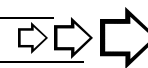


Graphic Organizers to Scaffold Writing Across the Curriculum

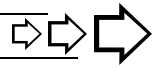


Story Framework

Use the Elements of Fiction to WRITE or Interpret a Story

<i>CCSS reading literature 2: Determine central ideas or themes of a text and analyze their development</i>	
THEME	What is the theme—the central idea ?
<i>CCSS reading literature 5: structure of the story</i>	
PLOT	> What will happen? (structure of a story)
	<ul style="list-style-type: none"> • How does it begin? (exposition) • How does it continue? (rising action) • What is the climax? (turning point) • What happens after that? (falling action) • How does it end? (resolution) •
<i>CCSS reading literature: CCSS 3: character development; 1: read closely, analyze, infer with evidence</i>	
CHARACTERS	
	> Who are the main characters ?
	> What are their traits ?
	<ul style="list-style-type: none"> • <i>How does the writer communicate those traits?</i> dialogue to help readers understand the characters? use actions they take to help readers understand their traits—and the theme? tell the character's thoughts and feelings?
	> How do they feel about each other? (relationships)
	<ul style="list-style-type: none"> • <i>How do readers learn that?</i>
	> How does a main character change ?
	<ul style="list-style-type: none"> • <i>What causes that change?</i>
<i>CCSS 5—how does the writer communicate?</i>	
SETTING	
	> Where and when does it take place? (setting)
	<ul style="list-style-type: none"> • <i>How do readers “see” that place?</i> • <i>How do readers know what that time is?</i> • How does the setting create a mood or atmosphere?
<i>CCSS reading literature 3: plot;</i>	
PROBLEM OR CONFLICT	
	<ul style="list-style-type: none"> ➤ What problem or conflict do the characters face? ➤ How do they solve it or resolve it?
<i>CCSS reading literature 6: point of view</i>	
POINT OF VIEW	
	> Who narrates?
	<ul style="list-style-type: none"> • <i>A character from the story</i> • <i>A narrator who is just telling the events but not explaining the story (third person)</i> • <i>A narrator who is not part of the story but who tells us what the characters are thinking (third person omniscient)</i>

For more information and examples of the elements of fiction, go to
<http://www.readwritethink.org/files/resources/interactives/lit>



Expand a Story: Infer Evidence-Based Dialogue

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Story: _____

List three different characters.

1 _____ 2 _____ 3 _____

INFER FEELINGS

How do you infer each one felt? Explain your answer with evidence from the text.

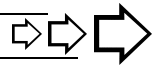
Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said about what happened?

The form contains three speech bubble templates, each consisting of a circular character head and a larger speech bubble tail. The first template on the left has a rounded rectangular speech bubble tail and is labeled with the number '1' below the head. The middle template has a circular speech bubble tail and is labeled with the number '2' below the head. The third template on the right has a rectangular speech bubble tail and is labeled with the number '3' below the head.



Compare the Feelings of the Narrator and a Character

CCSSR3. Analyze characters' development—and CCSSR5—analyze writer's techniques.

Compare the feelings of the narrator and one character in the story.

Choose one important event that takes place in the story.

Event: _____

Then write to tell how the narrator and one character feel about the event.

Narrator	Character: _____
How the narrator feels about the event:	How this character feels about the event:
Quotation that provides evidence:	Quotation that provides evidence:

Added Challenge

What would that **character** write about the event in a letter or journal?



Answer the BIG Question with Cited Examples and Evidence

CCSSR1—read closely to learn ideas (CCSSR2)

BIG question: What is an important idea about _____

Collect ideas, facts, examples. You can find them in your class notes, from books, articles, and the Internet.

What I learned	Where I Found It

Write an idea you learned. Support it with examples you found.

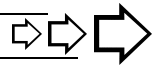
___ a page in a textbook

___ a part of an exhibit

___ a report

___ an article

_____ (another format)



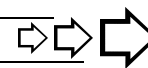
SMART CHART: CORE VOCABULARY

Common Core Anchor Reading Standard 4.Expand academic vocabulary

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write a word that tells about your word. It could be an adjective or a word in another language.

Make the Writing Connection
Use your core vocabulary to write about this topic.



Show a Concept

CCSSR2—explanatory writing



EXPLORE

Find an animal that looks interesting. What do you like about it?

CLASSIFY

Find two animals that are alike. How are they like each other?

CONTRAST

Find two animals that are very different. How are they different?

ANALYZE, then INFER

- Find an animal that probably moves fast. What helps it move fast?

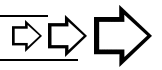
SYNTHESIZE

Write a note from one of the animals. Tell how your parts help you live.

Which cross-cutting science concept does this activity develop?

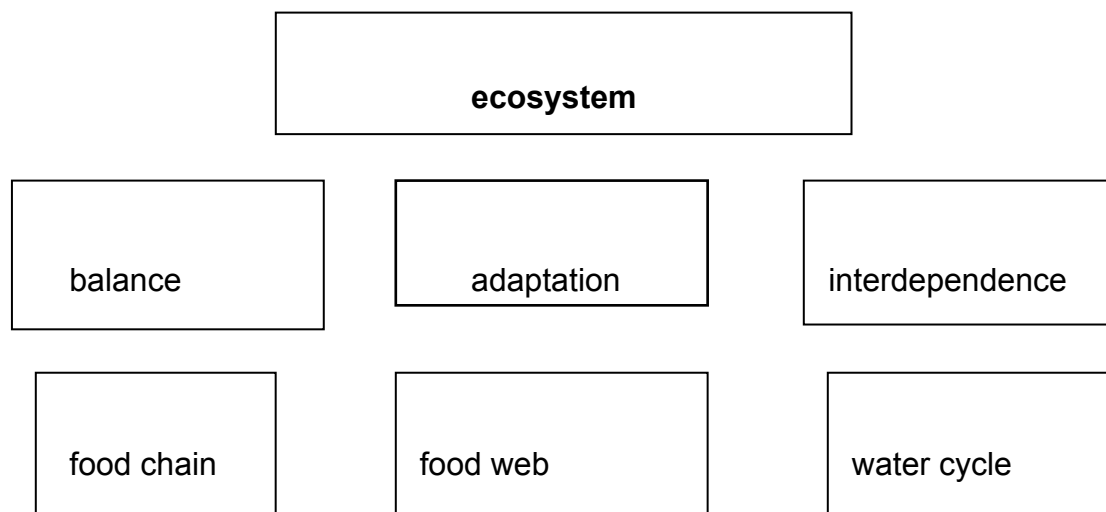
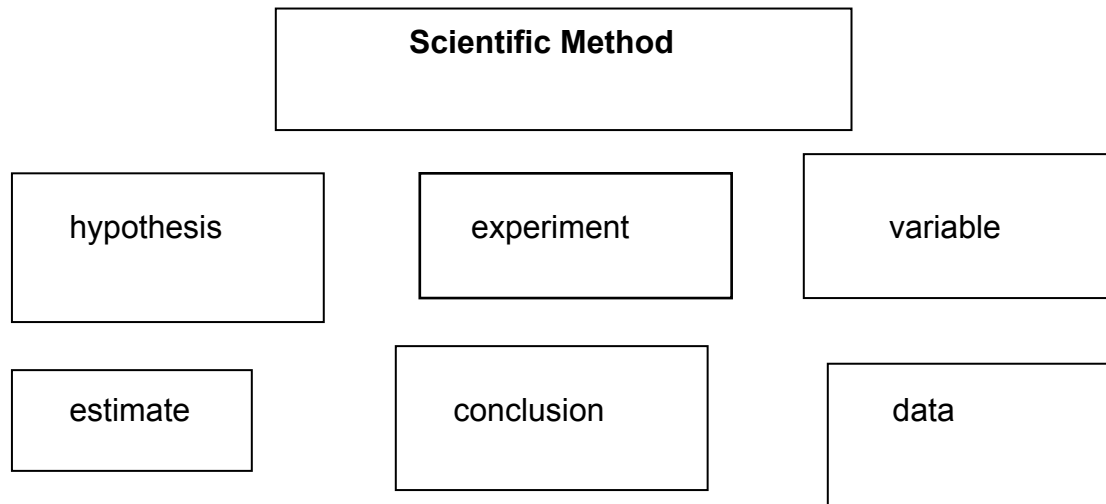
cause and effect systems structure and function patterns

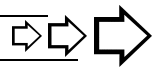
Cut out some of the animals and arrange them in a diagram or chart showing that concept. Then write a label explaining how the exhibit shows that idea.

**Set up Science Word/Idea Connection Exhibits.**

Common Core Anchor Reading Standard 4. Expand academic vocabulary

Students illustrate the academic vocabulary and then write to explain an idea with these words.

Examples of Science Vocabulary Word Walls



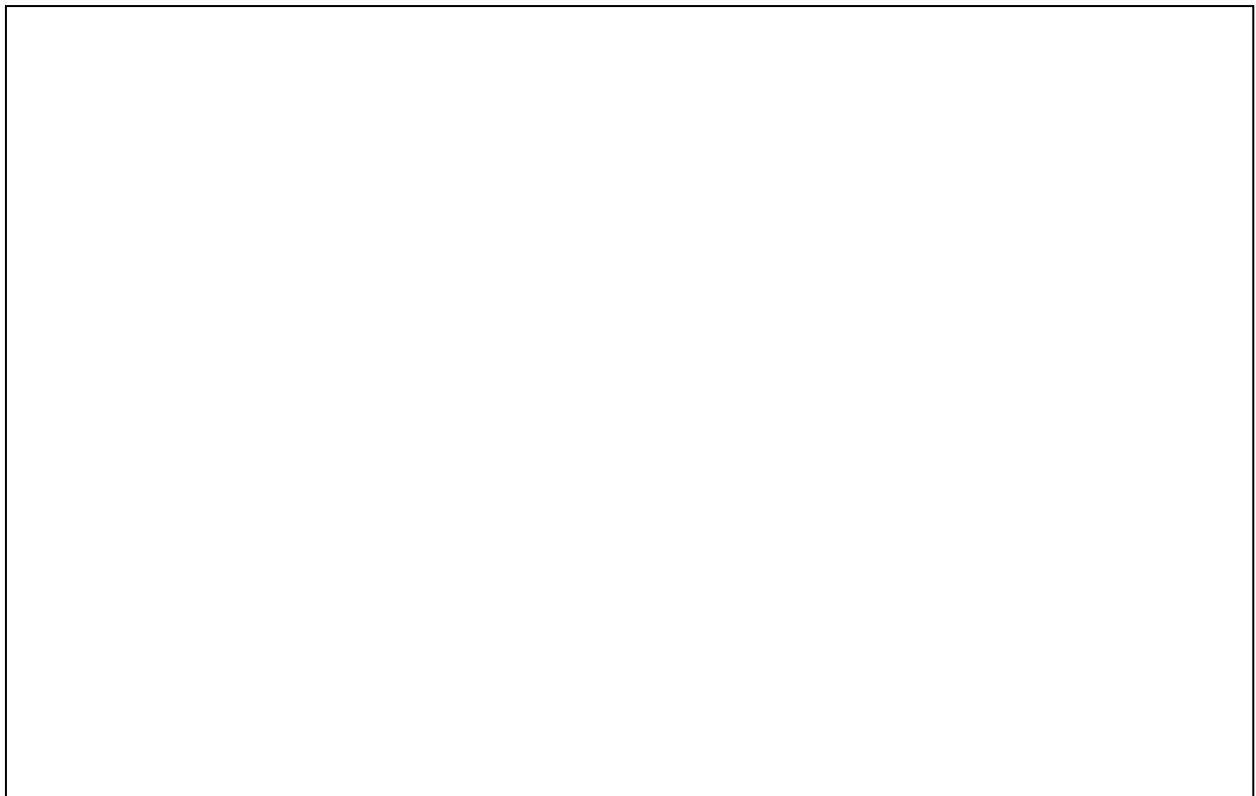
Picture a Paragraph

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Choose a page to read.

*Choose one paragraph that's interesting.
Every paragraph tells about an idea.*

Draw a picture that shows the main idea you learned from the paragraph.



Give your picture and that page number to another student.

See if they can find your paragraph.



I Can Synthesize

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

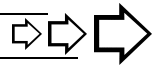
Topic: _____

Important Words

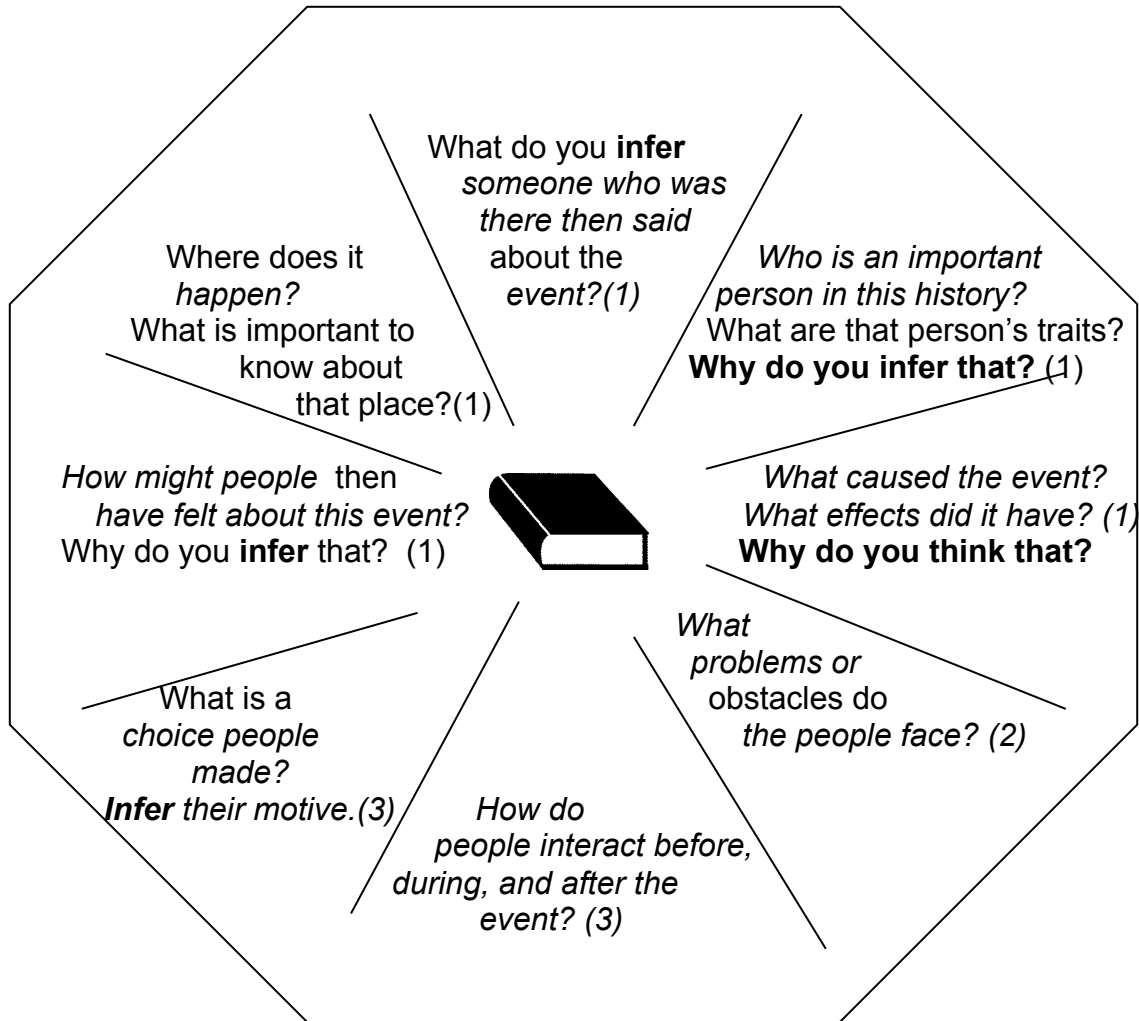
Word	Word	Word	Word
Picture	Picture	Picture	Picture

Important Information

Show or write about the topic here.



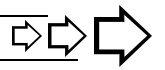
Analyze History with Common Core Questions



CCSSR Standards Emphasized: 1—read closely; 2—figure out ideas; 3) Analyze relationships.

What lesson can people learn from this history? (2)

Support your answers with evidence from the history.



Show and Tell History

KEY IDEAS AND DETAILS—Common Core Literacy Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Show three important parts of the history you are learning. *Write a label for each part.*

the Place



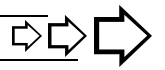
a person

the event



What is an important lesson people can learn from this history?

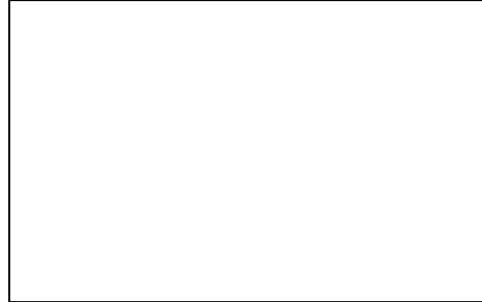
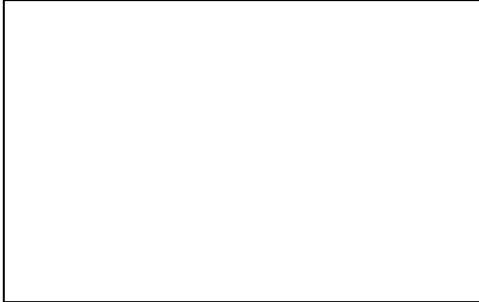




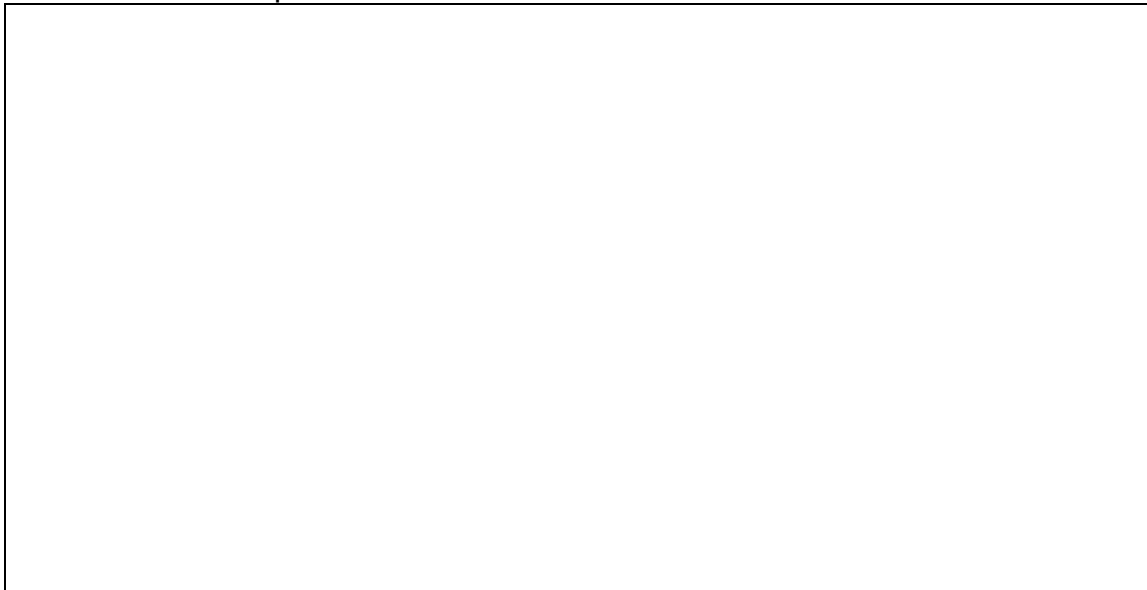
History Reader

Read carefully (CCSSR1), analyze relationships (CCSSR3), then infer the central idea or theme of a history (CCSSR2)

Draw two persons who are in it. Show their traits in your pictures.



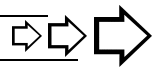
Show the most important event.



Write a caption for your picture.

What is a central idea or theme of this history?

Write an explanation—support your idea with examples from the history.



EXPAND THINKING: Dramatists Communicate Themes Vividly

Describe persons (*e.g., their traits, motivations, or feelings*) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3)

Situation: _____

Who's involved?

Who	Trait	Action	Motive

What happened—the event (in history) or plot (in a story)

How it starts: _____

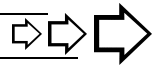
What happens next? _____

How it ends. _____

Write a drama based on the situation.

What's the **theme** of your play? What lesson can people learn from it?

Write what each person might say.



Think BIG

Common Core Anchor Reading Standard 2. **Determine central ideas or themes** of a text and **analyze their development; summarize the key supporting details and ideas.**

BIG IDEA: _____

Important Words

Important Information

Show your idea here in a drawing or graphic organizer.

--

Write a caption.