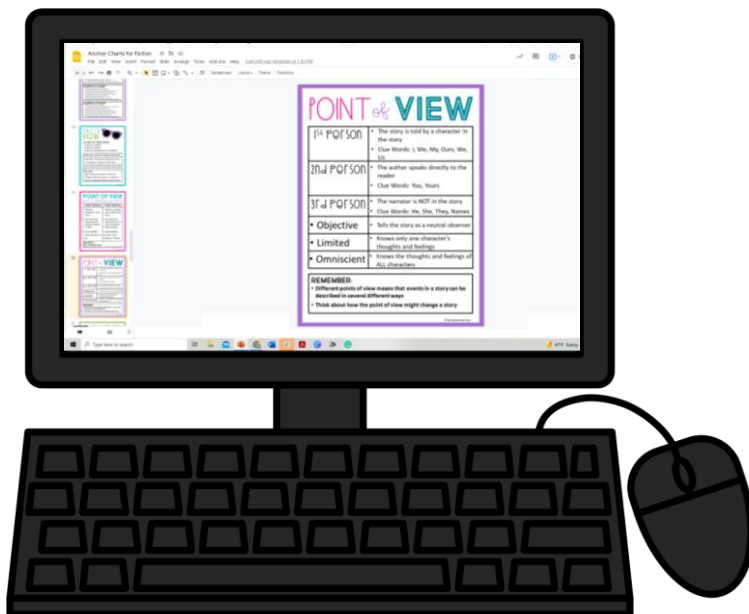
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4 DIGITAL: GOOGLE SLIDES OR PPT

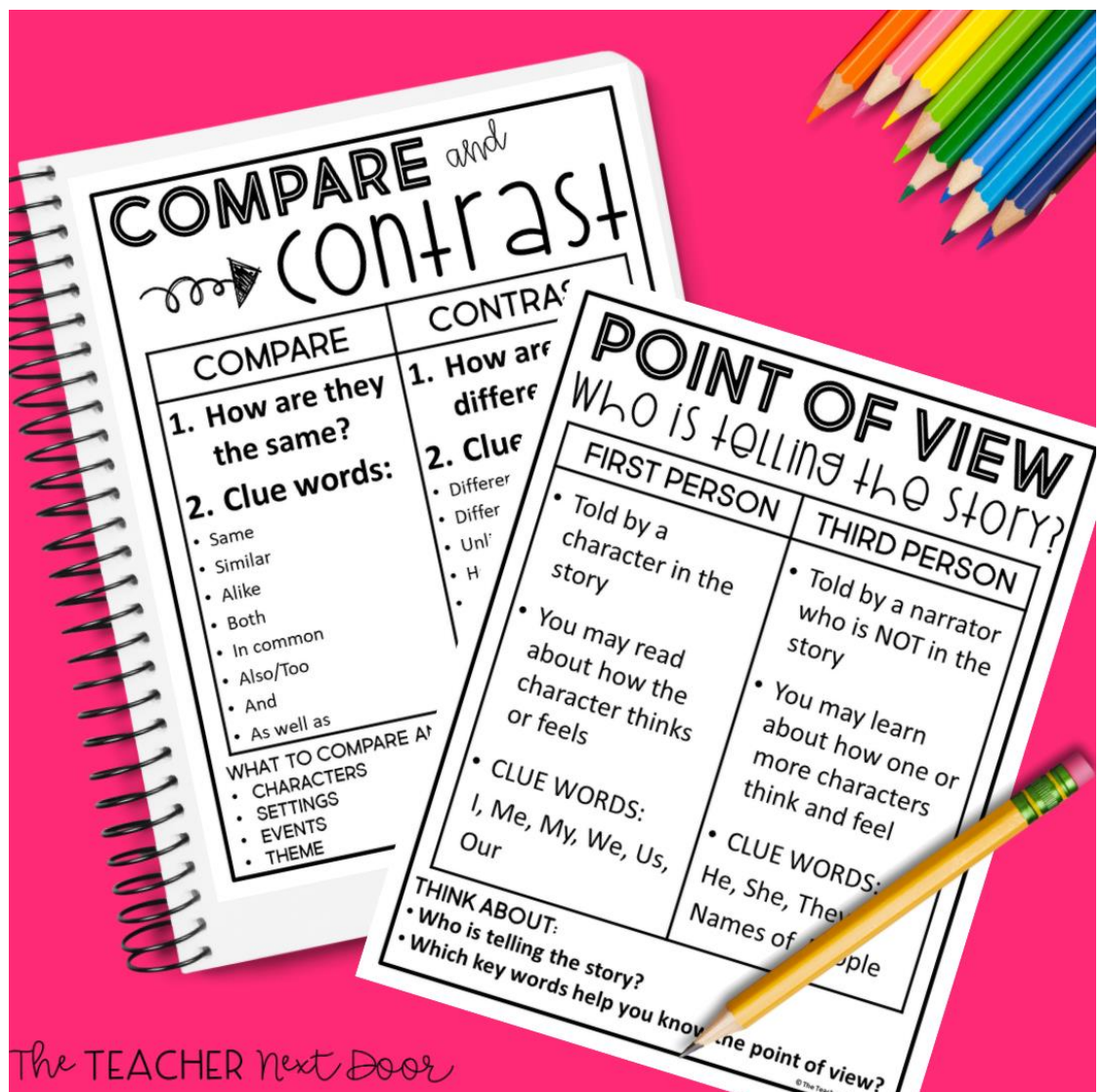


5 DIGITAL: FOR NOTETAKING



How to Use Anchor Charts:

- To introduce reading skills
- As an outline for teaching points
- To model reading concepts
- To focus reading discussions
- To help students organize information visually
- As a reference for students



When to Use Anchor Charts:

- Mini-lessons for Reading Workshop or Guided Reading
- Strategy groups or small group work to reinforce concepts
- Reading conferences
- Review or intervention

63 ANCHOR CHARTS

27 FICTION:

Answering Right There Questions RL 3.1
Different Ways to Answer Questions RL 4.1
How to Quote Evidence From the Text RL 5.1
Retelling a Story RL 3.2
Finding the Central Message RL 3.2
Writing a Summary RL 4.2 RL 5.2
All About the Theme RL 4.3 RL 5.3
Describing Characters (Think FAST) RL 3.3 RL 4.3
Describing Settings and Events RL 4.3
Story Elements RL 4.3 RL 5.3
Compare and Contrast RL 5.3
Context Clues RL 3.4 RL 4.4 RL 5.4
Literal and Nonliteral Word Meanings RL 3.4
Context Clues (Including Mythology) RL 4.4
Using Context Clues with Figurative Language RL 5.4
Stories, Dramas, and Poems RL 3.5
Poems, Drama, and Prose RL 4.5 RL 5.5
Point of View (Perspective) RL 3.6
Point of View (first person and third person) RL 4.6
Point of View (1st, 2nd, and 3rd person) RL 5.6
How Do Illustrations Add to the Text? RL 3.7
Connections Between the Text and a Presentation of the Text RL 4.7
Visual and Multimedia Elements With Text RL 5.7
Visual and Multimedia Elements And Text RL 5.7
Compare and Contrast Books (Sett., Plot, Theme) RL 3.9
Compare and Contrast Books (Themes & Events) RL 4.9
Compare and Contrast Books (Same Genre) RL 5.9

PLEASE NOTE: There are no Common Core notations on the anchor charts themselves.

36 NONFICTION:

Good Readers Ask and Answer Questions Using Text RI 3.1
Refer to the Text to Support Your Answers RI 4.1
Quote Accurately From the Text RI 5.1
Main Idea and Key Details RI 3.2 RI 4.2
The Main Idea and Key Details RI 3.2 RI 4.2
Two or More Main Ideas with Key Details RI 5.2
Writing a Nonfiction Summary RI 4.2 RI 5.2
Nonfiction Summary Example RI 4.2 RI 5.2
Nonfiction Sequencing RI 3.3
Cause and Effect RI 3.3
Types of Informational Text RI 4.3 RI 5.3
Inf. Text Cause and Effect Examples RI 4.3 RI 5.3
Relationships Between Individuals, Events, Ideas RI 5.3
Context Clues (elephants) RI 3.4
Context Clues (sloths) RI 4.4
Context Clues (hammerhead sharks) RI 5.4
Text Features (5 anchor charts) RI 3.5
Informational Text Structures RI 4.5 RI 5.5
Comparing Informational Text Structures RI 5.5
Point of View: Nonfiction (Perspective) RI 3.6
NF Point of View (firsthand and secondhand account) RI 4.6
Point of View for the Same Event or Topic RI 5.6
How Do Illustrations Increase Understanding? RI 3.7
Visual, Oral, and Multimedia Info. Adds to NF 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 Evid. to Support Particular Points RI 4.8 RI 5.8
Text Evidence for NF: Connecting Points with Proof RI 5.8
Compare Two Nonfiction Texts RI 3.9
Combine Information From Two Texts RI 4.9
Integrate Information from Several Texts RI 5.9

TEACHERS ARE SAYING THIS:

Excellent detailed visuals
for each reading skill all
in one place – life-
changing! Thank you!
(Jane D.)

Perfect for student
notebooks as a reference.
Fonts are easy to read for
students, concepts
digestible, and a great
tool to build
independence!
(Kelley M.)

These anchor charts
are great resources for
students to reference
skills and strategies
that have been
previously taught.
(Elaine C.)

This was a great tool
for my students to refer
back to, and they do,
often!
(Jennifer C.)



CONTEXT CLUES

CONTEXT CLUES CAN HELP READERS FIGURE OUT UNKNOWN WORDS

I = INFERENCE A GOOD GUESS

Scientist studying hammerhead shark fossils, believe that they first lived **approximately** twenty to fifty million years ago.

D = DEFINITIONS EXPLAIN THE WORD

The great hammerhead shark is **massive**! It grows up to 20 feet in length which is much larger than the 35 inch scallop bonnethead.

E = EXAMPLES INCLUDES AN EXAMPLE

Hammerhead sharks are possibly the most **distinctive** and unique type of shark. Their shape makes them easy to recognize.

A = ANTONYMS UNLIKE WORDS

Hammerhead sharks live in warm, **temperate** oceans around the world. They do not prefer to swim in colder waters.

S = SYNONYMS SIMILAR WORDS

Hammerhead sharks are usually not **hostile** but can become aggressive towards humans in certain situations.

USING CONTEXT CLUES with FIGURATIVE LANGUAGE

SOMETIMES WE USE CONTEXT CLUES TO FIGURE OUT THE MEANING OF FIGURATIVE LANGUAGE WORDS OR PHRASES.

IDIOM EXAMPLE:

My heart was beating wildly as I waited to perform. I started to shake but tried to calm down. I had terrible butterflies in my stomach.

What does "butterflies in my stomach" mean?

SIMILE EXAMPLE:

It was a warm day, and a lizard was sunning itself on a rock. When my cat saw the lizard, she wasted no time! She ran as fast as lightning to try to catch it.

What does "as fast as lightning" mean?

METAPHOR EXAMPLE:

Even if I'm in a bad mood, the minute I see my grandma, I start to feel better. She is my favorite person in the world. In fact, I think she is sunshine.

What does "she is sunshine" mean?

STORIES, DRAMAS, and POEMS

STORIES:

- Written in sentences and chapters
- Characters, settings, and events
- Beginning, middle, and ending
- A problem and a solution
- A central message or lesson

DRAMAS:

- Scenes are the actions from one part of the play
- Stories that can be acted out for an audience
- Scripts are the text of the play
- Characters with dialogue (talking)
- Stage directions tell actors what to do

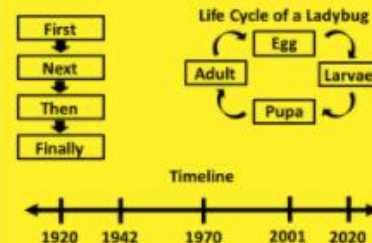
POEMS:

- Written in lines
- A group of lines is called a stanza
- Written to express an idea
- Many poems rhyme but not all
- Rhythm or beat (meter)

NONFICTION SEQUENCING

TO SEQUENCE MEANS TO PUT THINGS IN ORDER

EXAMPLES OF SEQUENCING IN NONFICTION:



SEQUENCING KEY WORDS:

- | | | | |
|---------|----------|--------------|--------------|
| • First | • Second | • Afterwards | • Initially |
| • Next | • Third | • Eventually | • To begin |
| • Then | • Before | • Meanwhile | • To finish |
| • Last | • Later | • After that | • As soon as |

TYPES OF INFORMATIONAL TEXT

READERS CAN FIND CAUSE AND EFFECT RELATIONSHIPS IN HISTORICAL, SCIENTIFIC, AND TECHNICAL TEXT.

HISTORICAL TEXT:

Historical texts tell about important people, places, and key events from the past. They help readers understand what caused events and what resulted from important events in history.

EXAMPLES:

Biographies, autobiographies, encyclopedias, timelines, diaries, history books, websites, old newspapers...

SCIENTIFIC TEXT:

Scientific texts describe information about the world and universe. They may include topics like space, the human body, rocks, weather, nature, and animals.

EXAMPLES:

Science books, articles, journals, photographs, charts and graphs, timelines, websites...

TECHNICAL TEXT:

Technical texts explain how something works or how to do something using steps in a sequence. Technical texts use specific vocabulary that are related to the concept.

EXAMPLES:

Directions, manuals, diagrams, articles, game rules, photographs, cookbooks, websites...

NONFICTION POINT of VIEW

FIRSTHAND ACCOUNT

Primary Source

An event was described by someone who was there to see it or experience it.

- Diaries or Journals
- Interviews
- Autobiographies
- Speeches
- Photos/Videos

Pronouns: I, Me, Myself, We, Us, Ourselves...

THINK ABOUT:

- Who is telling the story? Was that person there?
- What are the similarities and differences in both accounts?
- Is the information the same?
- Is the focus of the text the same?

SECONDHAND ACCOUNT

Secondary Source

An event was described by someone who was NOT there to see it or experience it.

- Textbooks
- Encyclopedias
- Biographies
- Newspapers
- Magazine Articles

Pronouns: He, She, They, You, Himself, Herself, Themselves...

writing a NONFICTION SUMMARY

WRITING A SUMMARY IS A SHORT WAY TO TELL ABOUT THE MOST IMPORTANT PARTS OF THE TEXT

S = STATE THE TEXT (AND AUTHOR)

A = ACTION VERB

M = MAIN IDEA

I = IMPORTANT DETAILS

*** END WITH A CLOSING SENTENCE

ACTION VERBS:

- | | | |
|-------------|-------------|---------------|
| • Describes | • Shows | • Highlights |
| • Explains | • Tells | • Presents |
| • Lists | • Compares | • Identifies |
| • Teaches | • Contrasts | • Illustrates |

COMPARE and CONTRAST books

WE CAN LOOK AT STORIES TO SEE HOW THEY ARE SIMILAR AND DIFFERENT!

SETTINGS:

- Do the books happen in the same place?
- Are the books set in the same time period?

PLOT:

- Do the books have similar problems and solutions?
- Do the books have beginning, middles, and endings that are alike?
- Do the books have events that are similar?

THEME:

- Did the author's message or moral of the story seem the same in both books?
- Was the central message or lesson similar in both stories?

COMPARE and CONTRAST

| COMPARE | CONTRAST |
|--|---|
| 1. How are they the same? 2. Clue words: <ul style="list-style-type: none"> • Same • Similar • Alike • Both • In common • Also/Too • And • As well as | 1. How are they different? 2. Clue words: <ul style="list-style-type: none"> • Different • Difference • Unlike • However • Although • Even though • Instead • Vary |

WHAT TO COMPARE AND CONTRAST USING FICTION?

- | | |
|--------------|---------------------|
| • CHARACTERS | • CHARACTER TO SELF |
| • SETTING | • STORY LINE |
| • PLOT | • CLIMAX |
| • THEME | • MESSAGE |

REFER to the TEXT TO SUPPORT YOUR ANSWERS

| TO ANSWER QUESTIONS FROM THE TEXT: | TO ANSWER QUESTIONS USING AN INFERENCE: |
|--|---|
| 1. Include details and examples from the text. 2. Start your answer like one of these sentence stems: <ul style="list-style-type: none"> • The text stated... • The author wrote... • _____ because the text says... • The text mentioned... • In the _____ paragraph, the text says... • One example of this in the text is... | 1. Include parts of the text that gave you clues. 2. Start your answer like one of these sentence stems: <ul style="list-style-type: none"> • Since the text stated _____, I believe that... • The author wrote _____, which made me think... • I infer that _____ because the text says... • The text mentioned _____, which gave me the idea... • One example in the text is... |

ALL ABOUT THE THEME

WHAT IS IT?

- The lesson or central message of the story
- A big idea about life
- What the author wants readers to learn

THINK ABOUT:

- How does the character change?
- What lesson does the character learn?
- What can we learn from the character's experience?
- What is the story really about?

THEME EXAMPLES:

- It takes courage to do the right thing.
- Hard work will be rewarded.
- Actions have consequences.
- Friendships are important.
- Appearances can be deceiving.

DESCRIBING SETTINGS and EVENTS

SETTINGS

WHEN DOES THE STORY TAKE PLACE?

- Now
- In the past or the future
- In an unknown time

WHERE DOES THE STORY TAKE PLACE?

- At a school, park, home, farm, outer space...
- Is there only one main setting?
- Are there several settings?

EVENTS

WHAT HAPPENED IN THE STORY?

- Beginning
- Middle
- End

WHAT IS THE PLOT?

- Exposition
- Rising action
- Climax
- Falling action
- Resolution



FREQUENTLY ASKED QUESTIONS:

1

Which classrooms would benefit from this Reading Skills Anchor Chart set? This resource is for you if your **reading curriculum is lacking** and you find yourself consistently **searching for materials to supplement** and fill in the gaps. If you'd like to have **ready-to-use** anchor charts for **ALL FICTION AND NONFICTION READING STANDARDS**, this resource is for you.

2

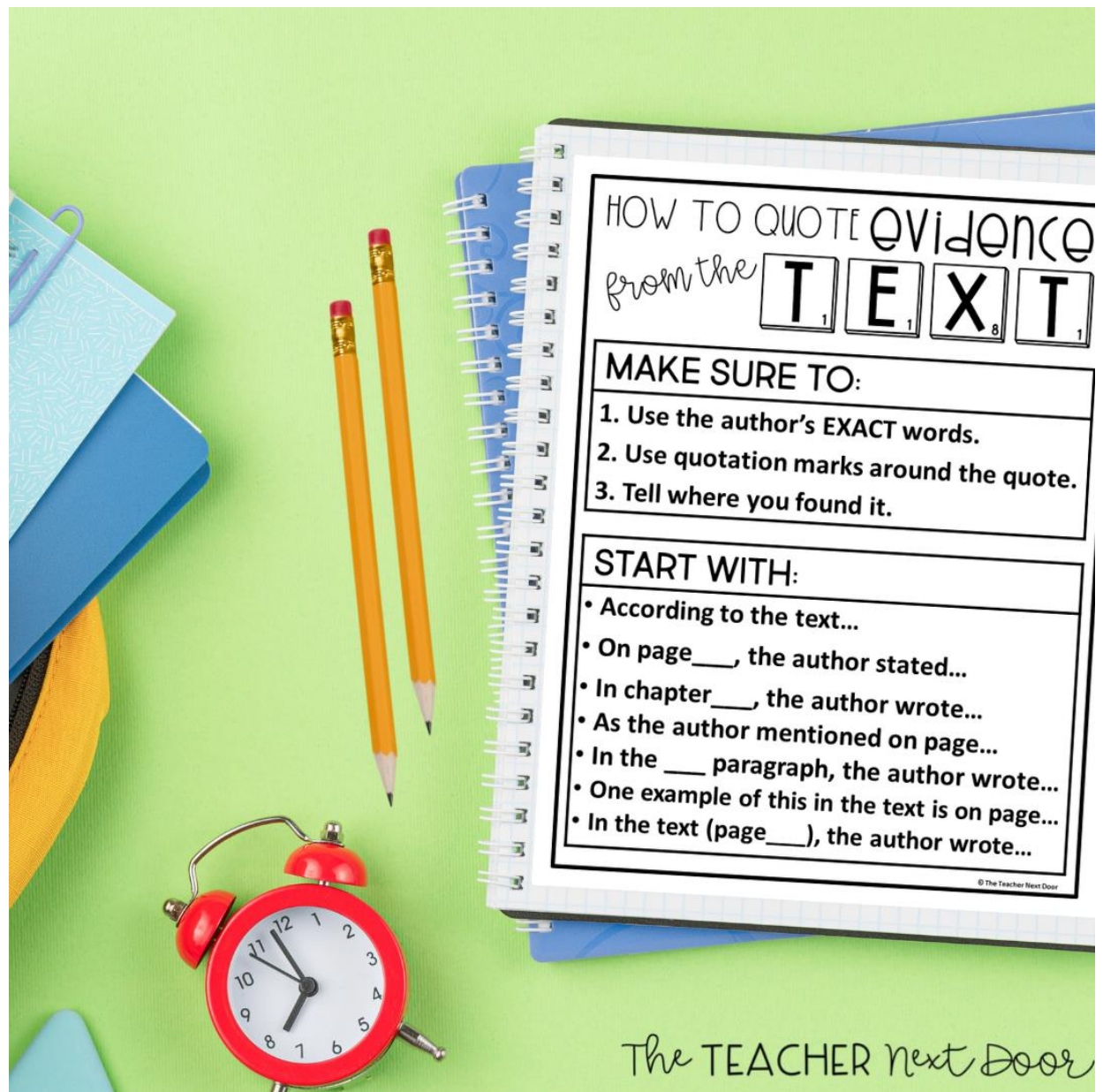
What age is best suited for the Reading Skills Anchor Chart set? It is perfect for students in **3rd, 4th, and 5th grades**. The resource can also be used with **older students in need of extra reading skills practice**. Teachers, homeschool educators, and tutors have used the materials successfully.

3

Which standards does the Reading Skills Anchor Chart set cover? The anchor charts include **ALL FICTION and NONFICTION STANDARDS for 3rd – 5th grades**. Similar standards across grade levels are grouped together, (main idea, for example) so you're able to scaffold skills based on student needs. This makes the anchor charts **extremely versatile**.

Why reinvent the wheel?

These 63 Print-and-Go or NO-PREP Digital anchor charts will make your teaching day easier!



Why you'll love using these anchor charts:

- Versatile with 5 formats for each anchor chart
- One or more anchor charts per standard
- Huge time savers
- Use them year after year

At **The Teacher Next Door, we know that you strive to be an effective reading teacher while maintaining a healthy work-life balance. In order to do that, you need resources that are impactful, yet simple. The problem is that most reading resources and curriculums out there are far from simple. The pages upon pages of daily lesson plans are just plain overwhelming. We believe teachers should be living their lives outside the classroom, and not spending hours lesson planning and searching for resources.**

Now, more than ever, teachers need space to be themselves which is why we create and support teachers with timesaving tips and standards-aligned resources.

We can't wait to help you get started.

A NOTE ABOUT OUR CEO AND FOUNDER: Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers by providing ready-to-use resources that target standards and help students grow in amazing ways.

REACH OUT AT: contact@the-teacher-next-door.com

