

TOOLS FOR READING, THINKING and WRITING

Reading	Writing	Name	Description
✓	✓	Academic Notes p. 4	A note-taking page with helpful reminders in the margin that help students to define, summarize, serialize, classify, compare, and analyze ideas and concepts
✓	✓	Cause and Effect p. 5-15	A series of graphic organizers that use different formats for tracing causes and effects
	✓	CEI p. 16	A note-taking page to develop an idea using the claim, evidence, and interpretation strategy
✓		Character Bookmark p. 17-18	A reproducible page with four book marks that can be copied back-to-back; one side has space for notes on characters that students encounter during reading, while the opposite side provides question stems to promote active reading
✓	✓	Character Study p.19-40	A series of graphic organizers for studying the methods of characterization, character traits, and the relationship between character development and conflict
✓		Classification Notes p. 41-43	Three graphic organizers for categorizing ideas and information into six, four, or three categories
✓	✓	Collaborative Questions p. 44-45	A graphic organizer that encourages students to pose questions about a text at different levels of Bloom's Taxonomy; students then share their questions with a partner and formulate answers to each other's questions based on their discussion
✓	✓	Compare/Contrast p. 46-51	A series of graphic organizers for examining the similarities and differences between and among different ideas or concepts, including (but also moving beyond) the traditional Venn diagram
✓	✓	Comparison Notes p.52	An alternative to the traditional Venn Diagram that includes a space for summarizing the compared and contrasted ideas
✓		Conflict Dissection p. 53	A four-column graphic organizer for identifying "someone...wanted...but...so" in order to dissect conflicts that are presented in text
✓		Cornell Notes (Intro) p. 54	A note-taking page that introduces students to the Cornell Notes method with suggestions on the type of information to be included
✓	✓	Decision Making p. 55-56	Two graphic organizers that help students work through a decision-making process
✓	✓	Discussion Notes p. 57	A graphic organizer that helps students prepare for a discussion about a text, with prompting questions in the margin that help to guide their thinking
✓	✓	Event Mapping p. 58-59	A web for charting the who, what, where, when, why and how of a particular event
	✓	Expository Writing Tools p. 60-67	A series of graphic organizers for organizing ideas to write expository texts, including webs for developing topics and outlines for structuring expository essays

✓	✓	Fact vs. Opinion p. 68	A graphic organizer for identifying facts and opinions in text, including space for students to explain how they know the details from the text are facts or opinions
✓	✓	Four Square Perspective p.69	A graphic organizer that helps students examine a topic or issue from four different points of view, with space to synthesize conclusions, connections, and questions
✓	✓	Inductive Main Idea p. 70	A graphic organizer that generates a series of details related to a subject and then moves to a main idea through induction
✓		Inference Notes p. 71	A circular graphic organizer for organizing literal information in the inside wedges of the circle and inferences in the outer wedges of the circle
✓		Inference Text & Subtext p.72	A graphic organizer for analyzing the textual or literal level of meaning and the subtextual or implied meaning for a specific quotation
✓		Interactive Notes p. 73-74	A model of the interactive note strategy, including the before, during, and after thinking that students should do while reading a text; also includes a blank interactive note-taking page
✓		Key Concept Synthesis p. 75-76	A graphic organizer for identifying the five most important concepts from a reading, with space for students to put the concept into their own words, to explain why the concept is important, and to make connections to other important concepts in the reading
✓	✓	KWL (revised) p. 77	A four-column chart that helps students identify what they already know for sure about a topic, what they think they know about the topic but are unsure, what they would like to learn about the topic, and the connections they can make between the topic and other things they already know
✓		Main Idea Notes p. 78	A graphic organizer for identifying the main idea of a passage, the most important details, and reasons/evidence to support the reader's claim about the main idea
✓		Making Predictions p. 79	A graphic organizer for making predictions, grounding those predictions in evidence from the text, revisiting those predictions while reading, and processing the predictions after reading
✓		Metaphor Analysis p.80	A T-chart for examining the superficial level and metaphoric level of a metaphor
	✓	Narrative Writing Tools p. 81-92	A series of graphic organizers for planning to write narratives, including resources for sequencing, conflict, rising action, and imagery
	✓	Persuasive Writing Tools p. 93-113	A series of graphic organizers for developing and organizing ideas and information for persuasive writing or speaking, including planning and note-taking resources for debates
✓		PreReading Notes p. 114	A note taking page with questions in the margin that help students to survey the text, activate prior knowledge, and decide their purpose for reading
✓		Process Notes p. 115	An active reading, listening, or observing graphic organizer that involves note taking, visually representing ideas, and summarizing ideas in writing
	✓	Pyramid Notes p. 116	A graphic organizer for representing the hierarchy of a subject, main idea, supporting details, developing details, and summary or synthesis

✓		QAR: Question-Answer Relationships p. 117	The QAR strategy identifies four Question-Answer Relationships that students are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions
✓		Q-Notes p. 118	Q-Notes combines the strategies of SQ3R and Cornell Notes, and provides a note-taking format for posing questions while reading in the left-hand margin and writing answers to the questions in the right-hand margin
✓	✓	Question Generator p. 119-123	A graphic organizer that prompts students to pose their own questions to clarify their initial understanding, develop an interpretation, make connections, and take a critical stance
✓		Reading Bookmark p. 124-125	A reproducible bookmark that includes questions, strategies, and reminders that students can refer to throughout the reading process
✓		Reciprocal Notes p. 126	A note-taking page that prompts students to think about a text or topic first at the surface level, then at a deeper level; students are also prompted to use evidence to support their interpretations
	✓	Revising Writing p. 127	A graphic organizer that students use to analyze a writing model based on the criteria of a rubric to then explain how their writing is similar to and different from the model, with space to identify next steps for revision
✓		Summary Notes p. 128	A note-taking page to summarize a reading with before, during, and after reading reminders listed in the left-hand margin
✓	✓	Text Connections p. 129-130	A graphic organizer that helps students make text-to-self, text-to-world, and world-to-self connections to think deeply about an essential question (includes a direction page)
✓	✓	Text Response Journal Entries p. 131-134	Two journal entry pages that prompt students to make connections between specific textual references and their own ideas/experience
✓		Textbook Analysis p. 135	A graphic organizer that helps students recognize and analyze the features of different textbooks in order to approach the text more strategically
	✓	TAP Planner p. 136	A three-column graphic organizer that helps students identify the topic, the audience, and the purpose for a given piece of writing
✓	✓	Venn Diagram (2-way) p. 137	A traditional two-way Venn diagram with space for synthesizing conclusions, making connections, or posing questions
✓	✓	Venn Diagram (3-way) p. 137	A traditional three-way Venn diagram to compare and contrast three ideas, characters, events, etc.
✓		Vocabulary p. 139- 141	A graphic organizer that can be used to help students understand important vocabulary words or concepts, including space for the etymology of the word, antonyms and synonyms, the definition, a symbolic representation of the word, and space for using it in a sentence

Academic Notes

Date

Period

DEFINE

Base your definition on:

- what it *does*
- what it *is*
- what it's made from
- what it *means*

SUMMARIZE

Be sure that you:

- synthesize different events and information
- include only essential events, ideas, or info

SERIALIZE

Be sure to:

- include key events or moments in the sequence
- organize events or data to show how one event or action leads to another

CLASSIFY

Be sure to:

- create useful categories into which all info can be organized
- establish criteria to use when evaluating and organizing information

COMPARE

Be sure to:

- identify and assess key similarities and differences based on:
 - importance
 - behavior
 - quality
 - function

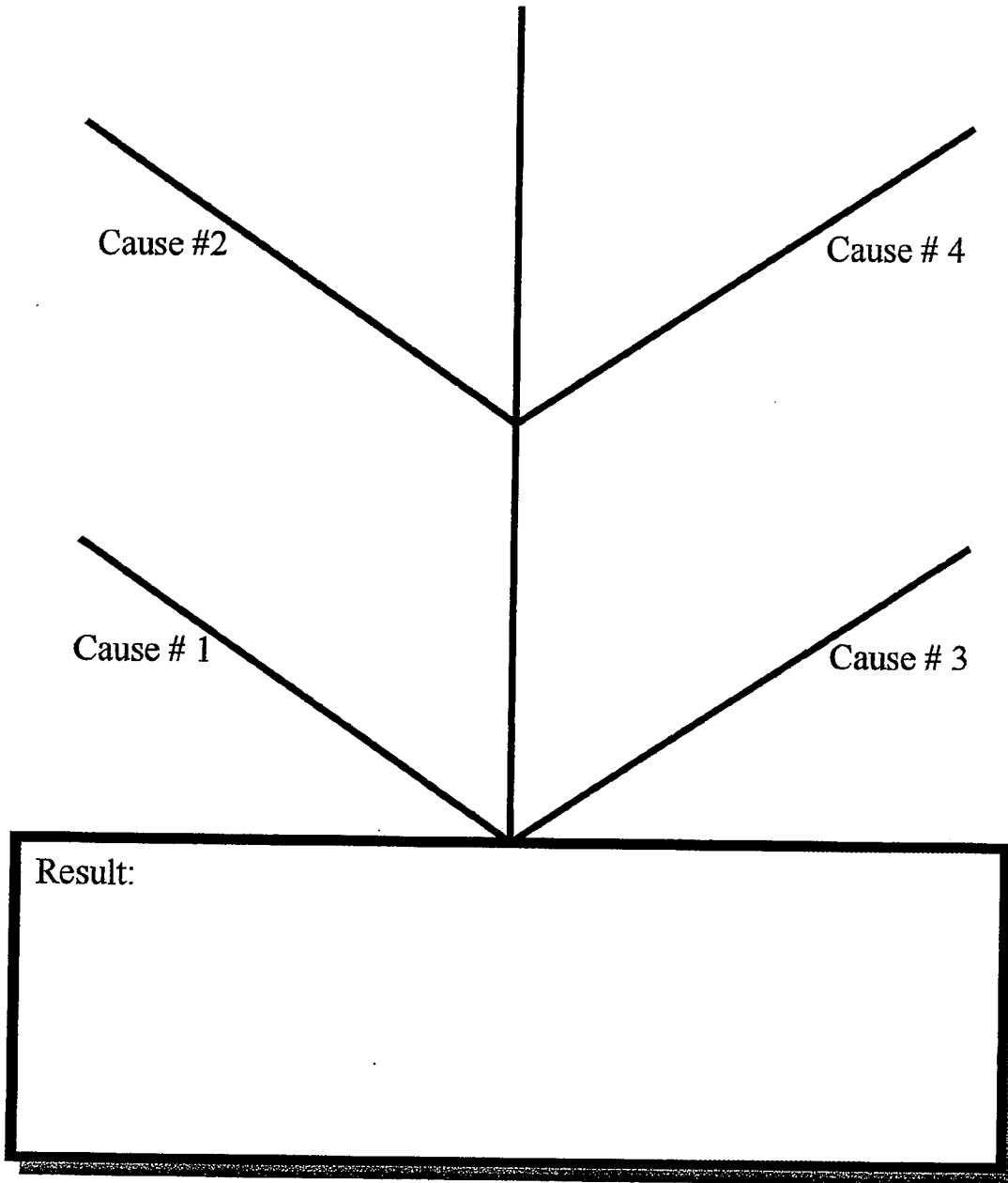
ANALYZE

Be sure to:

- consider what the text/ results mean based on critical reading or observation
- interpret from multiple perspectives

FISHBONE MAP

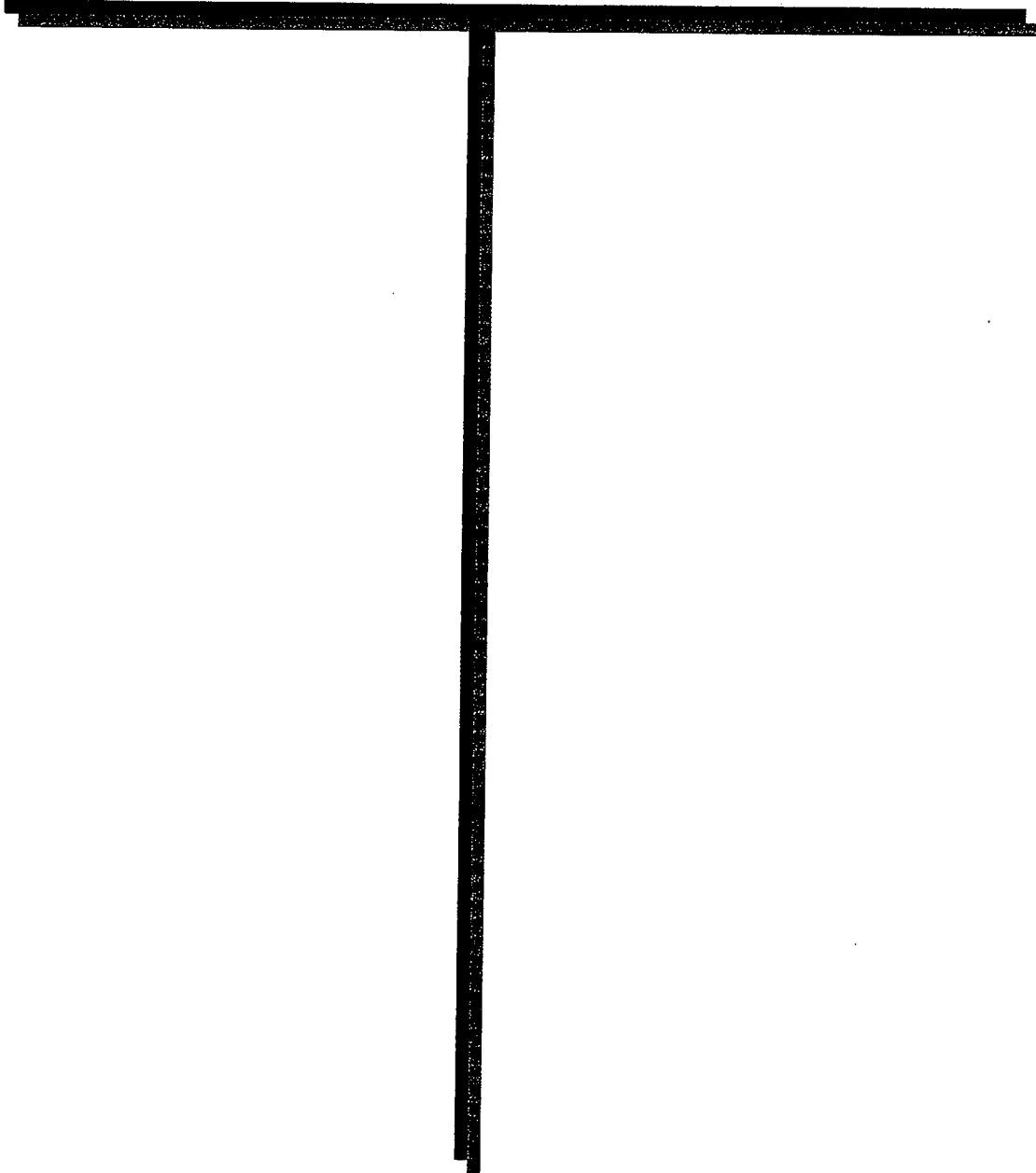
Name: _____ Date: _____



Name: _____ Date: _____

Cause

Effect



CAUSES & CONSEQUENCES FOR AN EFFECT

Name: _____ Date: _____

Give 2 causes and 1 consequence for each event.

Event
1.

	Happens
--	----------------

Because

--	--

Because

--	--

Consequence _____

Event
2.

	Happens
--	----------------

Because

--	--

Because

--	--

Consequence _____

MULTIPLE CAUSES FOR AN EFFECT

Name: _____ Date: _____

Event
1.

Happens

Because

Because

Because

Event
2.

Happens

Because

Because

Because

WHAT EFFECTS CAN YOU FIND?

Name: _____ Date: _____

Give 2 effects for each event. Story _____

Event
1.

What
Happened?

A.

B.

Event
2.

What
Happened?

A.

B.

Event
3.

What
Happened?

A.

B.

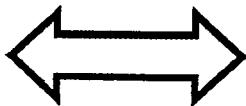
RELATIONSHIP

Name: _____ Date: _____

Concept 1 _____

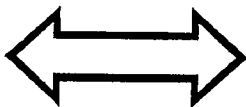
Concept 2 _____

Empty box for Concept 1 notes.



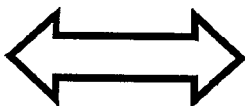
Empty box for Concept 2 notes.

Empty box for Concept 1 notes.



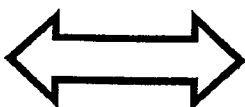
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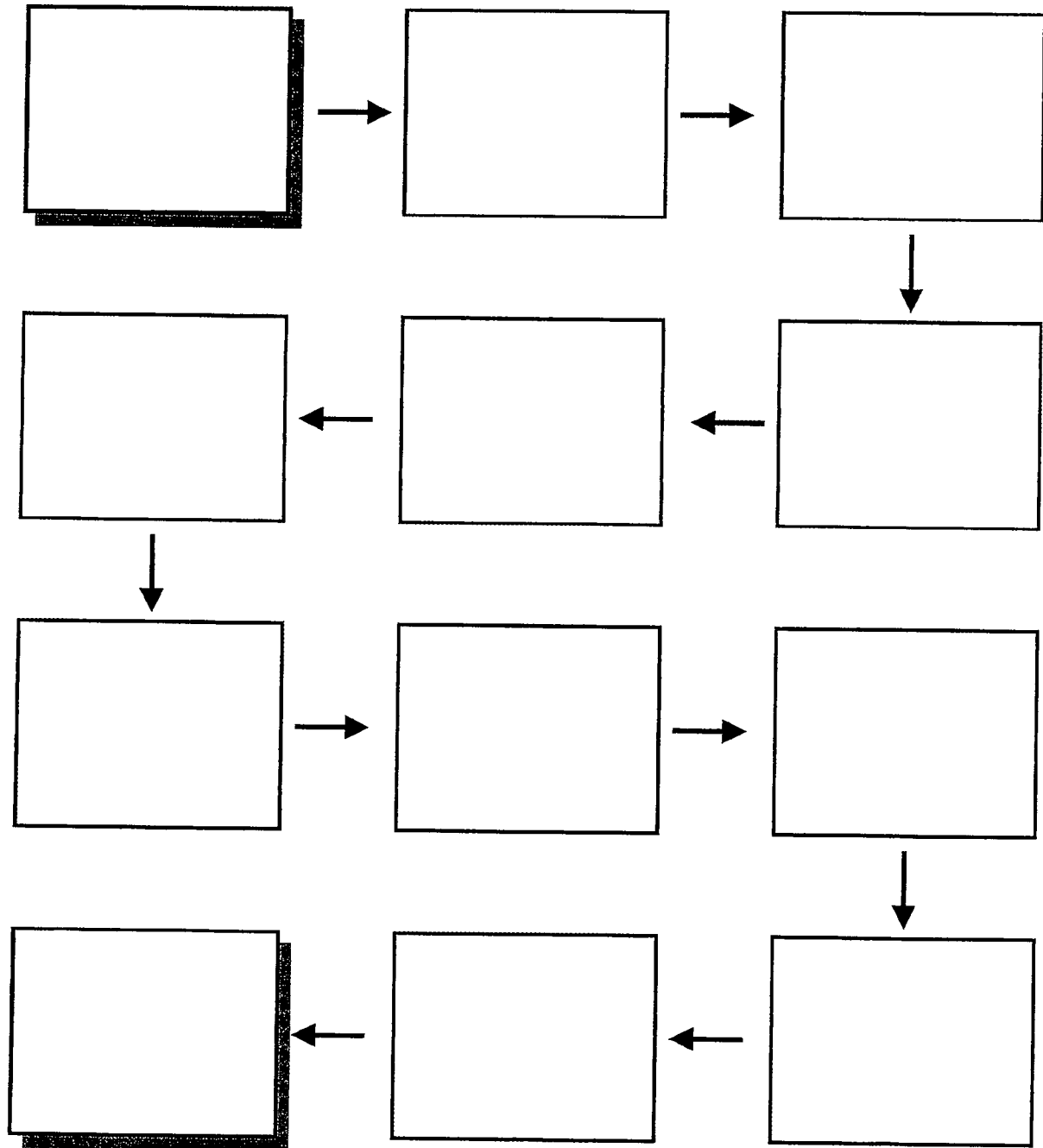
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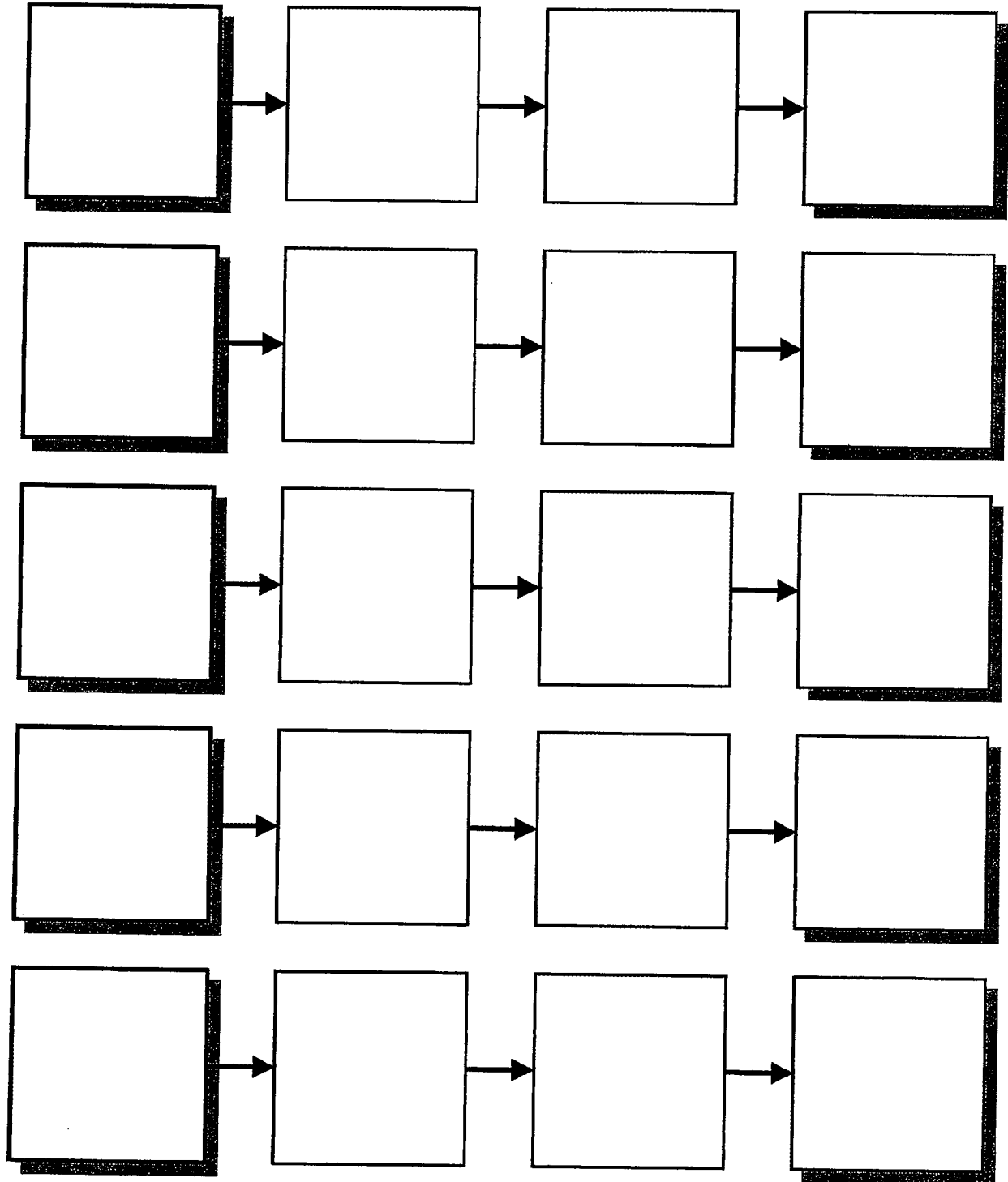
CAUSE AND EFFECT CHAIN 1

Name: _____ Date: _____



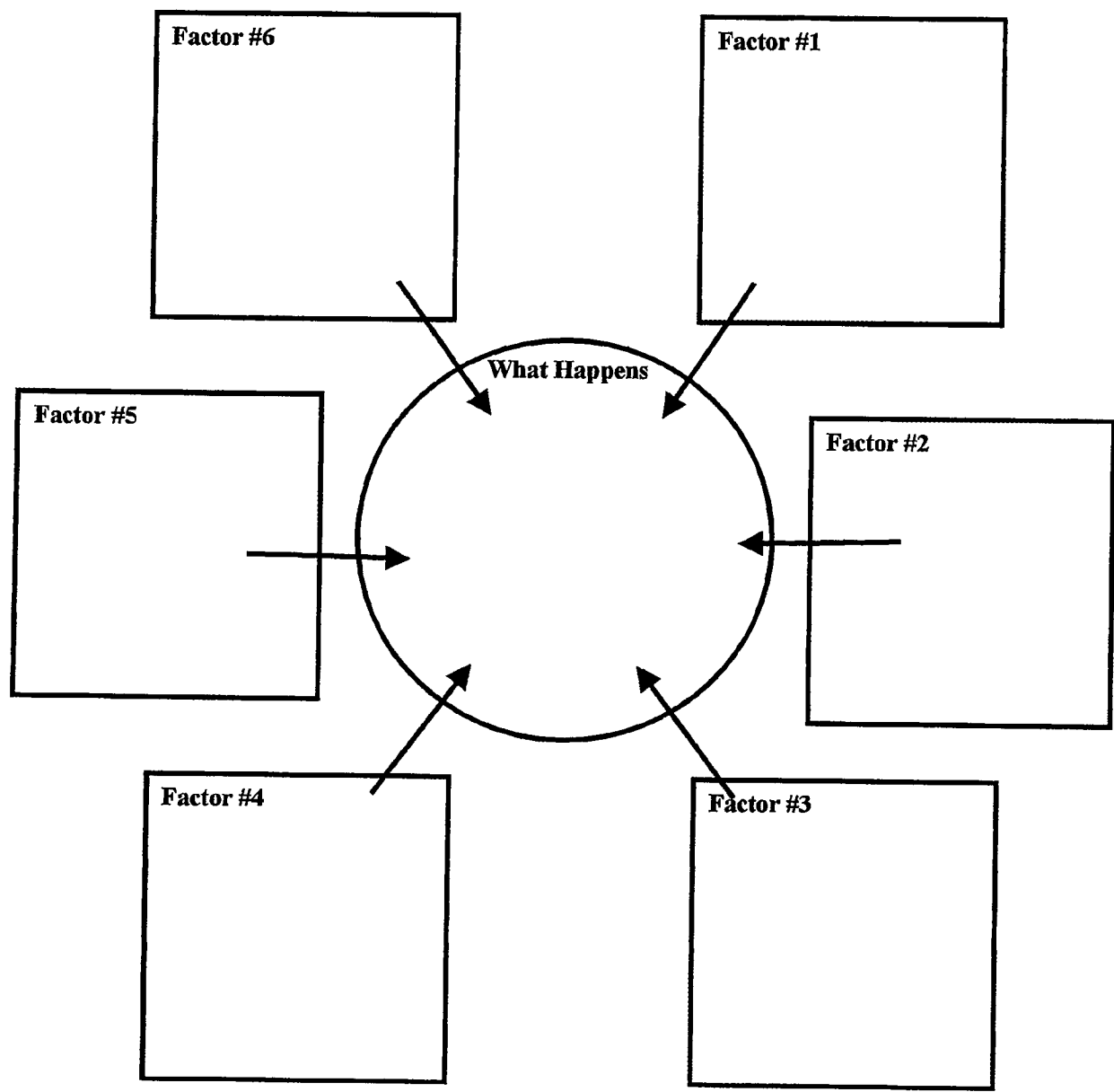
CAUSE AND EFFECT CHAIN 2

Name: _____ Date: _____



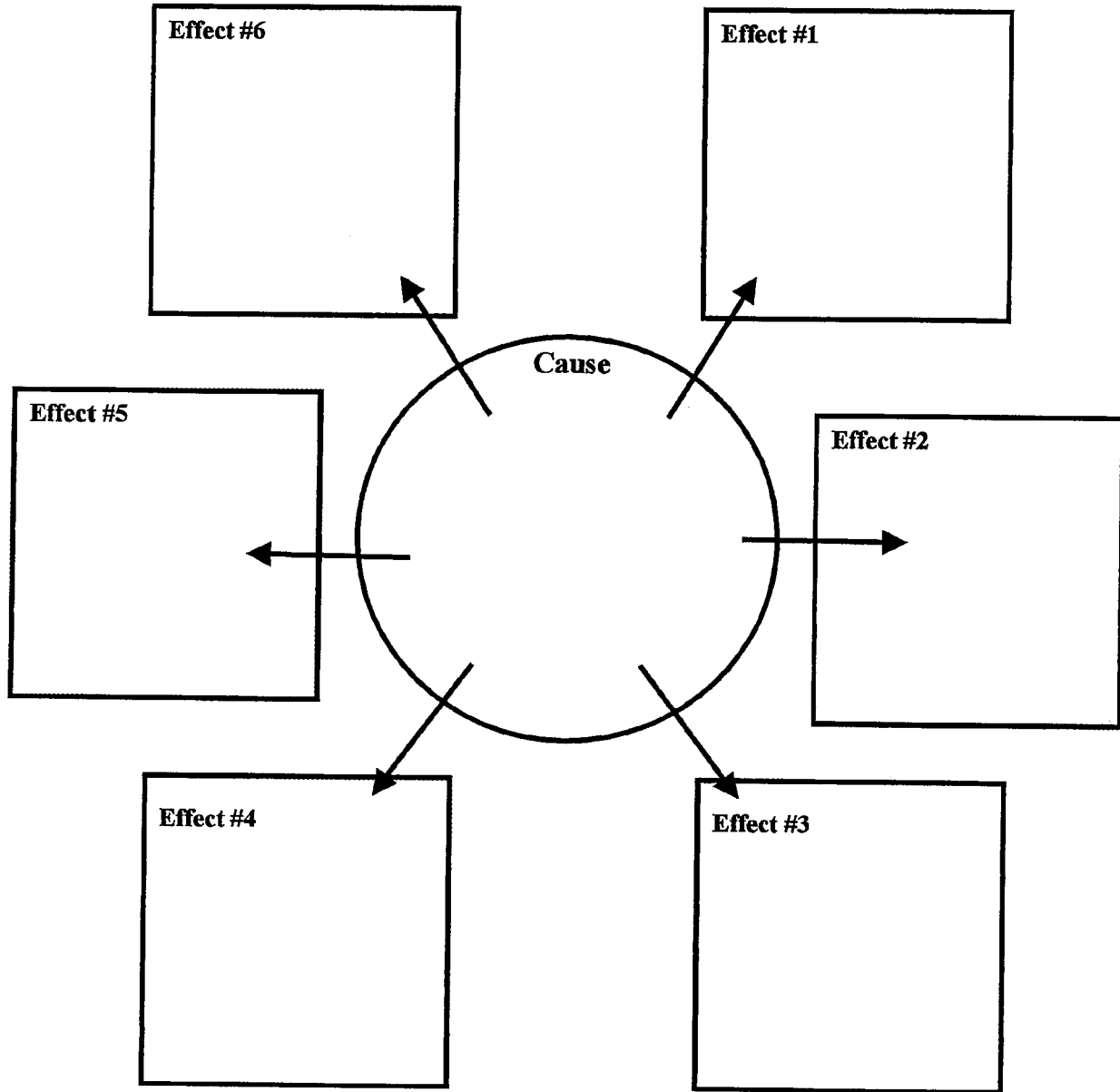
TOPIC: _____

Name: _____ **Date:** _____



TOPIC: _____

Name: _____ **Date:** _____



Name _____
Date _____

Class _____
Block / Period _____

CEI: Claim, Evidence and Interpretation

Claim: _____

Evidence: Examples, quotes, textual references that support the claim . . .

Interpretation: An explanation and/or analysis of the evidence . . .

Character Card

- Useful Literary Terms**
- Allusion
 - Analogy
 - Antagonist
 - Character
 - Conflict
 - Diction
 - Exposition
 - Imagery
 - Irony
 - Motif
 - Narrator
 - Persona
 - Plot
 - Point of View
 - Protagonist
 - Setting
 - Theme(s)
 - Tone/Voice

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Active Reading Skills

ASK QUESTIONS

- Who is involved?
- What are they doing? (Why?)
- What do they want very badly? (Why?)
- What is the situation or problem?
- Who is telling the story? (Why?)
- How is the story designed? (Why?)
- What is the source of tension?
- Can you trust the narrator?

MAKE CONNECTIONS

- I wonder why...
- What caused...
- I think...
- This is similar to...
- This is important because...
- What do they mean by...
- What I find confusing is...
- What will happen next is...
- I can relate to this because...

PREDICT

- What will happen next?
- Why do you think that?
- What effect will that have on the story or the characters?

SUMMARIZE

- What happened?
- What is essential to tell?
- What was the outcome?
- Who was involved?
- Why did this happen?
- Is that a detail or essential information?

CLARIFY

- Read ahead if you have a basic understanding of the text
 - Ask questions
 - Re-read what you don't understand
 - Identify what you don't understand so you know what to ask help on
- ### SYNTHESIZE
- Three important points/ideas are...
 - These are important because...
 - What comes next...
 - The author wants us to think...
 - At this point the article/story is about...
 - I still don't understand...
 - What interested me most was...
 - This means that

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CHARACTER MAP #1

Name: _____ Date: _____

