



GRAPHIC ORGANIZERS FOR READING COMPREHENSION

Graphic Organizers Series



Written by Classroom Complete Press

GRADES 3-8



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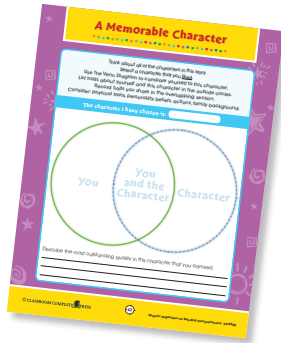


How To Use

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our graphic organizers are designed to give the teacher a number of helpful ways of making the study of reading comprehension a more enjoyable and profitable experience for the students. Our resource features a number of useful and flexible graphic organizers, from which the teacher can choose. It is not expected that all of the graphic organizers will be used. Instead, teachers will use these organizers to supplement their customized program on reading comprehension.



The organizers can be used on:

- A Projection System or Interactive Whiteboard in teacher-led activities.
- Small Group Activities.
- Photocopied for use as student worksheets.

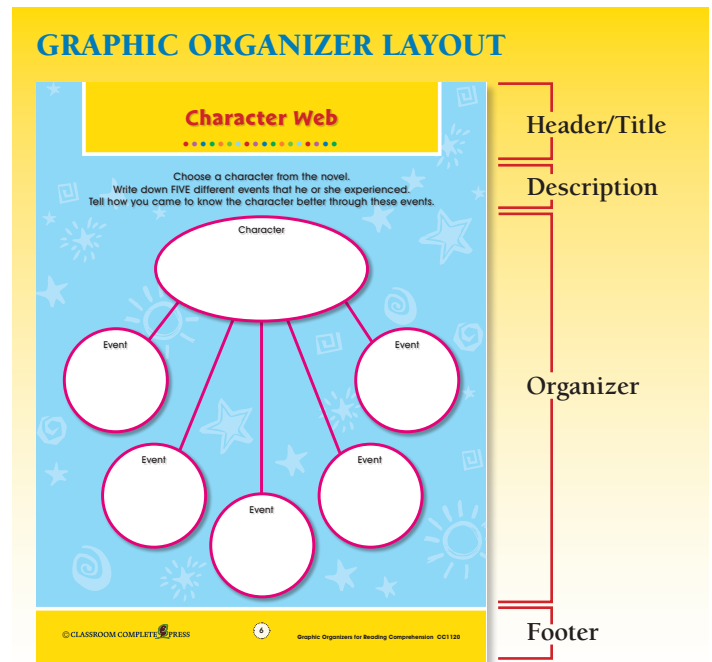
Furthermore, our graphic organizers enable readers to see how ideas fit together, and can be used to identify their strengths and weaknesses of their thought processes. Students will be able to construct meaning and understanding from what they are reading.

One advantage to this approach is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities. The organizers are meant to further develop the students' critical thinking and writing skills, and analysis of the text.

The 58 graphic organizers included in this resource are especially suited to supplement a study on reading comprehension. Each organizer is ideal for use in a whole-class environment, and can also be adapted to suit the individual needs of your students.

How Are Our Resources Organized?

Each graphic organizer is paired with specific instructions for that resource. They include: **Story Maps, Plot Development, Character Webs, Predicting Outcomes, Inferencing, Foreshadowing, Characterization, Sequencing Maps, Cause-Effect Timelines, Themes, Story Summaries and Venn Diagrams.**



Super Sandwich Story Map



Write a SUMMARY of the novel.

Think about the main events at the beginning, middle and end of the story, and the secondary events that happen in between. Imagine that you are breaking down the story into bite-sized chunks, the same way you would bite into a tasty sandwich!

Beginning

Detail:

Detail:

Middle

Detail:

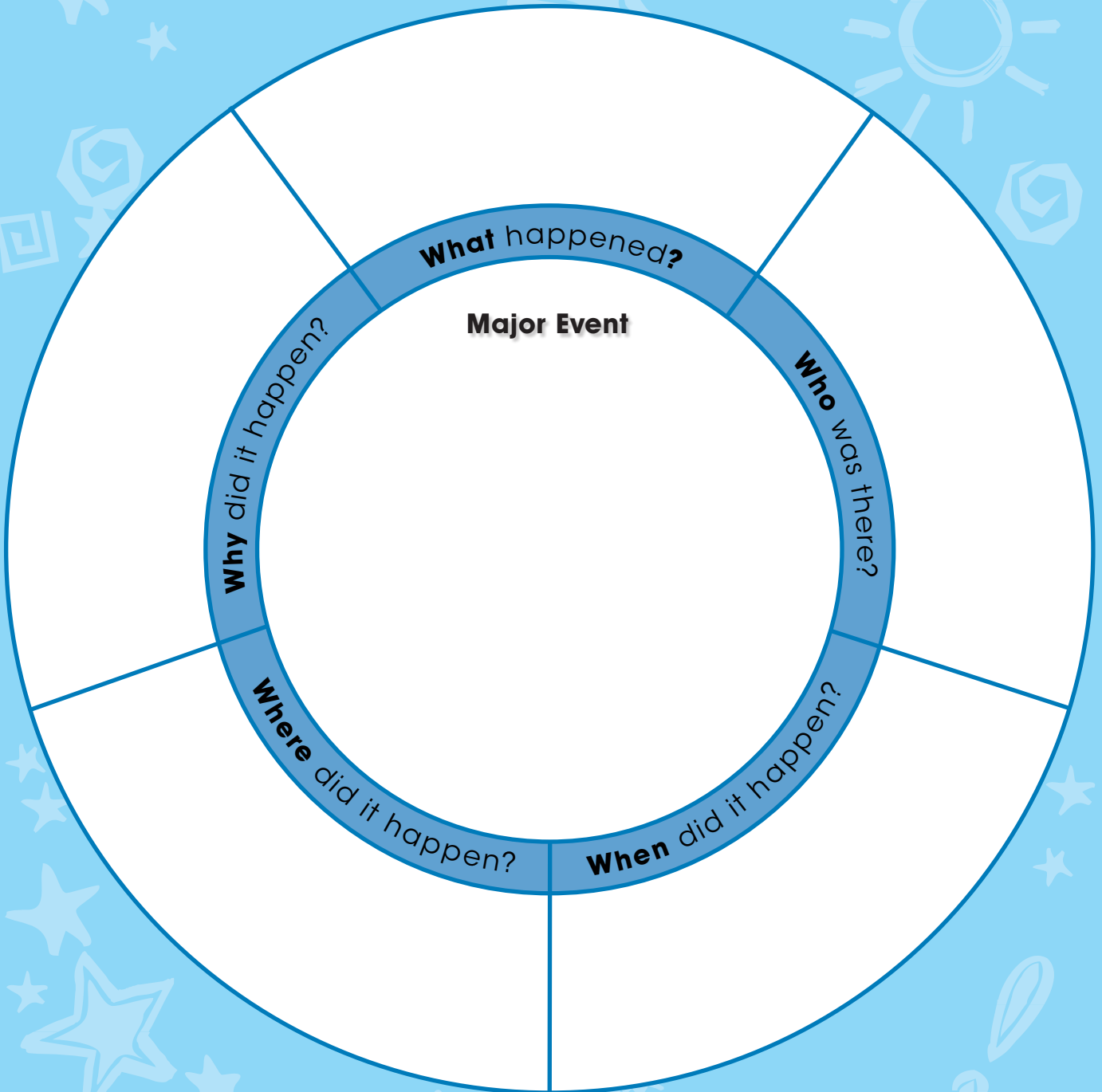
Detail:

End

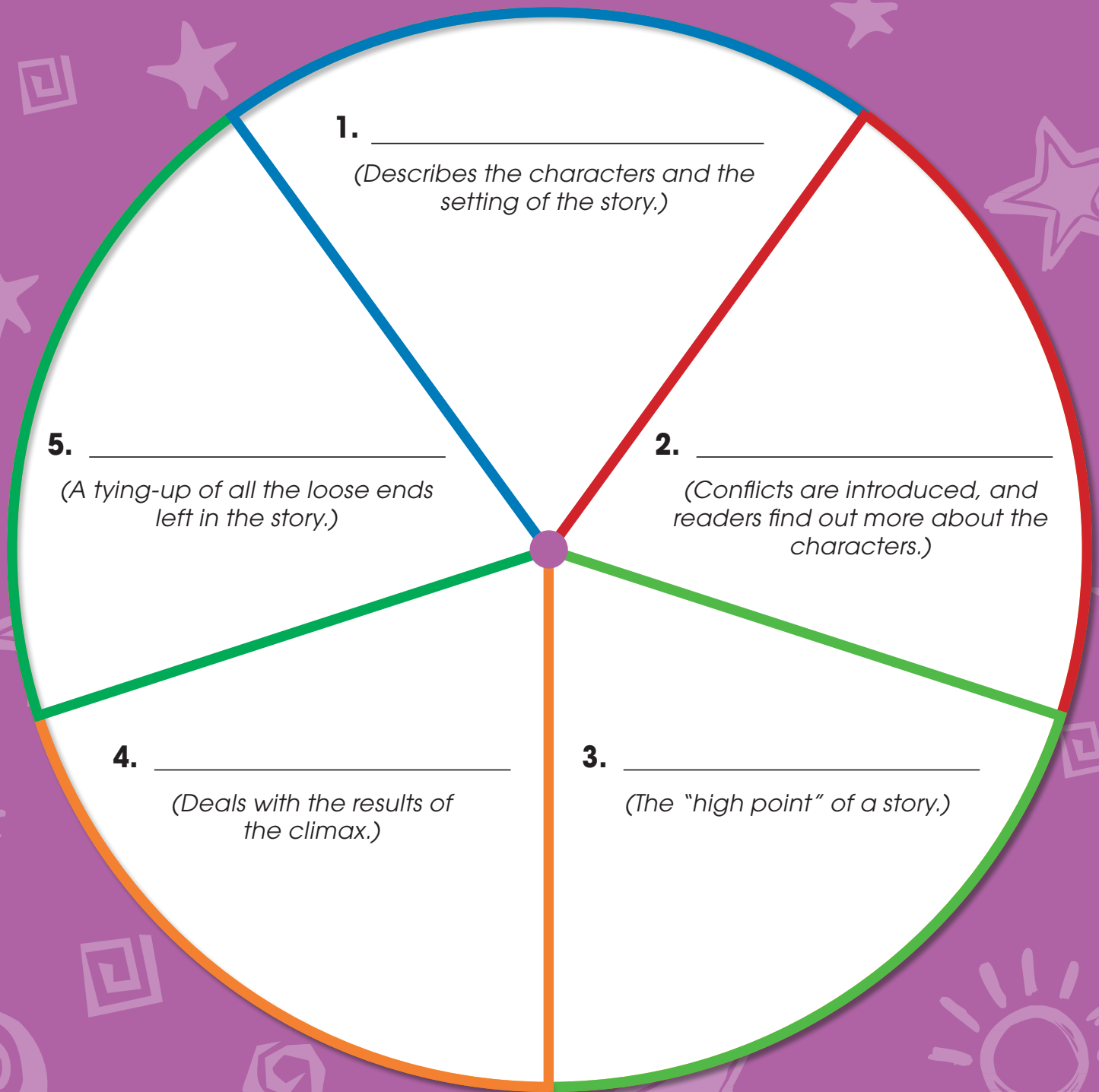
Concept Wheel



Choose a major event from the novel and complete the wheel with the appropriate details.



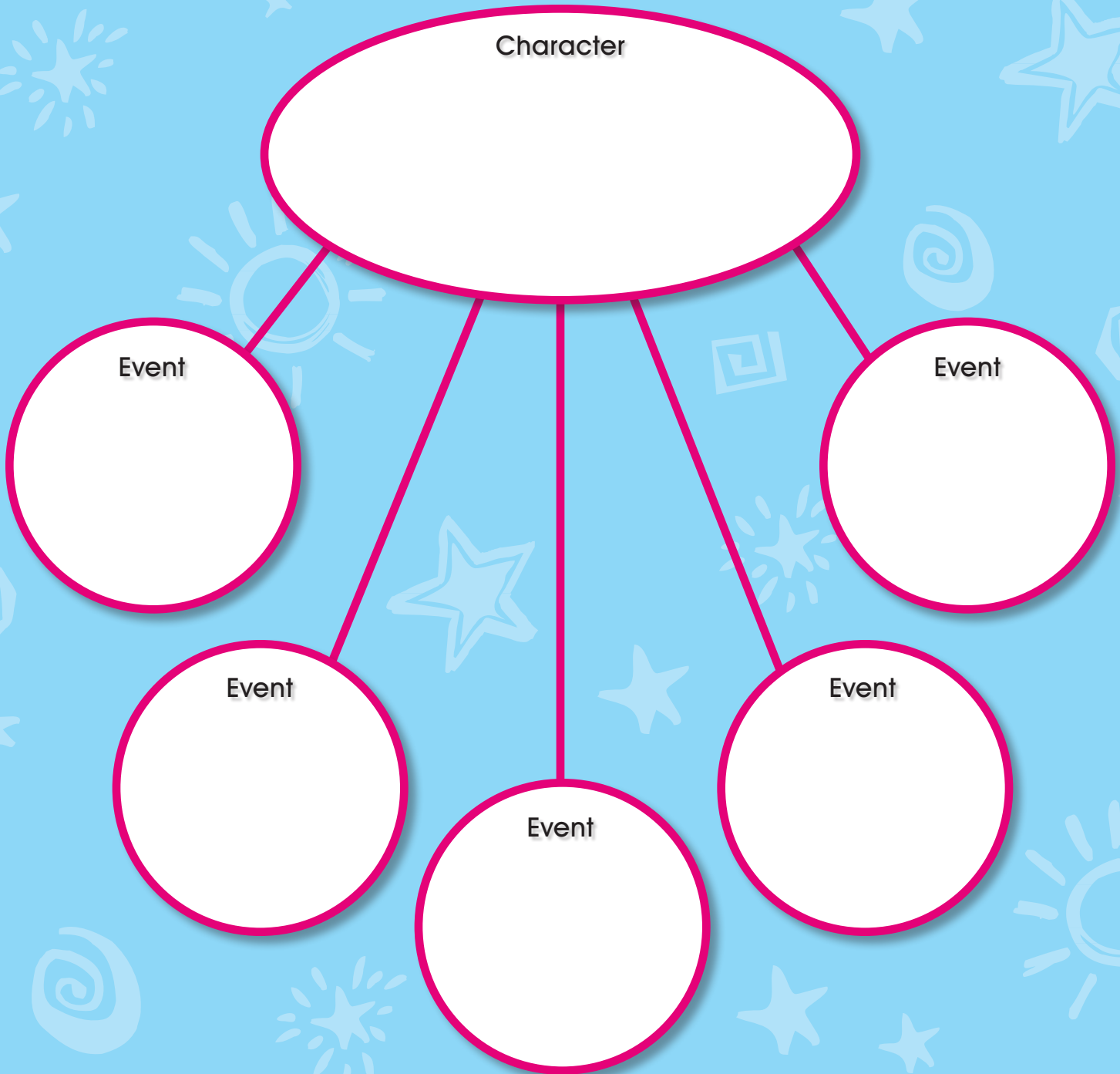
Five Stages of Plot Development



Character Web



Choose a character from the novel.
Write down FIVE different events that he or she experienced.
Tell how you came to know the character better through these events.



Expository Pillar-Prewriting Framework



This graphic organizer will enable students to “build” their informative essay and transfer it into sentences and paragraphs in the drafting stage.

Introduction (lead/thesis statement):

Main Idea #1:

Details:	

Main Idea #2:

Details:	

Main Idea #3:

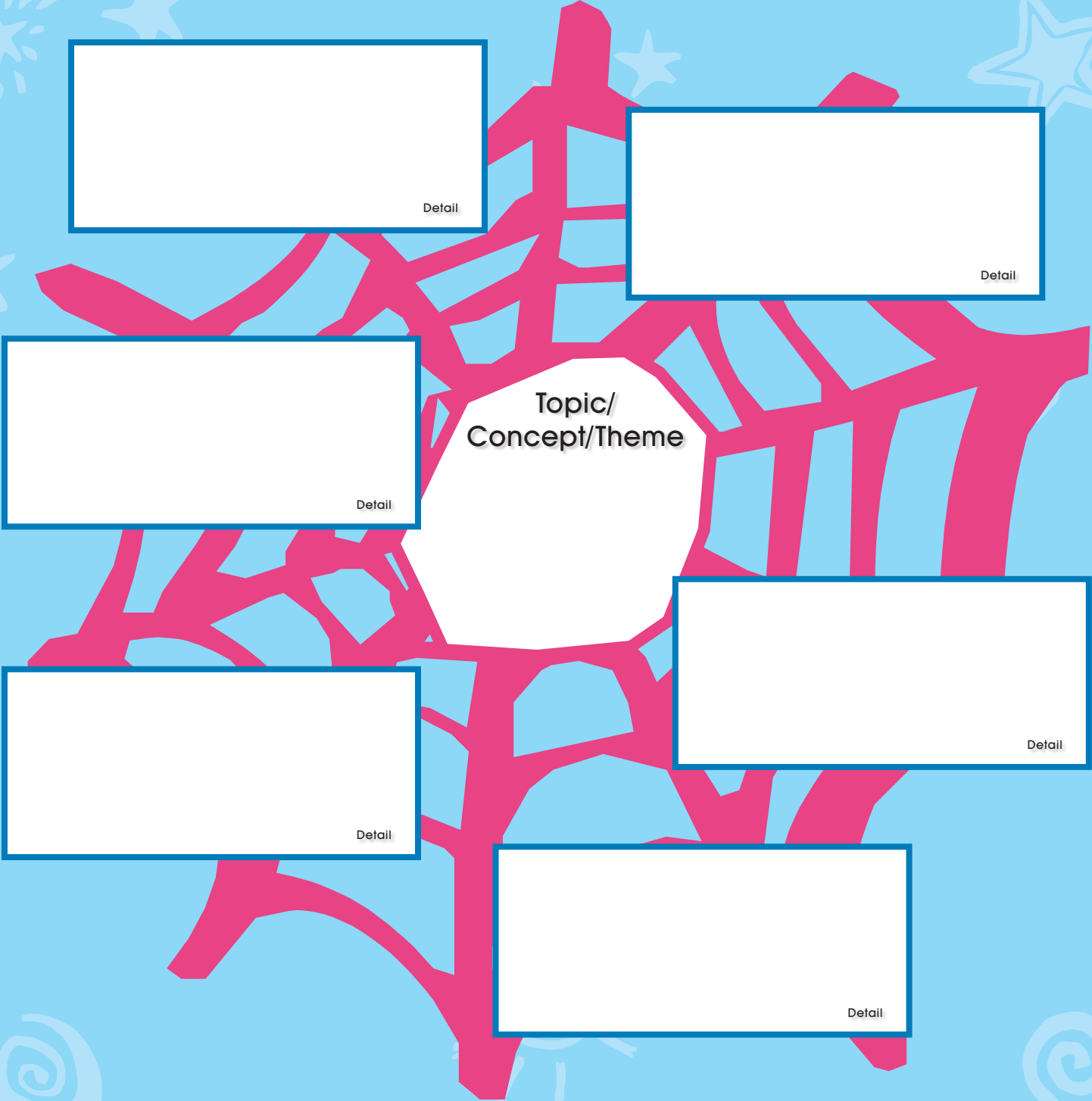
Details:	

Conclusion:

Spider Web Map



Use this graphic organizer to list the main ideas of the story.



Finding the Theme



Gather facts throughout the novel about the theme and write them in the circle quadrants. Remember to include the quote and page number for each fact.

Proof of theme in the plot:	Proof of theme in the character's actions:
Proof of theme in the moral or author's message:	Proof of theme in the setting, mood or atmosphere:

Predicting Story Outcomes



LOOK at the **COVER, TITLE** and the **FIRST PARAGRAPH** of the book you are going to read.

Look for **CLUES** that help you **PREDICT** what will happen in this story.

COMPLETE the chart using the clues you found. Tell what you think is going to happen.

Where I looked	Clues	My predictions
Title		
Cover of book		
First paragraph		

Now read the book and see if your predictions were right.

Now That's Funny!



There are many humorous situations in this novel. Select one situation to use to create a comic strip. Draw pictures to show the events of the situation in the order they happened. Use speech bubbles to record the dialogue between the characters.

The comic strip template consists of six panels arranged in three rows. The top row contains two panels of equal width. The middle row contains a single, wide panel that spans the width of both panels in the row above. The bottom row contains three panels of equal width. All panels are empty, intended for students to draw scenes and add dialogue.

Making Inferences: Reading Between the Lines



Question: (from the book, our group, or my teacher)

What I know from the *book*:

What I know from *my brain*:

My Inference: _____

Literary Point Of View



Examples of the Author's Opinions, Ideas, and Thoughts

**CHARACTER'S
NAME**

POINT OF VIEW

Person

How Does It End?



BEFORE YOU READ:

LOOK at the **TITLE** and **COVER** of your book.

What do you think this story is about?

How do you think it will end?

AFTER YOU READ:

How did this story end?

Were you right?

DRAW and **COLOR** a picture to show the ending of this story.

Foreshadowing Chart



Event	Clue it would happen	Page # of clue

Author's Biographical Information



This graphic organizer is a good research tool for students to use. If they use this organizer to gather information about their favorite author's life, they will have a little something "extra" to include in their book reports.

Student name: _____

Author's name: _____

Date of Birth: _____

Place of Birth: _____

Where he/ she lives now: _____

Title and Date of book published: _____

Additional Interesting Information about the Author: _____

Other Books by this Author: _____

My Evaluation of this Book: _____

Sources of Information: _____

Fiction Book Characterization Organizer



This is a graphic organizer that is designed to be used during the research phase of a student's book report project. If you want to encourage your students to pay special attention to the author's methods of characterization in their books, give each one of them a copy of this organizer. It gives just enough direction to enable them to recognize the importance of characterization and setting in a good fiction novel.

First and Last name: _____

Date: _____

Title of Book: _____

Author: _____

Describe one change in the main character's personality from the beginning of the novel to the end of the novel; **include examples of what the character says and does to demonstrate the change:** _____

What has the main character learned about him/herself or others from his/her experiences in the novel? **Include details from the novel to support your response.** _____

Describe the setting in detail and include examples from the text to support your response. How is the setting important to the development of the plot? Describe a challenge faced by a character in the novel and compare it to a similar challenge you faced or someone you know faced. How are the challenges alike and different?

Name Words



Look for words that **NAME** animals, people, places and things in your story.

Write them in the right place on the chart.

People & Animals	Places	Things

Literary Elements



Outline the literary elements used in this story. Describe the tone, mood, purpose, audience, writing style, and theme. In each file folder, record details and quotes from the story that support each literary device.

Tone

Mood

Purpose

Audience

Writing Style

Theme

Fits to a "T"



To say that something “fits to a ‘T’” means that it fits just right.

Fitting someone to a “T” can also mean **describing** that person with just the **right words**.

Think about the **main character** in your story. What is he/she like?

Write words that describe your character on the **left side** of the **T** chart.

On the **right side** of the **T** chart, write examples from the story that tell about your character acting this way.

Name of main character: _____

Words that describe character	Examples from story

1, 2, 3 and Counting!



Complete the sections by using the **exact number of words**.

1. **one word** to tell the name of the main character.
2. **two words** that describe the main character.
3. **three words** that describe the setting.
4. **four words** that tell what the main character wanted in the story.
5. **five words** that tell what problem the main character faced.
6. **six words** that tell how the problem was solved.
7. **seven words** that describe the best part of the book.
8. **eight words** that tell why you would or would not tell a friend to read this book.

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

Now try this: Write a sentence of **exactly nine words** to tell what you think could **happen next** after this story has ended.

In the Mood!



The **mood** of the story is the feeling you get when you are reading.
Examples: happy, sad, mysterious, exciting, funny, suspenseful, frightening.

Mood can be created through **word and letter sounds** and through **repeating of words, phrases and sentences.**

LIST FOUR EVENTS and tell the **place** where each occurred.

Write the **word sounds** or **phrases** from your story that create the mood.

Tell the **mood** of each event.

Event	Word Sounds	Words, phrases	Mood
<i>Example: car chase</i>	<i>tires screeching</i>	<i>terrified trees flying by</i>	<i>frightening scary</i>

Think of another way a writer can create mood: _____

Character Report Card



Complete a **REPORT CARD** to tell how the character behaved in this story.

Use facts from the story.

Character Report Card

Character's picture:



- E Excellent
- G Good
- S Satisfactory
- NI Needs Improvement

Character name: _____

Grade: _____

Teacher's name: _____

Behavior	Grade	Comments
Positive attitude		
Acted safely & carefully		
Helpful to others		
Pays attention		
Completes tasks		
Shows responsibility		

Comments: _____

Signature: _____

Character Comparison



SIMILARITIES

AND

DIFFERENCES

Character 1: _____

Character 2: _____

Characterization



Dialogue

(What does the dialogue reveal about him or her?)

Physical Description

(What does he or she look like?)

Thoughts

(What is he or she thinking?)

Character Name:

Actions

(What do actions reveal about him or her? Include gestures, motions.)

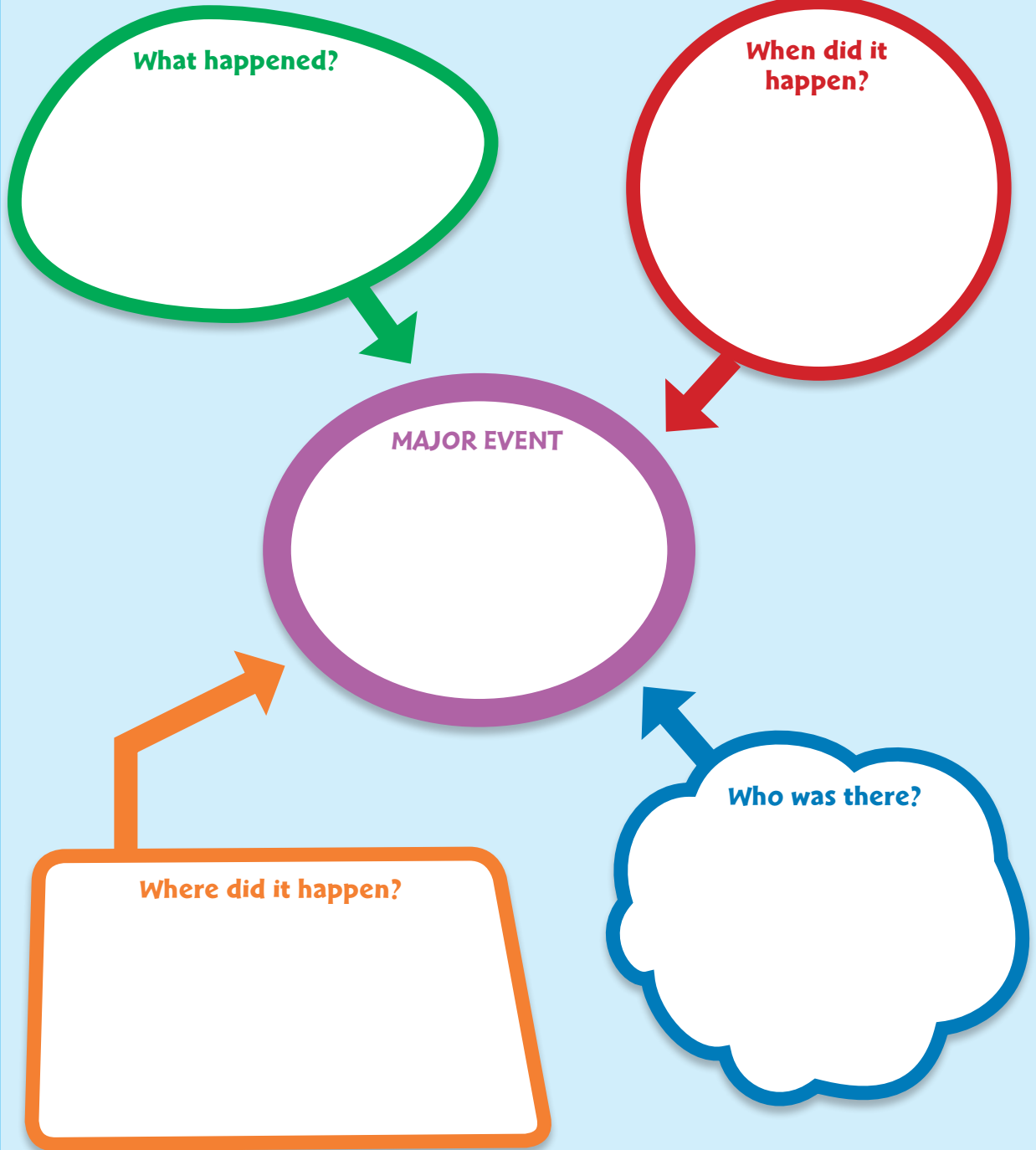
Reactions of Others

(What do others think of him or her?)

Concept Map



Choose a major event from the novel and complete the following map with the appropriate details.



Sequence Chart



First Event	Second Event
What happened?	What happened?
Essential to plot:	Essential to plot:
Forth Event	Third Event
What happened?	What happened?
Essential to plot:	Essential to plot:
Fifth Event	Sixth Event
What happened?	What happened?
Essential to plot:	Essential to plot:

Map It Out



Make a story map by finishing each sentence. In the center box, draw a picture of your favorite part.

Setting: The story takes place...

Character: The main characters are...

Title of story:

Author:

Problem: The main problem is...

Solution: The problem was solved by...

Character Sketch



Gather information on one of the main characters in each chapter to complete the character sketch.

A typical quote from the character (with citation):

Character's Thoughts (with citation):

Biceps - Strengths of the character:

What/who is a **pain in the neck** for this character?

What or who does the character **love**?

Right Hand - What does the character own or cherish?

Left Hand - What weapons does this character have (real or metaphorical)?

Front Leg - Where is the character going (real journey or metaphorical)?

Back Leg - Where did the character come from?

Back Ankle - Weaknesses of the character:

Timeline Organizer



**M
A
I
N

E
V
E
N
T
S**

12

11

10

9

8

7

6

5

4

3

2

1

Bonus Question: Which event was the CLIMAX of the novel?

Events Calendar



List the events, month by month, as they happen in the novel.

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May

Illustrators are Important!



Illustrators are very important to our impressions of a story. Often we form ideas by looking at the pictures before we read the book.

Who is the illustrator of your book? _____

What are some things you like about this illustrator's work?

What do you think would be the hardest thing about being an illustrator?

What do you think would be the best thing about being an illustrator?

Pick ONE ILLUSTRATION from your book. What idea is it trying to show?

What techniques has the illustrator used to show this idea?

The Right Setting



The setting of a story refers to the time and location of a story. Novels often contain more than one setting to move the story along. Setting details influence the thoughts and actions of the characters and the plot.

Choose one section of this story that you enjoyed.
Complete the chart with details from the story and your own ideas.

Setting

The **TIME** of this setting is:

The **LOCATION** of this setting is:

How does the **TIME** influence the plot development?

How does the **LOCATION** influence the plot development?

How does the **SETTING** influence the main characters **ACTIONS, BEHAVIOR, and THOUGHTS**?

FACT - FICTION - WHY?



THINK OF FIVE THINGS THAT HAPPENED IN THE STORY.

- Is each thing fact? (It could happen in real life.)
- Or is it fiction (make-believe)?
- Tell why you think this.

FACT

FICTION

WHY?

Lights! Camera! Action!



Pretend your story is going to be made into a movie. You are in charge of making a plan of how the movie will be made.

Use **facts** and **details** from your story to complete the information.

Main characters	Costumes needed
Other characters	Costumes needed

Think about the **settings/scenes** in the story.

Major scenes	Props needed

I think a **good title** for this movie would be _____

The Five W's Chart



Choose a **major event** from the novel, then complete the following chart with the appropriate details.

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

P & P (Preview and Predict)



Read the title of the book. Look at the front cover and the back cover. Without reading the story, look at all the pictures in the book. What do you think will happen in this story? Write your answers in the boxes.

Title: _____

Page _____

Page _____

Page _____

Page _____

Page _____

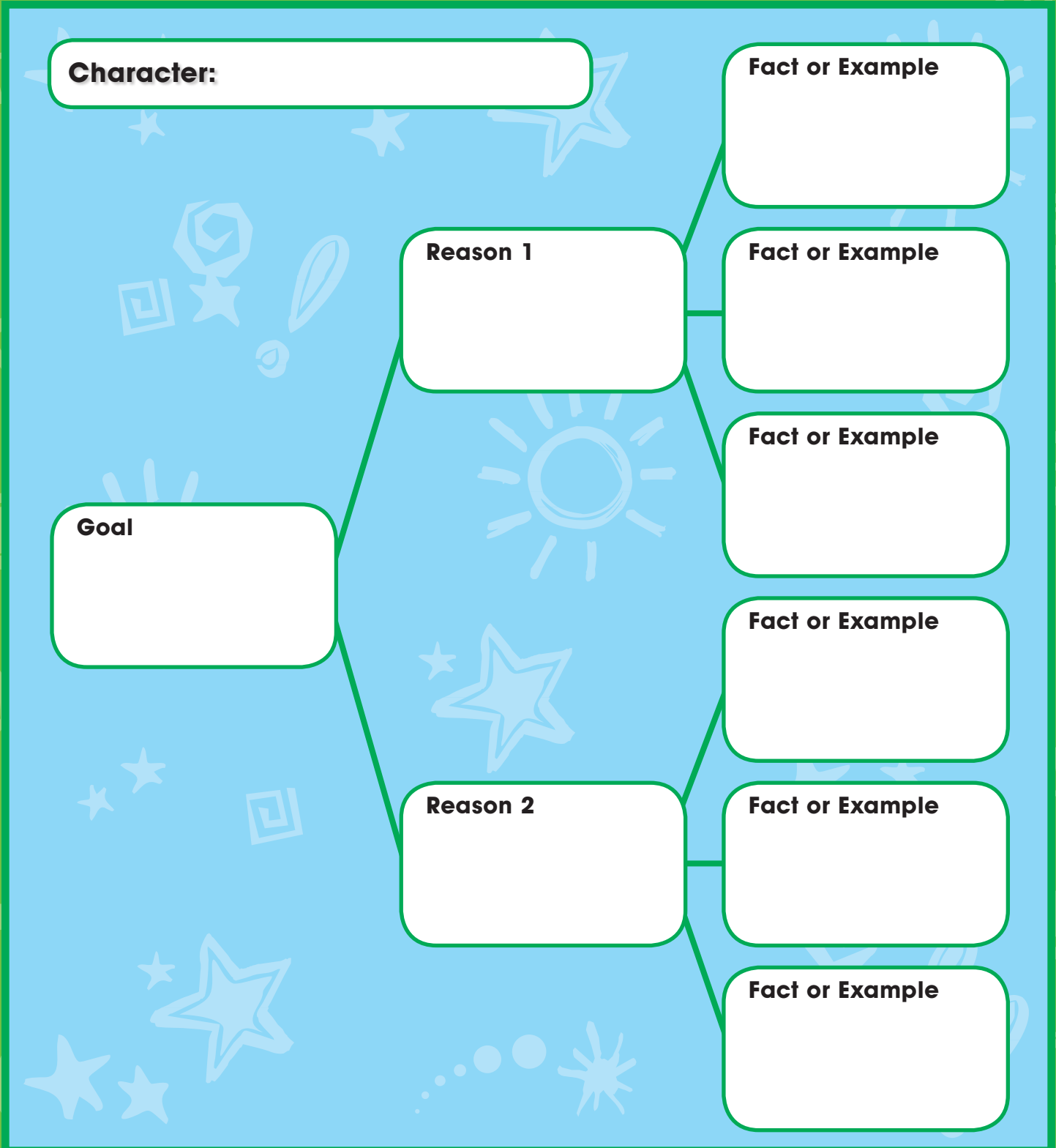
Page _____

Page _____

Page _____

Page _____

Persuasion Map



What's the Problem?



Think about one character in the story who had a **PROBLEM**.

1. Tell **WHAT PROBLEM** he or she had.
2. Tell how he or she **SOLVED** the **PROBLEM**.

The **PROBLEM** my character had was

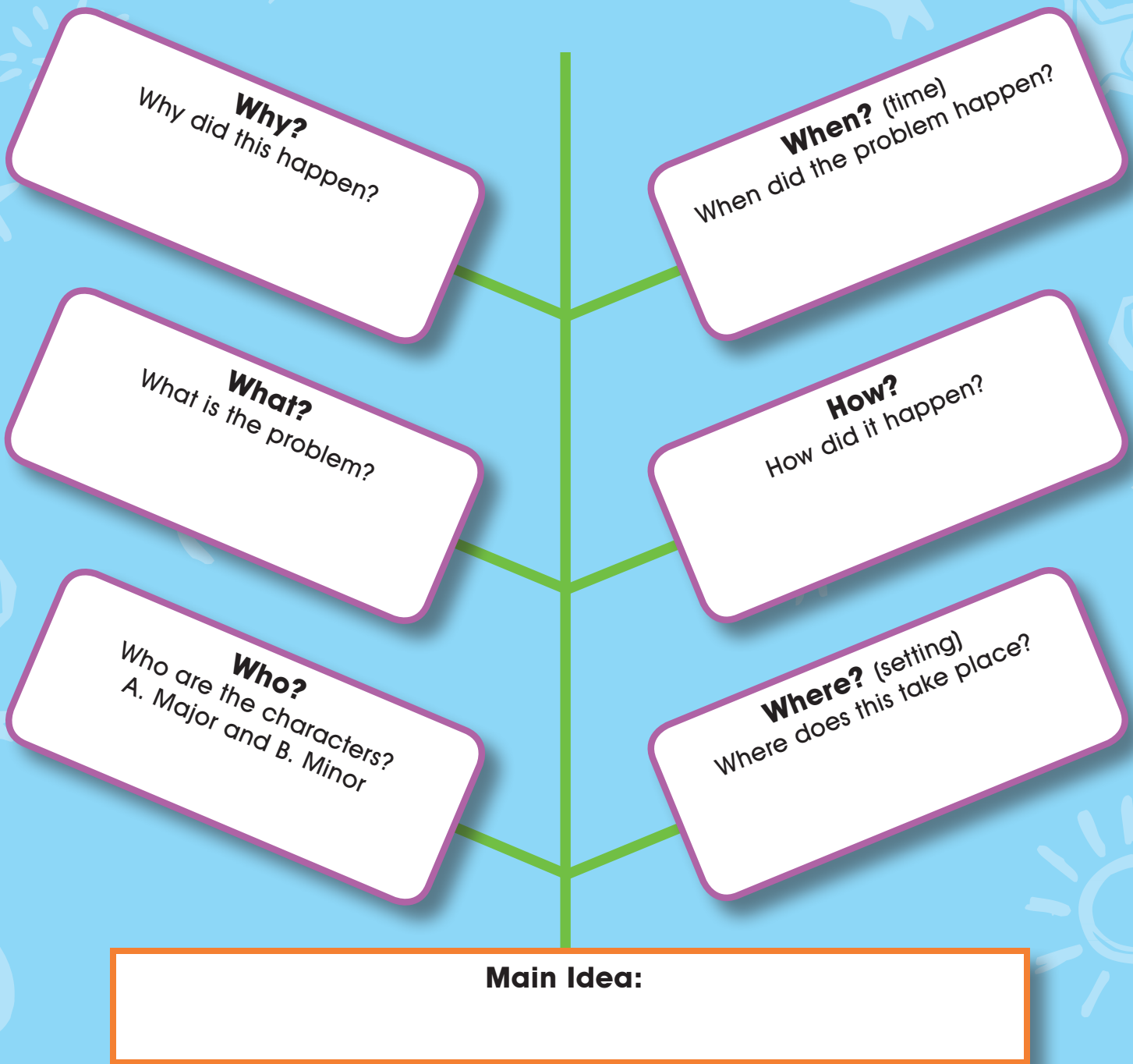
He /she **SOLVED** it

I think this was a good solution because

Who, What, When, Where, Why, How



Graphic organizers are a pictorial way of constructing knowledge and organizing information. They help the student convert and compress a lot of seemingly disjointed information into a structured, simple-to-read, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner. This 5 W's + H Chart helps students organize all the pertinent information needed for an expository essay.



What Are You Thinking?



Choose one of the characters from the story. Write and organize the character's actions and thoughts in the character's head as they happened in the story.



A Memorable Character



Think about all of the characters in this story.

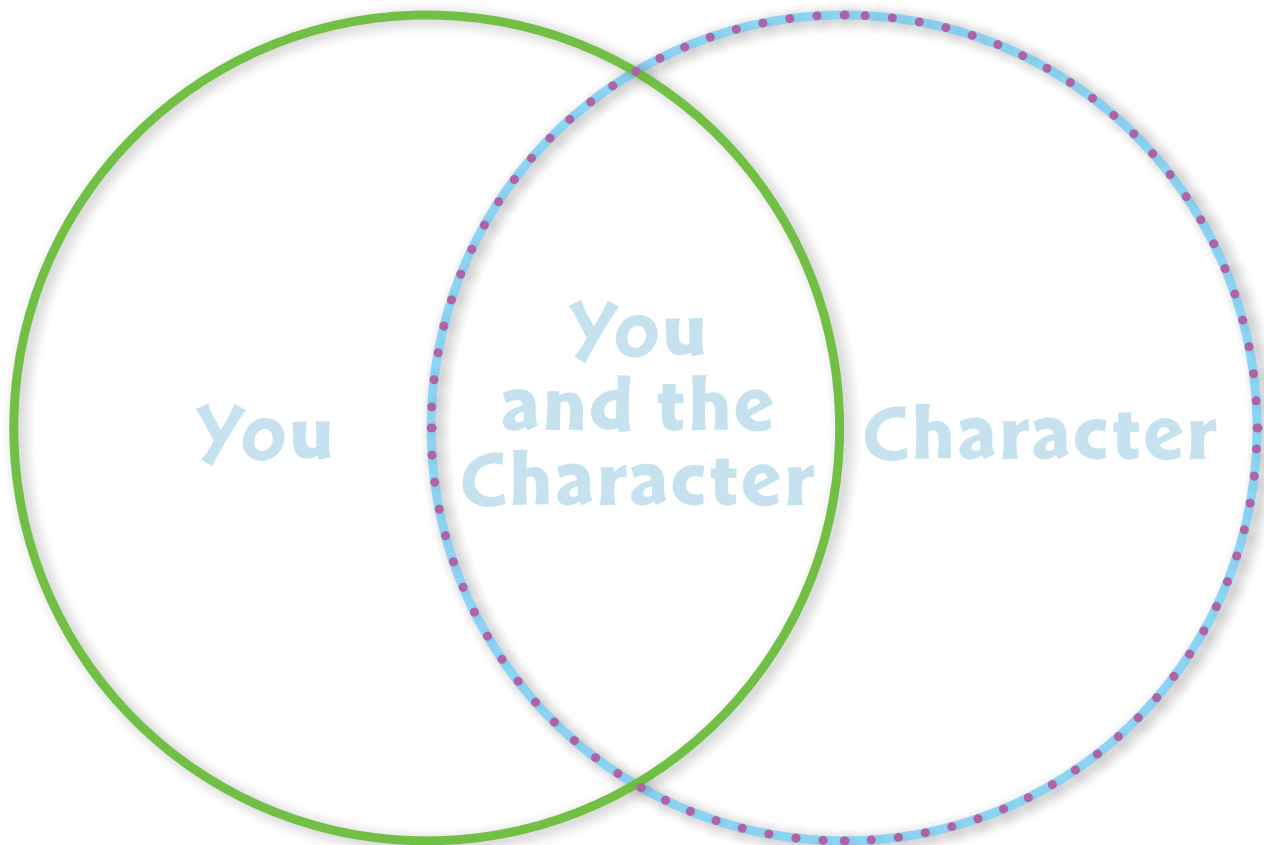
Select a character that you liked.

Use the Venn Diagram to compare yourself to this character.
List traits about yourself and this character in the outside circles.

Record traits you share in the overlapping section.

Consider: physical traits, personality, beliefs, actions, family background.

The character I have chosen is:



Describe the most outstanding quality in this character that you admired.

Themes



Discuss the themes of the novel — in particular how they are manifested in the story and their applicability to society today.

Family Relationships

Social Conventions

Identity

Social Prejudices

Honor/Courage/Gallantry

Story Summary



MAIN PLOT – PRESENT

SETTING and its importance:

Main CHARACTERS:

Defining TRAIT:

KEY CONFLICTS that help move the story along:

TYPE of conflict:

How the main problem is **SOLVED** and how this part of the story comes to a close:

SUB-PLOT – PAST

SETTING and its importance:

Main CHARACTERS:

Defining TRAIT:

KEY CONFLICTS that help move the story along:

TYPE of conflict:

How the main problem is **SOLVED** and how this part of the story comes to a close:

CONNECTIONS between the past and present (setting, clues, problems, solutions, characters, etc.):

Key THEMES and brief sentence to explain how each theme unfolded throughout the story:

1. Theme: _____
Explanation: _____
2. Theme: _____
Explanation: _____
3. Theme: _____
Explanation: _____

Author's MESSAGE:

My final COMMENTS about the book (Thumbs Up or Thumbs Down and why):

Plot Summary



For each footprint, write a fact from the story. Start with the setting, then continue with the important event that starts the story's action. Follow this with the main events that cause the conflict to rise and reach its climax. Finally, finish off with the conclusion.

Climax

Rising Action

Falling Action

Introduction

Conclusion

Themes



Discuss the themes of the novel — in particular how they are manifested in the story and their applicability to society today.

Social Prejudices

Female Relationships

Female Voice

Racism and Sexism

Gender Roles

Theme Chart



Title	
Main Characters	
Main Conflict	
Main Theme	
Beginning of Theme	
Development of Theme	
Climax of Theme	
Resolution of Theme	

Plot Graph



Climax

Rising Action **Falling Action**

Denouement

Introduction **Main Conflict**

Type of Conflict

Main Characters **Setting** **Themes**

Let Your Senses Guide You



You have read and heard the story. Now, let's explore the story with your senses of sight, hearing, taste, smell and touch.

What did you
SEE in the story

What did you
HEAR in the story?

Title

What did you
TASTE in the story?

What did you
TOUCH in the story?

What did you
SMELL in the story?

The Five W's



Choose an important event from the novel. Using the facts from this event, complete the chart below.

EVENT: _____

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Story Makeover



**PRETEND YOU ARE THE AUTHOR OF THE STORY.
THERE ARE SOME THINGS YOU LIKE AND DON'T LIKE ABOUT IT.**

- You want to **CHANGE TWO** things in the story. What are they?
- There are **TWO** things you **DON'T** want to change. What are they?
- There are **TWO** things you will **ADD** to the story. What are they?

Write your answers below.

Things to Change

1

2

Things NOT to Change

1

2

Things to Add

1

2

Real or Make Believe?



Is this story **REAL** or did the author **MAKE IT UP**?

I think this story is

Write **4 FACTS** that **PROVE** your answer.

1.

2.

3.

4.

Character Perspectives



Choose an important event that has an impact upon two characters in this story. Complete the chart by filling in these details:

- the names of the characters
- a short summary of the event
- your ideas about each character's perspective of the event

Event

Character
One

Character
TWO

Perspective

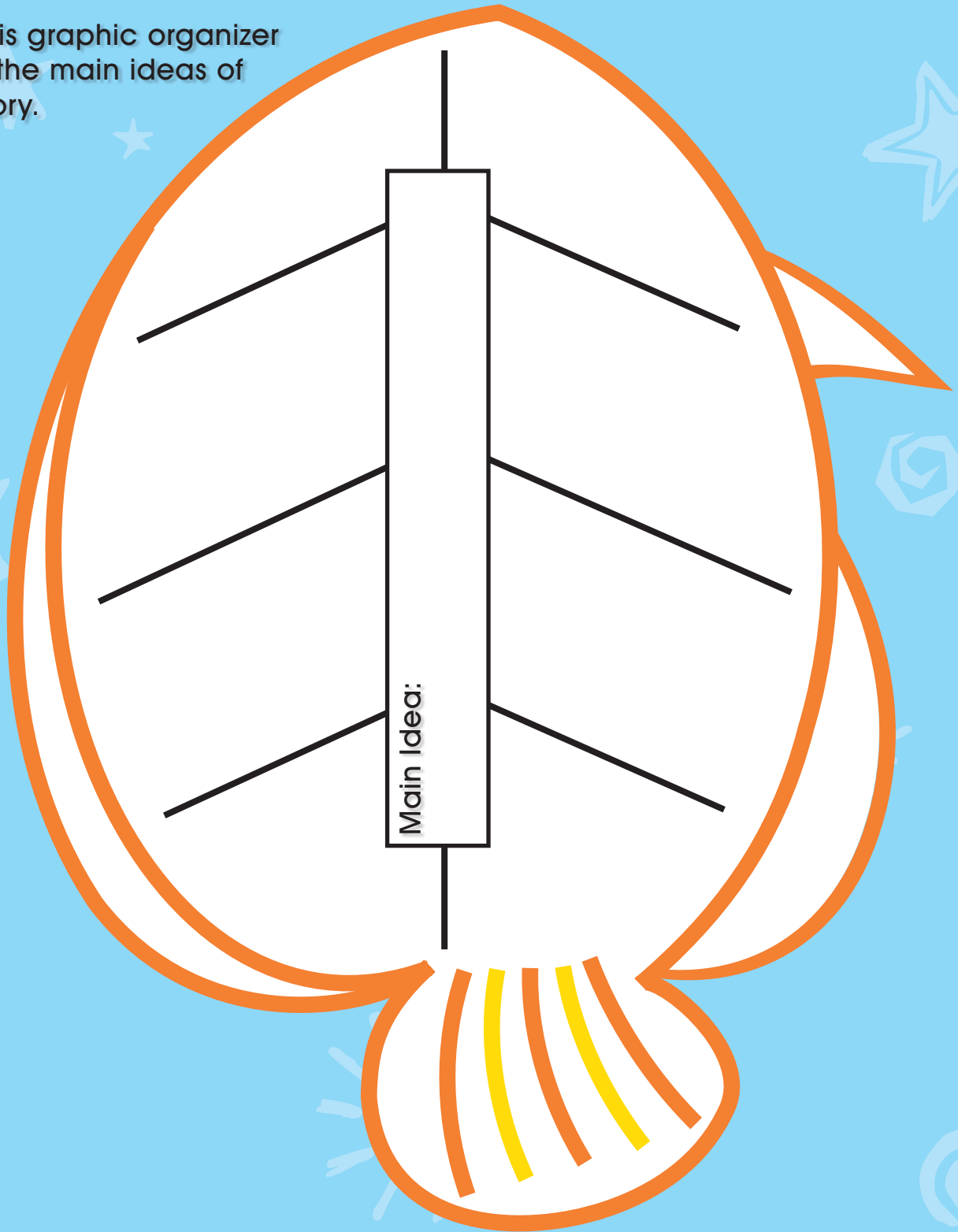
Perspective

Did your characters react the same or differently to this event? Support your answer.

Fishbone Graphic Organizer



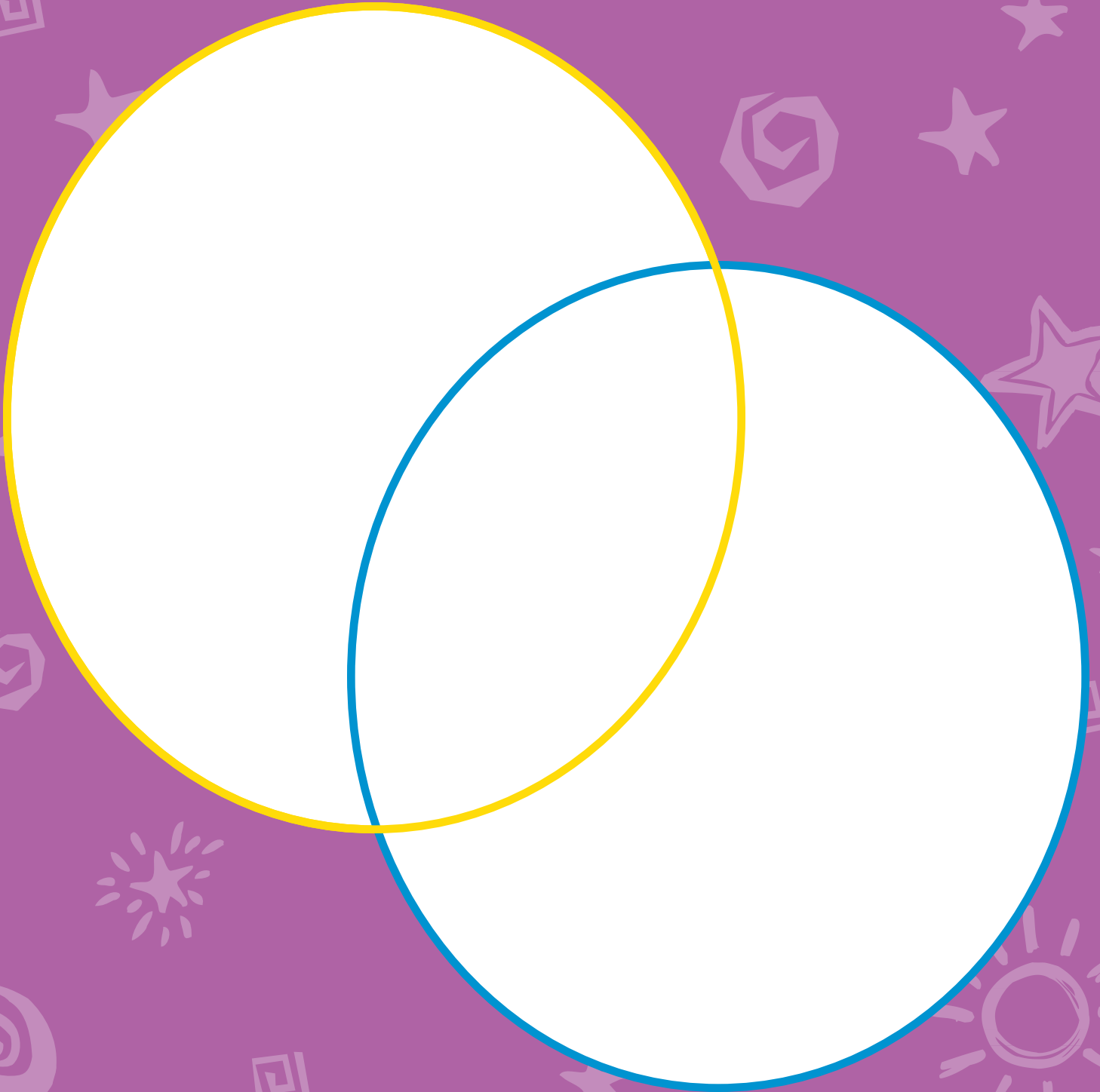
Use this graphic organizer to list the main ideas of the story.



Venn Diagram



Use the Venn Diagram to **compare** and **contrast** characters and their traits or thoughts.



Person to Person



AN INTERVIEW WITH:

_____ (CHARACTER'S NAME)

Question 1

Character's Response

Question 2

Character's Response

Question 3

Character's Response

Question 4

Character's Response

Question 5

Character's Response

Question 6

Character's Response

What have you learned about this character?

Story Star Maker



Book Title:

Author:

Publisher:

Number of Pages:

Who?

Why?

How?

What?

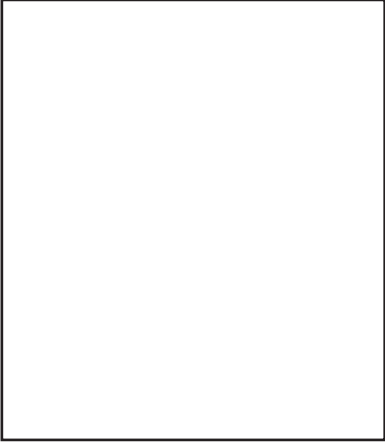
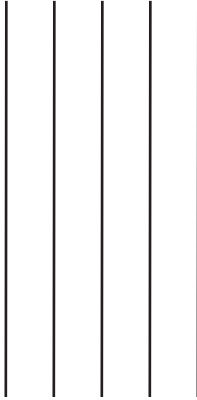

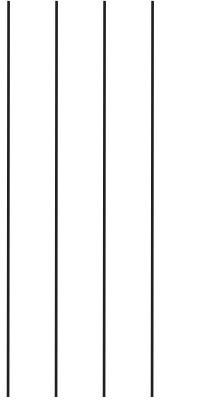
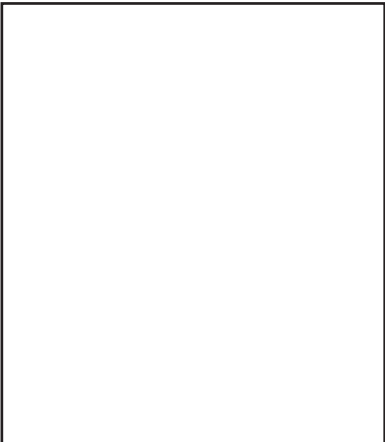
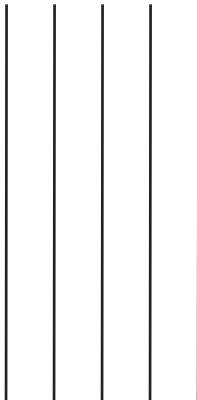

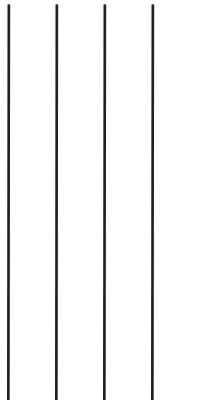
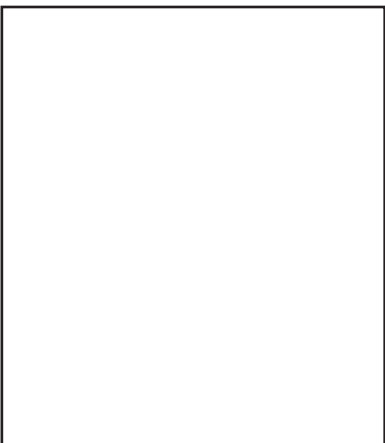
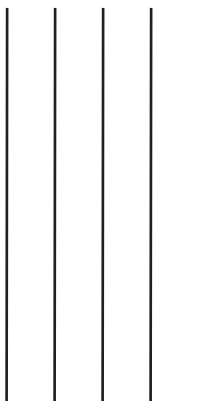

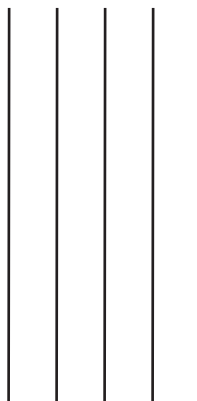
When?

Where?

Cartoon Strip



Choose your favorite part of the story and illustrate it in the cartoon strip below.
Be sure to include dialog in your illustrations.

Situations and Outcomes



Character

Situation 1	Situation 2	Situation 3	Situation 4	Situation 5
Outcome	Outcome	Outcome	Outcome	Outcome
Your Response	Your Response	Your Response	Your Response	Your Response

Compare / Contrast



Compare and contrast two characters from the novel.

Attributes for Comparison	CHARACTER ONE	CHARACTER TWO
1. Physical or Character Attribute:		
2. Physical or Character Attribute:		
3. Physical or Character Attribute:		