

Graphic Organizers for Using Reading Strategies

Reading Strategies Checklist	97	Use Text Organization: Mark the Meter of a Poem.....	116
Write Things Down: Create a Time Line	98	Use Text Organization: Fill in a Plot Diagram ..	117
Write Things Down: Use a Venn Diagram	99	Use Text Organization: Take Notes	118
Write Things Down: Create a Cluster Chart ..	100	Tackle Difficult Vocabulary: Create a Word Sort	119
Make Predictions: Predictions about a Character	101	Tackle Difficult Vocabulary: Use a Word Map	120
Make Predictions: Predict Outcomes.....	102	Tackle Difficult Vocabulary: Use a Concept Map	121
Make Predictions: Prediction Chart	103	Tackle Difficult Vocabulary: Create a Morphological Tree	122
Visualize: Create a Story Strip	104	Tackle Difficult Vocabulary: Create a Linear Array	123
Visualize: Keep Track of Sensory Details	105	Tackle Difficult Vocabulary: Complete a Hierarchical Array	124
Visualize: Fill in a Figurative Language Chart..	106	Tackle Difficult Vocabulary: Use a Semantic Map	125
Visualize: Create Visualization Sketches	107	Tackle Difficult Vocabulary: Complete a Semantic Feature Analysis	126
Find a Purpose for Reading: How Does the Author Communicate?	108	Connect to Prior Knowledge: Use a K-W-L Chart.....	127
Find a Purpose for Reading: What is the Author's Aim?	109	Connect to Prior Knowledge: Read, Respond, and Write It Down	128
Find a Purpose for Reading: Create a Pro and Con Chart	110	Connect to Prior Knowledge: Start with What You Know.....	129
Find a Purpose for Reading: Gather Information on a Topic	111	Connect to Prior Knowledge: Connections Chart.....	130
Find a Purpose for Reading: Keep Track of the Author's Key Ideas.....	112		
Use Text Organization: Summarize Sections.....	113		
Use Text Organization: Making a Story Map..	114		
Use Text Organization: Analyze Poetic Elements	115		

READING STRATEGIES CHECKLIST

Use at least one before-, during-, or after-reading strategy listed below.

Reading Strategy	Before Reading	During Reading	After Reading
I WRITE THINGS DOWN.	<input type="checkbox"/> I have the materials I need for writing things down.	<input type="checkbox"/> I mark key points. <input type="checkbox"/> I use sticky notes. <input type="checkbox"/> I take notes. <input type="checkbox"/> I highlight. <input type="checkbox"/> I react to text.	<input type="checkbox"/> I summarize.
I MAKE PREDICTIONS.	<input type="checkbox"/> I preview. <input type="checkbox"/> I guess.	<input type="checkbox"/> I gather more information. <input type="checkbox"/> I guess again.	<input type="checkbox"/> I analyze my predictions.
I FIND A PURPOSE FOR READING.	<input type="checkbox"/> I write down my reason for reading. <input type="checkbox"/> I write down the author's purpose for writing.	<input type="checkbox"/> I read with a purpose in mind.	<input type="checkbox"/> I reflect upon my purpose for reading.
I VISUALIZE, OR MAKE A MIND MOVIE.	<input type="checkbox"/> I picture the topic.	<input type="checkbox"/> I make a mind movie. <input type="checkbox"/> I continue my mind movie.	<input type="checkbox"/> I sketch or summarize my mind movie.
I USE TEXT ORGANIZATION.	<input type="checkbox"/> I skim the text.	<input type="checkbox"/> I read sections or stanzas. <input type="checkbox"/> I pay attention to introductions and conclusions. <input type="checkbox"/> I use headings and pull quotes. <input type="checkbox"/> I read charts and graphic aids. <input type="checkbox"/> I study the pictures. <input type="checkbox"/> I follow familiar plot, themes, and hidden outlines.	<input type="checkbox"/> I use the organization to review the text.
I TACKLE DIFFICULT WORDS.	<input type="checkbox"/> I study words beforehand.	<input type="checkbox"/> I use context clues. <input type="checkbox"/> I look at prefixes and suffixes. <input type="checkbox"/> I consult a dictionary. <input type="checkbox"/> I ask a teacher or friend for help.	<input type="checkbox"/> I use the words and add them to my working vocabulary.
I CONNECT TO MY PRIOR KNOWLEDGE.	<input type="checkbox"/> I write down what I know about a topic.	<input type="checkbox"/> I use what I know. <input type="checkbox"/> I add to what I know.	<input type="checkbox"/> I think about what I learned.
I MONITOR MY PROGRESS AND USE FIX-UP IDEAS.		Fix-Up Ideas <input type="checkbox"/> I reread. <input type="checkbox"/> I use questions in the text. <input type="checkbox"/> I read short sections at a time. <input type="checkbox"/> I read aloud. <input type="checkbox"/> I take a break and refocus. <input type="checkbox"/> I unlock difficult words. <input type="checkbox"/> I vary my reading rate. <input type="checkbox"/> I create a mnemonic device.	

WRITE THINGS DOWN: CREATE A TIME LINE

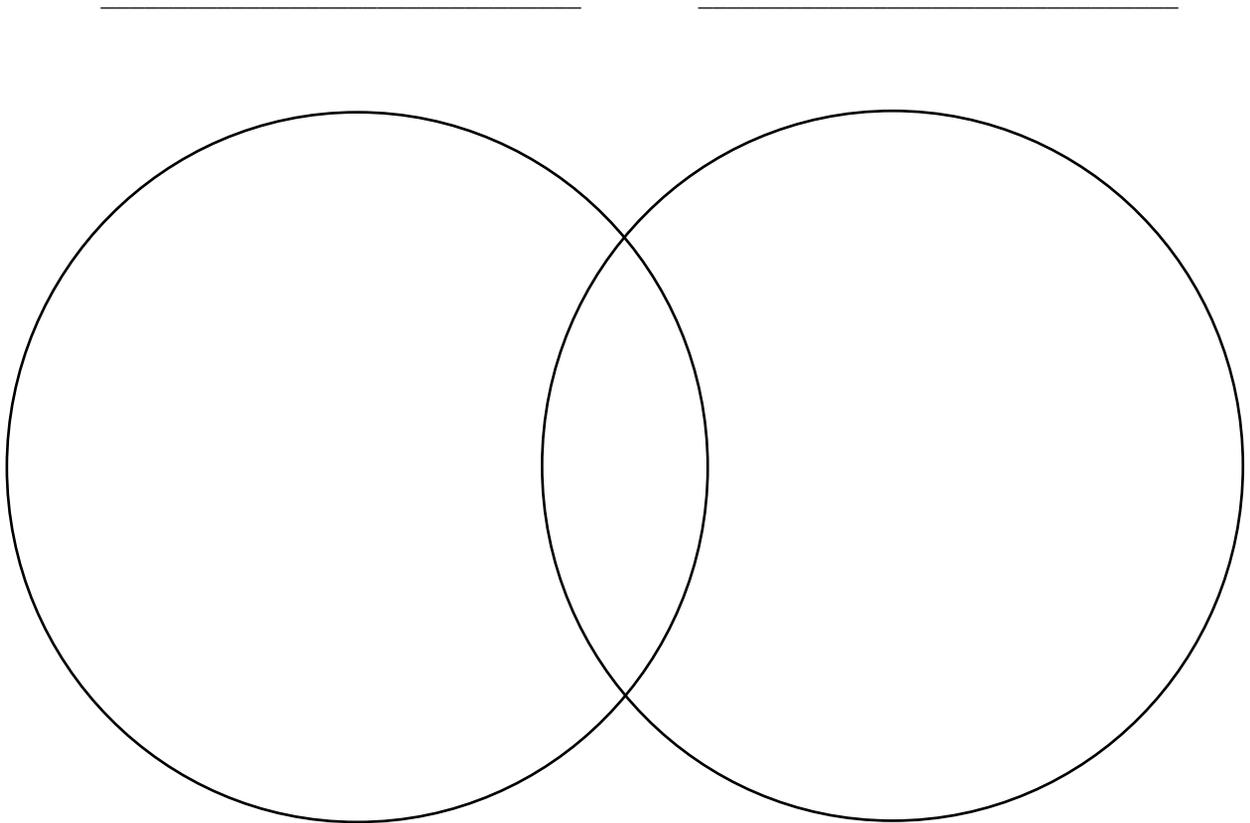
During Reading: Use this time line to keep track of important events in a literature selection.



WRITE THINGS DOWN: USE A VENN DIAGRAM

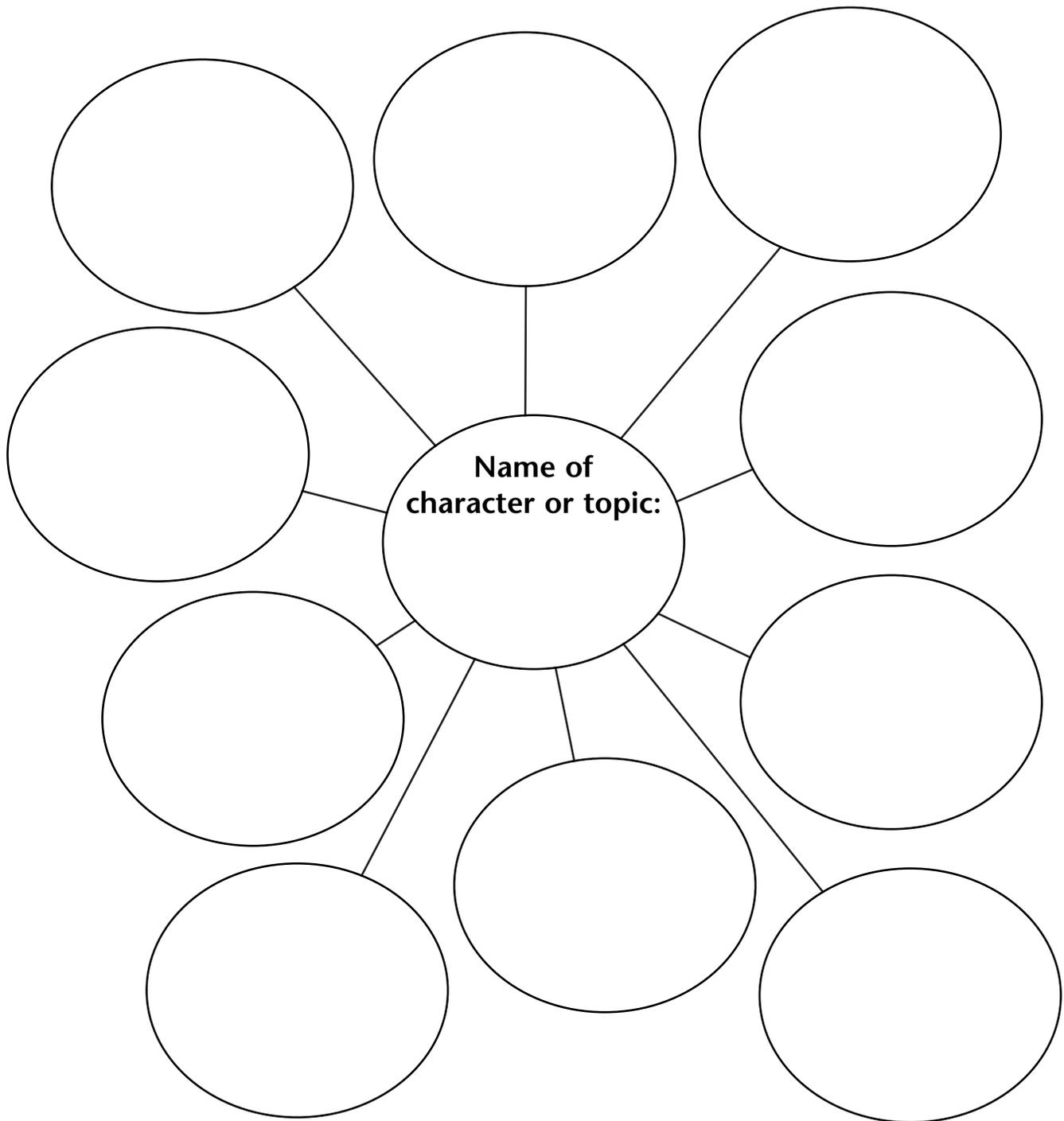
Use a Venn Diagram to compare and contrast ideas in one selection or to compare two selections.

During and After Reading



WRITE THINGS DOWN: CREATE A CLUSTER CHART

Fill in the cluster chart below to keep track of character traits or main ideas. In the center circle, write the name of the character or topic. In the circles branching out from the center, write details about the character or topic.



MAKE PREDICTIONS: PREDICTIONS ABOUT A CHARACTER

A character is a person (or sometimes an animal) who figures in the action of a literary work. Choose one character from the selection and fill in the chart below based on what you learn about the character as you read. When you have completed the chart, answer the questions at the bottom of the page.

Character's Name: _____

During Reading

	Physical Appearance	Habits/ Mannerisms/ Behaviors	Relationships with Other People	Other Characteristics
Your description of the character at the beginning of the story				
Your predictions for this character				
Your analysis of the character at the end of the story				

A *static character* is a character who does not change during the course of the action. A *dynamic character* is one who does change. Answer the following questions after you have completed the chart above.

1. Is the character you chose static (unchanging) or dynamic (changing)? Explain.

2. If the character changes over the course of the selection, what do you think he or she learns in the course of the change? Explain.

3. Were your predictions correct? Why, or why not?

MAKE PREDICTIONS: PREDICT OUTCOMES

An active reader uses clues found in a literary work in order to predict the outcome of the piece. As you read any long selection—a short story, a long narrative poem, or an act of a play, for example—make predictions about what will happen in the rest of the selection. Then list two facts or clues that led you to make each prediction. Finally, finish reading the selection and answer the question at the bottom of the page.

1. Before-Reading Prediction:

Facts leading to your prediction or inference:

2. During-Reading Prediction:

Facts leading to your prediction or inference:

3. During-Reading Prediction:

Facts leading to your prediction or inference:

4. After-Reading Analysis:

Were your predictions accurate? Explain in a brief paragraph.

MAKE PREDICTIONS: PREDICTION CHART

Name _____ Class _____ Date _____

PREDICTION CHART

GUESSES	REASONS	EVIDENCE

VISUALIZE: CREATE A STORY STRIP

Draw pictures that represent key events in a selection. Then write a caption under each box that explains each event. Draw the events in the order in which they occurred.

The form consists of three rows of three empty square boxes each. Each box is connected to the next by a right-pointing arrow. Below each box is a horizontal line for a caption. A vertical arrow on the left of each row points down to the next row, indicating a sequence of events.

VISUALIZE: KEEP TRACK OF SENSORY DETAILS

As you read, identify images or words and phrases that contain sensory details. Write each sensory detail beneath the sense to which it appeals.

Sensory Detail Chart				
Sight	Sound	Touch	Taste	Smell

VISUALIZE: FILL IN A FIGURATIVE LANGUAGE CHART

As you read, identify examples of figurative language. Write down examples of figurative language in the first column below. In the second column, write down the comparison being made by the figurative language, and in the third column, describe what the figurative language makes you envision.

Example of figurative language:	“The black canopy of nighttime sky was painted with dazzling jewels.”
What is compared:	The night sky is described as a black canopy or painting. The stars are described as dazzling jewels.
What you envision:	A dark, cloudless night sky filled with bright, twinkling stars

Example of figurative language	What is compared?	What do you envision?

VISUALIZE: CREATE VISUALIZATION SKETCHES

Stop three times to draw sketches of events in the selection. Use word balloons with words from the story that explain the events.

Sketch 1

The quote that I am sketching from the text is on page _____.

Sketch 2

The quote that I am sketching from the text is on page _____.

Sketch 3

The quote that I am sketching from the text is on page _____.

FIND A PURPOSE FOR READING: HOW DOES THE AUTHOR COMMUNICATE?

In the chart below, list examples of passages under the appropriate headings to help determine the author's primary purpose in writing the selection.

Title of the Selection: _____

Author of the Selection: _____

How Does the Author Communicate?

Informing	Telling a Story	Reflecting	Sharing a Perspective	Persuading

Summarize how the author communicates ideas.

FIND A PURPOSE FOR READING: WHAT IS THE AUTHOR'S AIM?

A writer's aim is his or her purpose, or goal. People may write with the following aims: to inform (expository/informational writing); to entertain, enrich, enlighten, and/or use an artistic medium, such as fiction or poetry, to share a perspective (imaginative writing); to make a point by sharing a story about an event (narrative writing); to reflect (personal/expressive writing); to persuade readers or listeners to respond in some way, such as to agree with a position, change a view on an issue, reach an agreement, or perform an action (persuasive/argumentative writing). Below are examples of writing that reflect these five aims.

<p>EXPOSITORY/INFORMATIONAL news article, research report</p> <p>IMAGINATIVE poem, short story</p> <p>NARRATIVE biography, family history</p> <p>PERSONAL/EXPRESSIVE diary entry, personal letter</p> <p>PERSUASIVE, ARGUMENTATIVE editorial, petition</p>

Choose a piece of writing and identify the category in which it belongs. What seems to be the author's aim in writing the piece?

Writing Selection: _____

Author's Aim: _____

AFTER READING

Explain how you could tell what type of writing this was. Give examples of techniques the author used that made you aware of his or her purpose.

FIND A PURPOSE FOR READING: CREATE A PRO AND CON CHART

As you read a persuasive or argumentative selection, take notes on both sides of each argument, or reason.

ARGUMENTS IN FAVOR (PRO)	ARGUMENTS AGAINST (CON)
Argument 1: Support:	Argument 1: Support:
Argument 2: Support:	Argument 2: Support:
Argument 3: Support:	Argument 3: Support:
Argument 4: Support:	Argument 4: Support:

Evaluate the author's argument.

FIND A PURPOSE FOR READING: GATHER INFORMATION ON A TOPIC

Gather information on a research topic from a variety of media sources such as the Internet, reference works (encyclopedias, atlases, and so on), newspapers, magazines, television and radio shows, advertisements, movies, song lyrics, paintings, photographs, billboards, and comic strips. Use the chart below to keep track of information you find. The Citation column can be used to prepare your bibliography. The Information column should be a summary of the notes from each media source.

Topic: _____

What I Want to Learn: _____

Questions I Have: _____

Research Chart

Type of Media	Date	Citation	Information

FIND A PURPOSE FOR READING: KEEP TRACK OF THE AUTHOR'S KEY IDEAS

Show the key ideas in a selection by filling in the chart below as you read. When you finish reading, draw conclusions about the main idea.

Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
The Main Idea:		

USE TEXT ORGANIZATION: SUMMARIZE SECTIONS

Read and summarize short sections of a selection at a time. Then write a summary of the entire work.

Title: _____

Author: _____

Summary of Section 1:

Summary of Section 2:

Summary of Section 3:

Summary of Section 4:

Summary of Section 5:

Summary of the Selection:

USE TEXT ORGANIZATION: MAKING A STORY MAP

A story map charts the main elements of a story. Fill out the story map below as you read a short story, drama, novel, or narrative poem.

Title of the Selection: _____

Author of the Selection: _____

NAME OF MAIN CHARACTER (PROTAGONIST)	←→	NAME OF ANTAGONIST
SETTING	CENTRAL CONFLICT	MOOD
MAJOR EVENTS IN PLOT		
INCITING INCIDENT:		
RISING ACTION:		
CLIMAX OR TURNING POINT:		
FALLING ACTION:		
RESOLUTION:		
DÉNOUEMENT:		
THEME:		

USE TEXT ORGANIZATION: ANALYZE POETIC ELEMENTS

1. Determine the rhyme scheme of a poem. Write the last word of each line in the graphic organizer below. Then mark a star next to the words that rhyme.

Stanza 1

Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	

Stanza 2

Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	

What is the rhyme scheme of the poem?

2. Describe other elements that appear in the poem.

Images and imagery (colorful language, figure of speech, metaphor, simile, and personification)

Shape (concrete poem)

Sound (rhythm, onomatopoeia, alliteration, assonance, repetition)

Meaning (symbols, flashbacks, dialogue)

Form (narrative or lyric)

USE TEXT ORGANIZATION: MARK THE METER OF A POEM

The meter of a poem is its rhythmical pattern. You can determine the rhythm of a line of poetry by reading it aloud and marking which syllables are weakly stressed (~) and which are strongly stressed (/). In the following line from a poem by Alfred Lord Tennyson, every other syllable has a strong stress:

He clasps the crag with crook ed hands.

Choose a line from a poem you like and mark its stress pattern, using Tennyson's line as a model.

English verse is generally described as being made up of rhythmical units called feet. The most common types of poetic feet are as follows:

TYPE OF FOOT	STRESS PATTERN	EXAMPLE
iambic	~ /	insist
trochaic	/ ~	freedom
anapestic	~ ~ /	unimpressed
dactylic	/ ~ ~	feverish
amphibrachic	~ / ~	potato
spondaic	//	baseball
pyrrhic	~ ~	<i>the last two syllables of unbelievable</i>

Terms used to describe the number of feet in a line include the following:

monometer for a one-foot line

dimeter for a two-foot line

trimeter for a three-foot line

tetrameter for a four-foot line

pentameter for a five-foot line

hexameter, or *Alexandrine*, for a six-foot line

heptameter for a seven-foot line

octameter for an eight-foot line

A seven-foot line of iambic feet is called a *fourteener*.

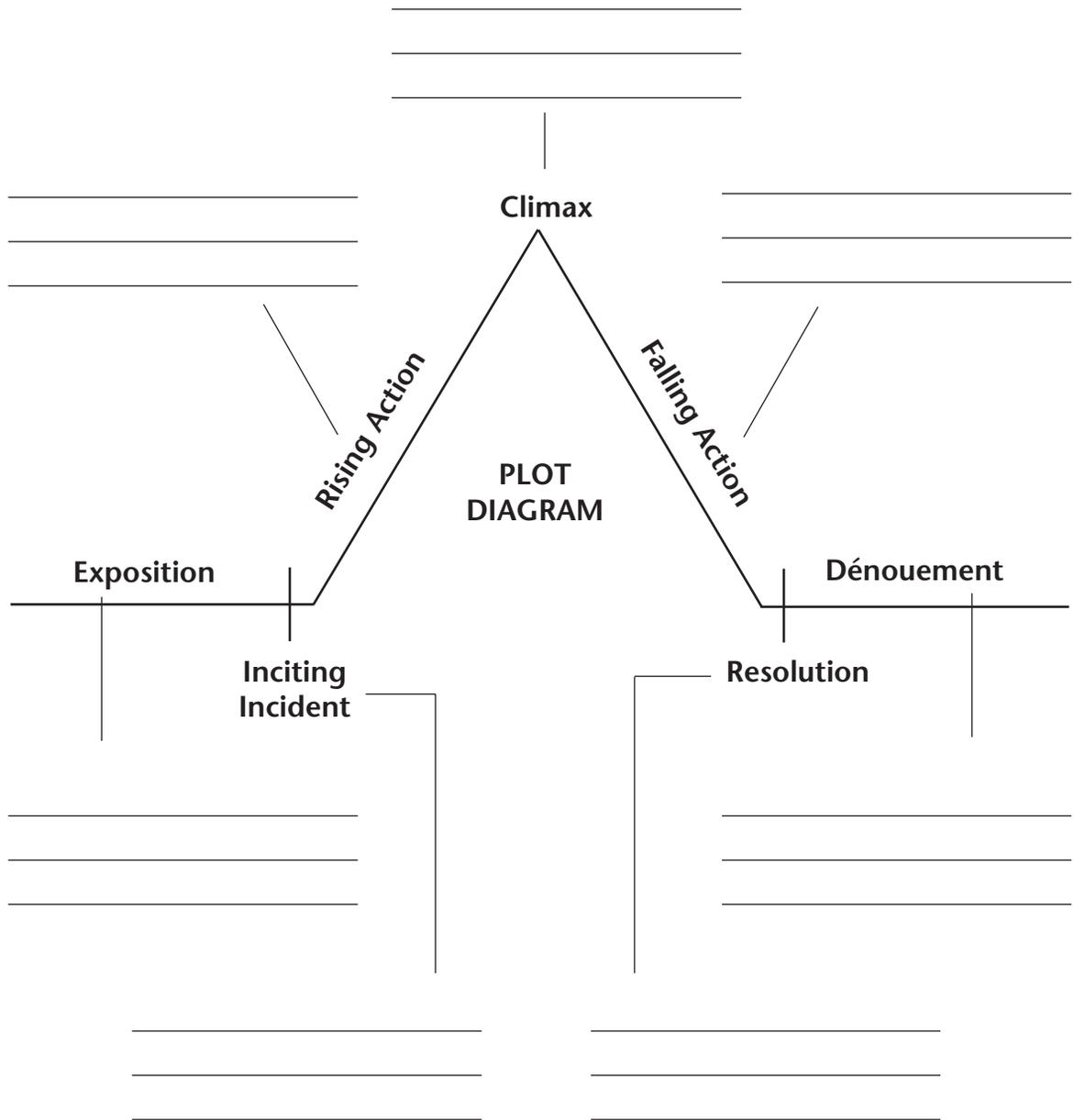
To describe the meter of a line of poetry, say what type of feet it contains and give the term for the number of feet. For example, the following line from Christopher Marlowe's *Faustus* can be described as iambic pentameter.

~ / ~ / ~ / ~ / ~ /
Was this | the face | that launched | a thou | sand ships?

Determine how many and what type of feet are contained in the line of poetry you chose. Read the line aloud if necessary. What is the meter of the line? Next, mark the rhythmic patterns of the entire poem. What is the overall meter of the poem?

USING TEXT ORGANIZATION: FILL IN A PLOT DIAGRAM

Use the plot diagram below to chart the plot of a literature selection. In the spaces provided, describe the exposition, inciting incident, rising and falling action, climax, resolution, and dénouement. Be sure to include in the rising action the key events that build toward the climax of the selection.



USE TEXT ORGANIZATION: TAKE NOTES

Take notes in the chart below as you read nonfiction or informational selections.

Section Head	Main Ideas

TACKLE DIFFICULT VOCABULARY: CREATE A WORD SORT

Write one challenging word or phrase in each of the boxes below, along with its definition. Cut the boxes apart. Then sort the words using one of the following methods.

- Same parts of speech
- Words with similar or opposite meanings
- Words with prefixes and suffixes
- Words that relate to each other or that can be used together
- Other sorting method: _____

TACKLE DIFFICULT VOCABULARY: USE A WORD MAP

A challenging word or phrase:

Definition:

Word parts I recognize:

Synonyms:

Sentence that contains the word or phrase:

A picture that illustrates the word or phrase:

TACKLE DIFFICULT VOCABULARY: USE A CONCEPT MAP

Contextual sentence:

Likely contexts in which word might be used:

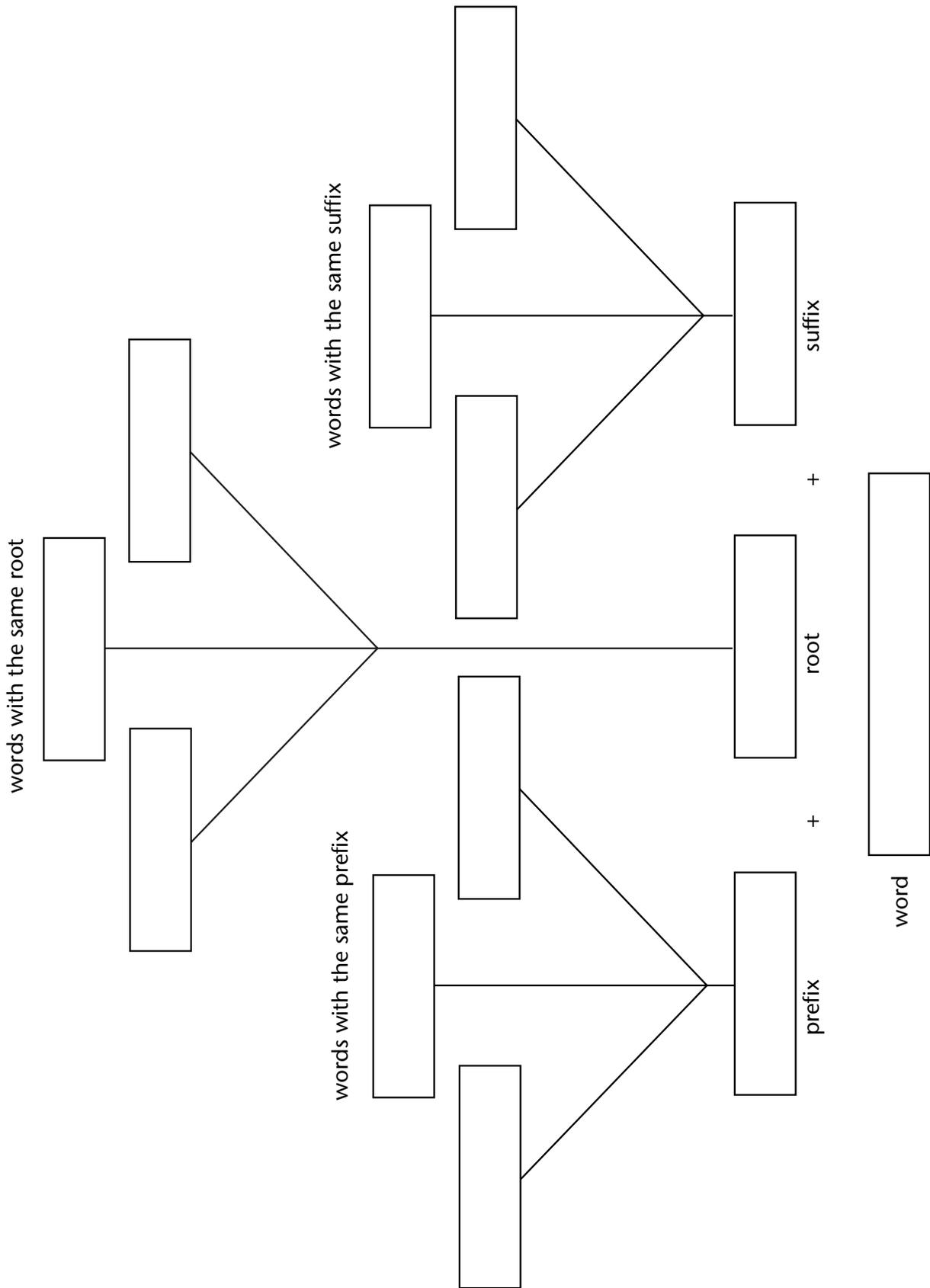
Synonyms: Meaning: Antonyms:

Word:

Examples: Non-examples:

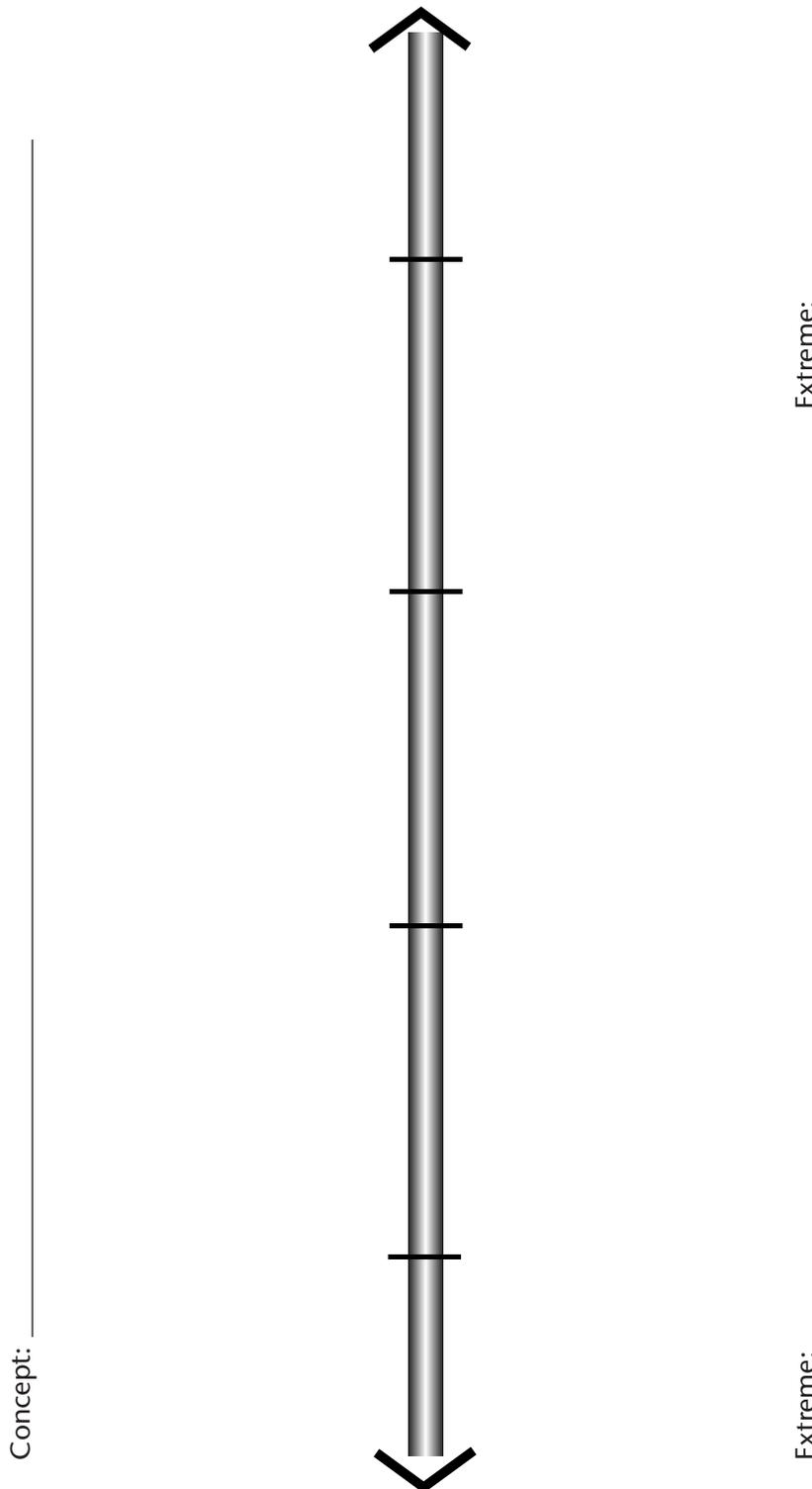
```
graph TD; CS[Contextual sentence:]; LK[Likely contexts in which word might be used:]; M[Meaning:]; S[Synonyms:]; A[Antonyms:]; W[Word:]; Ex[Examples:]; N[Non-examples:]; CS --- LK; LK --- M; M --- W; S --- W; A --- W; W --- Ex; W --- N;
```

TACKLE DIFFICULT VOCABULARY: CREATE A MORPHOLOGICAL TREE



TACKLE DIFFICULT VOCABULARY: CREATE A LINEAR ARRAY

Use this array to show degrees of meaning. First, label the concept you will be exploring. Then brainstorm on your own paper or with your class a list of words related to this concept. (For example, if you were exploring “anger,” you might brainstorm *irritated*, *furious*, *outraged*, *annoyed*, and so on.) Then arrange the words you brainstormed on the array and label each extreme.



TACKLE DIFFICULT VOCABULARY: COMPLETE A HIERARCHICAL ARRAY

Label the concept you will be exploring. Then brainstorm on your own paper or with your class a list of words related to this concept. (For example, if you were exploring “animals,” you might brainstorm *creature, mammal, reptile, cat, leopard, iguana*, and so on.) Then fill in the boxes provided with the words you brainstormed according to how specific each word is.

Concept: _____

				Most General
--	--	--	--	--------------

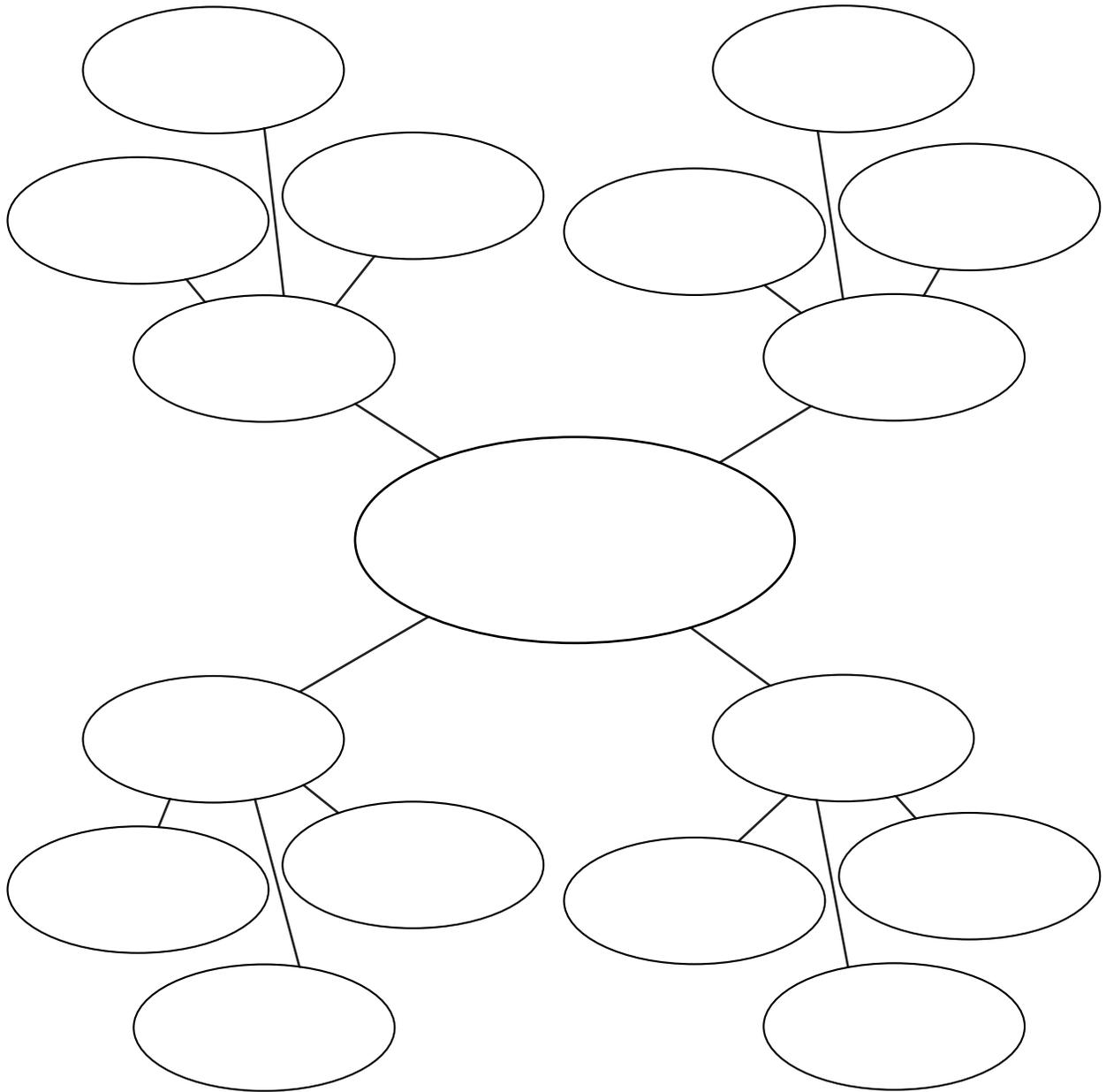
				More General
--	--	--	--	--------------

				More Specific
--	--	--	--	---------------

				Most Specific
--	--	--	--	---------------

TACKLE DIFFICULT VOCABULARY: USE A SEMANTIC MAP

Fill in the center circle with a general concept. In the circles attached to the center, write four subcategories of the general concept. Then, in the next level of circles, fill in more specific words related to each subtopic.



CONNECT TO PRIOR KNOWLEDGE: USE A K-W-L CHART

Connect to what you know and what you want to know by filling in the first two columns before you read. Fill in the last column after you read.

Before, During, and After Reading

What I <i>Know</i>	What I <i>Want to Learn</i>	What I Have <i>Learned</i>

CONNECT TO PRIOR KNOWLEDGE: READ, RESPOND, AND WRITE IT DOWN

Name _____ Class _____ Date _____

Selection Title _____

Since you cannot write in, mark up, or highlight text in a textbook or library book, use this bookmark to record your thoughts and reactions. As you read, ask yourself questions, make predictions, react to ideas, identify key points, and/or write down unfamiliar words.

Page #	Questions, Predictions, Reactions, Key Points, and Unfamiliar Words

CONNECT TO PRIOR KNOWLEDGE: START WITH WHAT YOU KNOW

Title of the Selection: _____

Author of the Selection: _____

BEFORE READING

Read the selection title. Then skim the selection and answer the following questions.

1. What kind of selection is this (poem, play, short story, essay, speech, etc.)?

2. What do you think this selection will be about?

3. List three facts that you know, or experiences that you have had, that relate to the subject of this selection.

AFTER READING

Complete this section after reading the selection.

1. Did you guess correctly what the selection was about? Explain.

2. What did you learn from this selection that you did not know before reading it?
