

# TEACHER GUIDE FOR USING

# DIFFERENTIATED *Graphic Organizers*

## SKILLS & LEVELS

There are 24 sets of organizers covering a wide variety of reading skills and strategies. Each set includes 3 levels for use, discreetly numbered 1-3 in small print in the upper left-hand corner of each sheet. Each level 1 organizer includes prompts and scaffolds to help students generate ideas and organize their thoughts. Level 2 organizers include less scaffolding and require a bit more skill-application than level 1. Level 3 organizers require the highest level of critical thinking, and often include a written response component. The levels aren't meant to represent a specific grade level or academic level; therefore, they can be utilized in a variety of ways!

## IDEAS FOR USE

These graphic organizers are excellent for use with small groups, whole group, and/or individual practice. The leveling system can be used to target students working at different academic levels; however, it can also be used to scaffold the skills and strategies being practiced. Level 1 organizers work well when students are still needing prompts to successfully apply the skill. Level 2 organizers work well as students are expected to apply the skill more independently. Level 3 organizers will offer your students the highest challenge, when they are ready.

## SKILLS COVERED

Asking Questions  
Author's Purpose  
Cause & Effect  
Characters  
Compare & Contrast  
Context Clues  
Determine Importance  
Fact & Opinion  
Figurative Language  
Genres  
Inference  
Main Idea  
Making Connections  
Making Predictions  
Plot  
Point of View  
Problem & Solution  
Sequencing  
Summarizing  
Synthesize  
Text Features  
Text Structures  
Theme  
Visualizing

# CHARACTER

## traits

Name \_\_\_\_\_

Date \_\_\_\_\_

TEXT: \_\_\_\_\_

Directions: Choose a character from the text and write two traits that the character has. Then, give evidence of something the character says or does that proves those traits.

### EXAMPLES OF CHARACTER TRAITS:

HONEST

KIND

TRUSTWORTHY

DETERMINED

LOYAL

HELPFUL

SNEAKY

DARING

DRAVE

SHY

ENERGETIC

GUILTY

DEVOTED

CHARACTER: \_\_\_\_\_

TRAIT

Evidence

TEACHING  
evidence

TRAIT

Evidence



# CHARACTER

## traits

Name \_\_\_\_\_

Date \_\_\_\_\_

TEXT: \_\_\_\_\_

CHARACTER: \_\_\_\_\_

*Trait*: a word to describe the character's personality

*Evidence*: something the character says/does in the text that proves the trait

TRAIT	Evidence
TRAIT	Evidence
TRAIT	Evidence

TEACHING REEJ



# CHARACTER

## traits

Name \_\_\_\_\_

Date \_\_\_\_\_

TEXT: \_\_\_\_\_

Directions: Choose a character from the text and fill in the chart with character traits, evidence, and inferences about the character. Focus on ways the character changes in the text. Then, answer the question at the bottom.

CHARACTER: \_\_\_\_\_

TRAIT	EVIDENCE	WHAT CAN YOU INFER ABOUT THE CHARACTER BASED ON THIS?

HOW DID THE CHARACTER CHANGE OVER TIME?  
USE EVIDENCE FROM THE CHART TO SUPPORT YOUR ANSWER:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# FIGURATIVE language

## Types of Figurative Language

**Alliteration:** using the same letter or sound at the beginning of a set of words

**Hyperbole:** a big exaggeration

**Simile:** comparing one thing to another using the words 'like' or 'as'

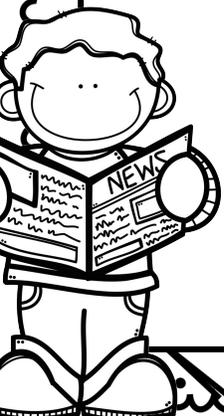
**Metaphor:** comparing one thing to another, by saying it is that thing

**Personification:** giving human qualities to something nonhuman

**Onomatopoeia:** a word that is also a sound

Directions: Complete the chart below by finding examples of figurative language in your text.

TEXT EXAMPLE	TYPE OF FIGURATIVE LANGUAGE	WHAT DOES IT MEAN?
	TEACHING	eyes



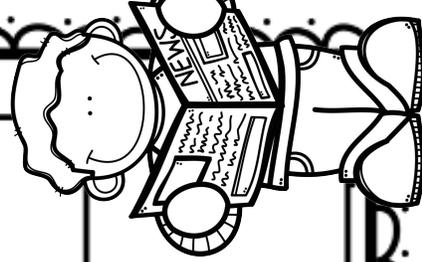
Name \_\_\_\_\_

Date \_\_\_\_\_

# FIGURATIVE language

Directions: Find examples of figurative language in your text and add them to the chart below.

TEXT EXAMPLE	TYPE OF FIGURATIVE LANGUAGE (CHECK ONE)	WHAT DOES IT MEAN?
	<input type="checkbox"/> METAPHOR <input type="checkbox"/> PERSONIFICATION <input type="checkbox"/> ONOMATOPOEIA <input type="checkbox"/> OTHER _____	<input type="checkbox"/> ALLITERATION <input type="checkbox"/> HYPERBOLE <input type="checkbox"/> SIMILE
	<input type="checkbox"/> METAPHOR <input type="checkbox"/> PERSONIFICATION <input type="checkbox"/> ONOMATOPOEIA <input type="checkbox"/> OTHER _____	<input type="checkbox"/> ALLITERATION <input type="checkbox"/> HYPERBOLE <input type="checkbox"/> SIMILE
	<input type="checkbox"/> METAPHOR <input type="checkbox"/> PERSONIFICATION <input type="checkbox"/> ONOMATOPOEIA <input type="checkbox"/> OTHER _____	<input type="checkbox"/> ALLITERATION <input type="checkbox"/> HYPERBOLE <input type="checkbox"/> SIMILE
<p>95</p>	<input type="checkbox"/> METAPHOR <input type="checkbox"/> PERSONIFICATION <input type="checkbox"/> ONOMATOPOEIA <input type="checkbox"/> OTHER _____	<input type="checkbox"/> ALLITERATION <input type="checkbox"/> HYPERBOLE <input type="checkbox"/> SIMILE



Name \_\_\_\_\_

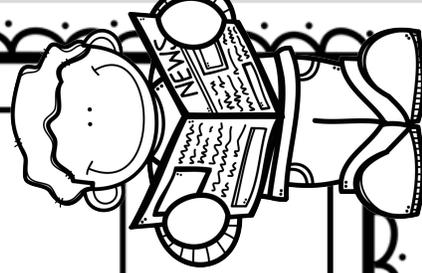
Date \_\_\_\_\_

Directions: Find examples of figurative language in your text and add them to the chart below. Explain why you think the author chose to use each one.

# FIGURATIVE language

TEXT EXAMPLE	TYPE OF FIGURATIVE LANGUAGE	WHAT DOES IT MEAN?	WHY DID THE AUTHOR INCLUDE THIS?

TEACHING  
 DONTING  
 of  
 of  
 of



I Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Find places in your text that you can infer. Share your background knowledge that helped you make each inference.

# MAKING Inferences

MY BACKGROUND KNOWLEDGE +	TEXT CLUE	I CAN INFER...
I know that...	The text says... <i>Handwritten: A car is broken down on the side of the road.</i>	So, I can infer... <i>Handwritten: The car is broken down.</i>
I know that...	<del>The text says...</del> <i>Handwritten: The car is broken down.</i>	So, I can infer... <i>Handwritten: The car is broken down.</i>
I know that... <i>Handwritten: The car is broken down.</i>	The text says...	So, I can infer...



2 Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Find places in your text that you can infer. Share your background knowledge that helped you make each inference.

# MAKING Inferences

MY SCHEMA	TEXT CLUE	I CAN INFER...
+	=	
+	=	
+	=	
+	=	
+	=	

TEACHER'S  
 DURING  
 OF  
 SS



3 Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Find places in your text that you can infer. Share your background knowledge that helped you make each inference.

# MAKING Inferences

MY SCHEMA	TEXT CLUE	I CAN INFER...
+	TEXT	=
+	ACROSS	=
+	[scribble]	=
+	[scribble]	=
+	[scribble]	=

REFLECT: CHOOSE ONE EXAMPLE FROM ABOVE (PUT A STAR NEXT TO IT) AND EXPLAIN WHY YOU THINK THE AUTHOR LEFT YOU TO INFER WHAT YOU DID. WHY DO YOU THINK THE AUTHOR DIDN'T PUT IT DIRECTLY IN THE TEXT? USE EVIDENCE TO SUPPORT YOUR ANSWER.

SS



Name \_\_\_\_\_ Date \_\_\_\_\_

# PLOT

Directions: Use the prompts in each box to help you reconstruct the plot of the text.

TEXT: \_\_\_\_\_

## BEGINNING

What are the most important events that happened at the beginning of the story? Include characters and setting.

Clea  
↓

## MIDDLE

What are the most important events that happened in the middle of the story? Include the problem and how the character is attempting to solve it.

TEACHING  
Bryana

## END

What are the most important events that happened at the end of the story? Include how the problem was solved.



Name \_\_\_\_\_ Date \_\_\_\_\_

# PLOT

Directions: Tell the plot of the text in the boxes below. Then, answer each question in each box.

TEXT: \_\_\_\_\_

BEGINNING

*Clergy*

Why are these the most important details from the beginning?

\_\_\_\_\_  
\_\_\_\_\_

MIDDLE

*TEACHING*

Why are these the most important details from the middle?

\_\_\_\_\_  
\_\_\_\_\_

END

Why are these the most important details from the end?

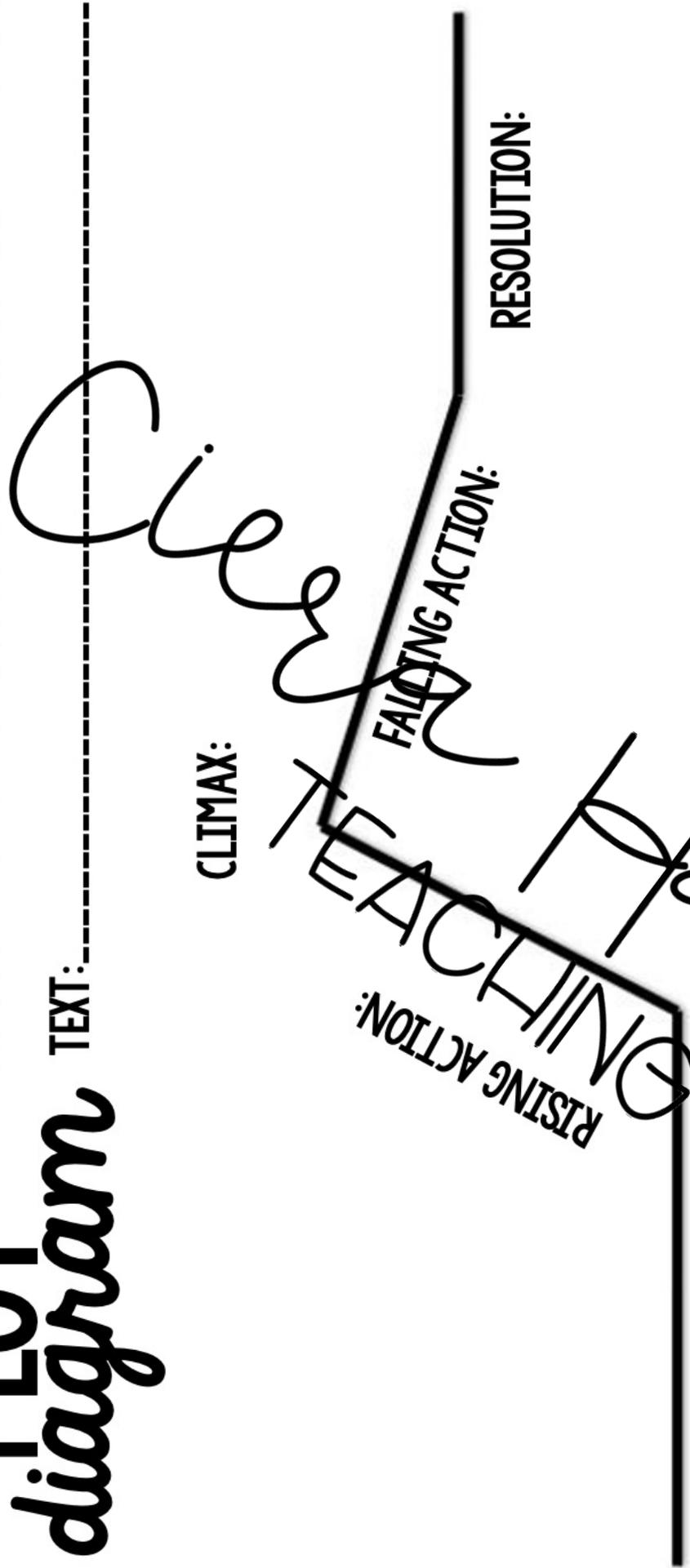
\_\_\_\_\_  
\_\_\_\_\_



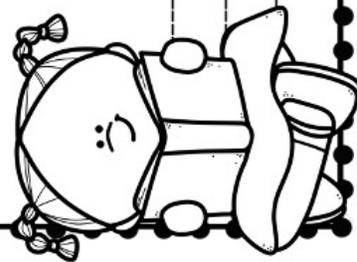
# PLOT diagram

Name \_\_\_\_\_  
Date \_\_\_\_\_

Directions: Fill in the plot diagram below with events from the text.



EXPOSITION:



REFLECT: AFTER REVIEWING YOUR PLOT DIAGRAM, WHAT LESSON DO YOU THINK THE MAIN CHARACTER(S) LEARNED? USE TEXT EVIDENCE TO SUPPORT YOUR ANSWER.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# THEME

Name \_\_\_\_\_

Date \_\_\_\_\_

Theme is the message or lesson the author wants you to take away from the text.

## COMMON THEMES

HONESTY	LOYALTY	RESPONSIBILITY	KINDNESS
	FAMILY	ACCEPTANCE	COURAGE
PERSEVERANCE	COMPASSION	COOPERATION	

TEXT: \_\_\_\_\_

THE THEME OF THE TEXT IS:

EVIDENCE

EVIDENCE

TEACHING

Handwritten scribbles

# THEME

Name \_\_\_\_\_

Date \_\_\_\_\_

- Common Themes:**
- HONESTY
  - LOYALTY
  - RESPONSIBILITY
  - KINDNESS
  - FAMILY
  - ACCEPTANCE
  - COURAGE
  - COOPERATION
  - PERSEVERANCE

TEXT: \_\_\_\_\_

THE THEME OF THE TEXT IS:

EVIDENCE

EVIDENCE

EVIDENCE

TEACHING

EXPLAIN THE WAY YOUR EVIDENCE SUPPORTS THE THEME OF THE TEXT:

# THEME

Name \_\_\_\_\_

Date \_\_\_\_\_

## Common Themes:

- HONESTY
- LOYALTY
- RESPONSIBILITY
- KINDNESS
- FAMILY
- ACCEPTANCE
- COURAGE
- COOPERATION
- PERSEVERANCE

TEXT: \_\_\_\_\_

THE THEME OF THE TEXT IS:

### CHARACTER DIALOGUE

What does the character say that demonstrates the theme?

### CHARACTER ACTION

What does the character do that demonstrates the theme?

### PLOT EVIDENCE

What happens during the plot of the text that demonstrates the theme?

TEACHING

SUMMARIZE THE WAY YOUR EVIDENCE SUPPORTS THE THEME OF THE TEXT: