

Reading Graphic Organizers

For the 5th Grade Common Core
Literature Standards



read

Planning with 5th Grade Reading Common Core Standards

No.	Standard Description	Book/Chapter for Lesson	Graphic Organizer/Activity	Date Standard Covered
RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
RL 5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
RL 5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
RL 5.6	Describe how a narrator's or speaker's point of view influences how events are described.			
RL 5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
RL 5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			

All of these graphic organizers could be used as guided practice to introduce the skills and then eventually students could draw the organizers and charts on their own. If needed, continue to use the organizers as an accommodation for students who need it.

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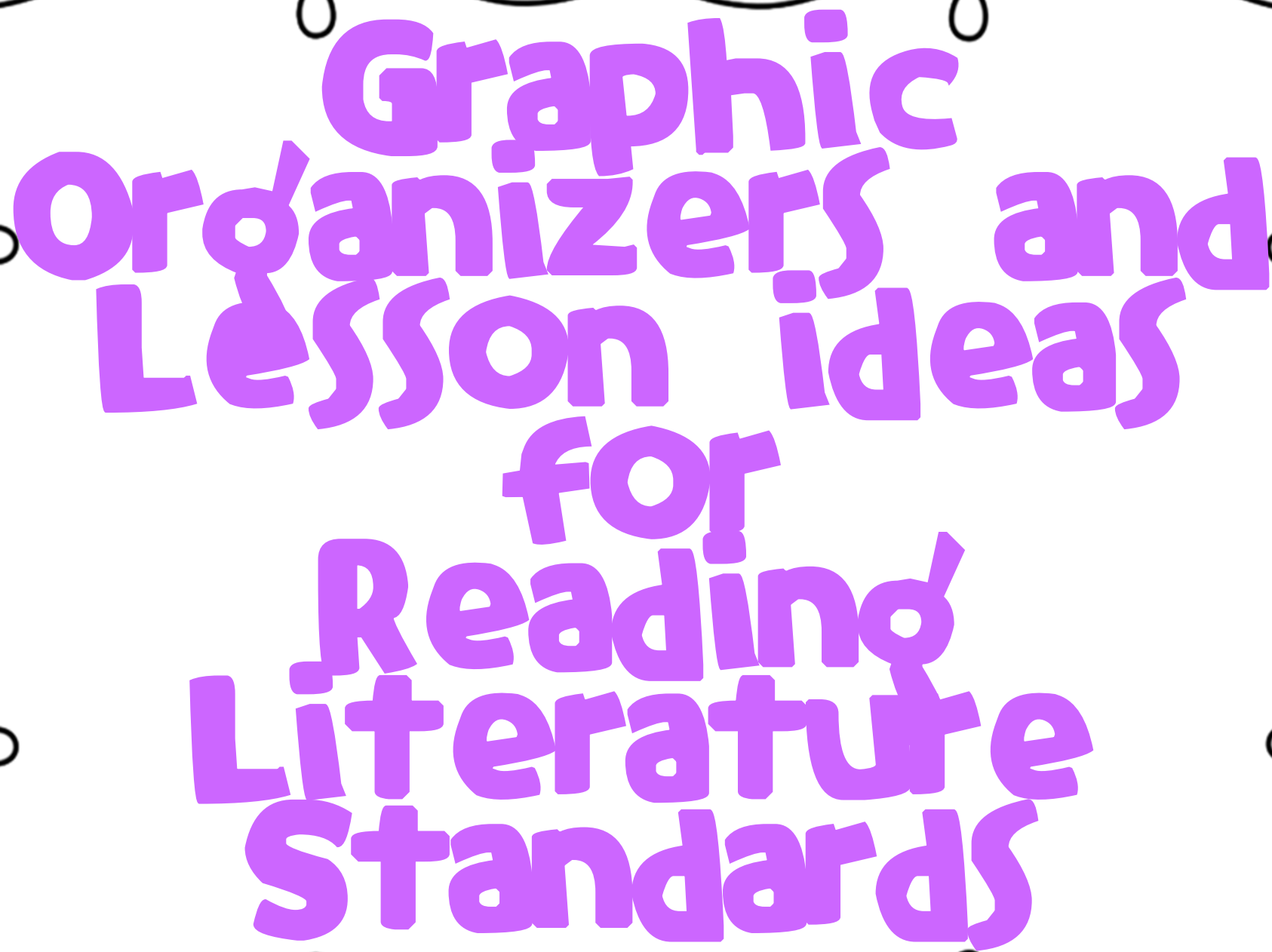
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<http://frompond.blogspot.com/>

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**Graphic
Organizers and
Lesson ideas
for
Reading
Literature
Standards**

R.L. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- ❖ Students need to learn how to quote from a text and explain what it means in their own words. Drawing inferences from the quote allows them to think more deeply about the words and phrases that authors use. Learning how to explain what a quote means sets the foundation for students to do literary analysis as they get older.
- ❖ Practice having students explain quotes as part of their Reading Response. Have them collect words and phrases they like from a book and explain why they like them.
- ❖ This would also be a great standard to practice with poetry. Have students explain a line of a poem and make inferences on why the authors use the language they use.
- ❖ Give students an idiom or quote each week to explain in their own words.
- ❖ For lessons for this standard, use authors like Patricia Polacco or others who write with rich language or with deeper subject matter in their books.
- ❖ Check out my blog ideabackpack.blogspot.com. Each week as part of a Writing Inspiration post, I post a picture, quote, and poem. The quotes and poems could also be used to practice this standard.

Name _____

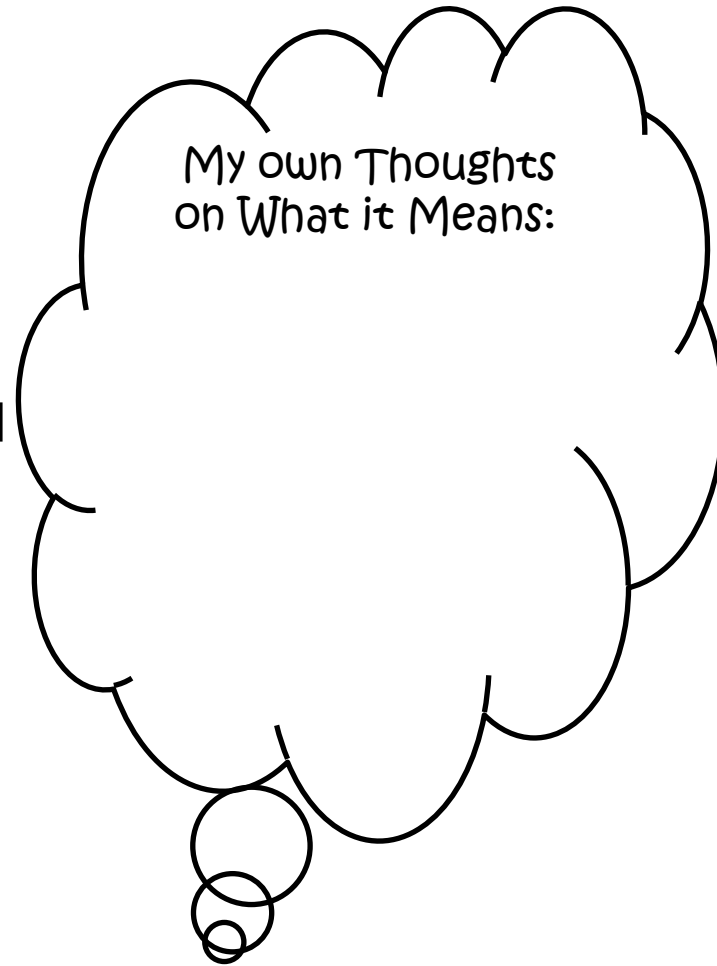
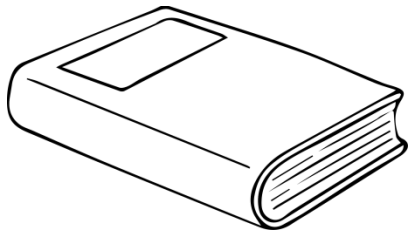
Date _____

Book Title _____

Quote, Explain, Infer (CCSRL 5.1)

Quote + My Own Thinking = Conclusion

Quote from the book:



My Conclusion:



Name _____

Date _____

Book Title _____



Quote, Explain, Infer (CCSS RL 5.1)



<p>Quote from Text Copy down a quote from the text that helps you better understand the characters, events, or themes of the story. “ ...”</p>	<p>In My Own Words Write what the narrator or character was saying in your own words. (I think it means....)</p>	<p>My Conclusion Draw a conclusion (or make an inference) about the characters, events, theme, or moral of the story.</p>

Sentence Stems

Drawing Conclusions and Making Inferences

Here are some sentence stems to help you draw a conclusion (or make an inference) about the characters, events, theme, or moral of a story:

I think the character (name) is (adjective) because (give reason).

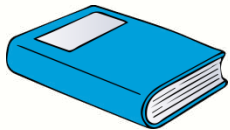
I predict _____ will happen because _____.

I infer that the character (name) is feeling _____ because _____.

I conclude that the character (name) did this action (describe an action the character did) because (give reason).

I conclude the theme of the story is _____ because (give details from the text).

I infer that the moral or message of the story is _____ because (describe the lessons the character's learned or clues from their thoughts and actions).



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Sentence Stems

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I think the character (name) is (adjective) because (give reason).

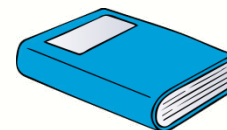
I predict _____ will happen because _____.

I infer that the character (name) is feeling _____ because _____.

I conclude that the character (name) did this action (describe an action the character did) because (give reason).

I conclude the theme of the story is _____ because (give details from the text).

I infer that the moral or message of the story is _____ because (describe the lessons the character's learned or clues from their thoughts and actions).



read

R.L. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- ❖ Discussing theme has a lot to do with character analysis and author's purpose. It is helpful for students to first analyze the type of text and why the author wrote the text. I really am a huge fan of the writing strategy RAFT (Role, Audience, Format, Topic). Have students use RAFT as a way to analyze author's purpose in things they read as well.
- ❖ After analyzing author's purpose, have students analyze the characters. Discuss character traits and how we can determine character traits through a character's thoughts, feelings, and actions. As we analyze characters, we can begin to move into a deeper discussion of how characters respond to problems in a story.
- ❖ Have students then make a story map of the story to determine the problem and resolution of the story.
- ❖ From there, I would open the discussion to theme. After students have analyzed the characters and identified the problem and resolution of the story, they can begin analyzing how the characters responded to the problem. Explain that the theme of a story usually is the lesson the author wants the reader to learn. This is often rooted in the lessons the character learned in the story.

Name _____ Date _____ Book Title _____

Analyzing Author's Purpose in a Text

Is the author trying to persuade, inform, or entertain you in this text? Give examples of why you think that is the author's purpose.

Analyzing Literary Text with RAFT

Role:
What is the role of the narrator?

Audience:
Who is the audience of the text?

Format:
What is the format of the text (i.e. picture book, chapter book, graphic novel, diary, etc.)?

Topic:
What is the topic of the book?

Name _____

Date _____

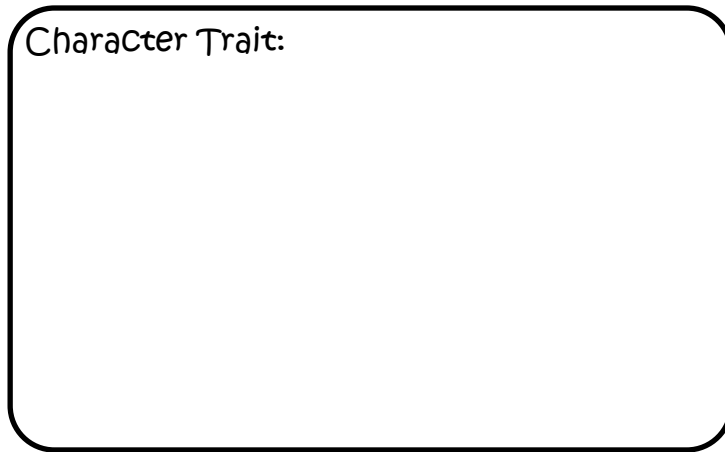
Book Title _____

Analyzing Characters in a Text

Character Name _____

Describe a character below by thinking of character traits based on the character's thoughts, feelings, and actions.

Character Trait:



Character's Thoughts:



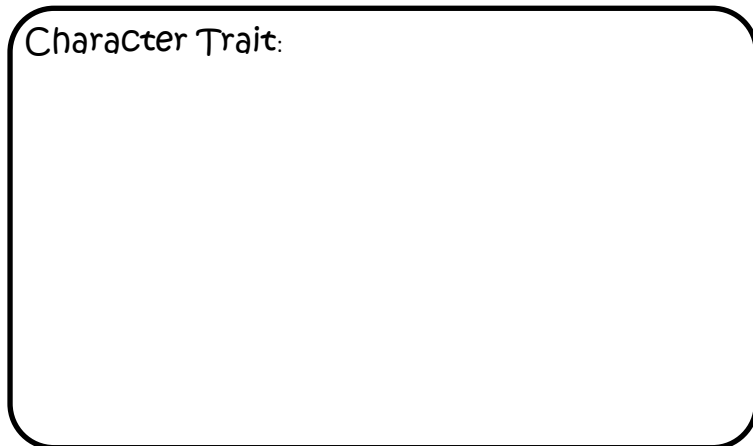
Character's Feelings:



Character's Actions:



Character Trait:



Character's Thoughts:



Character's Feelings:



Character's Actions:



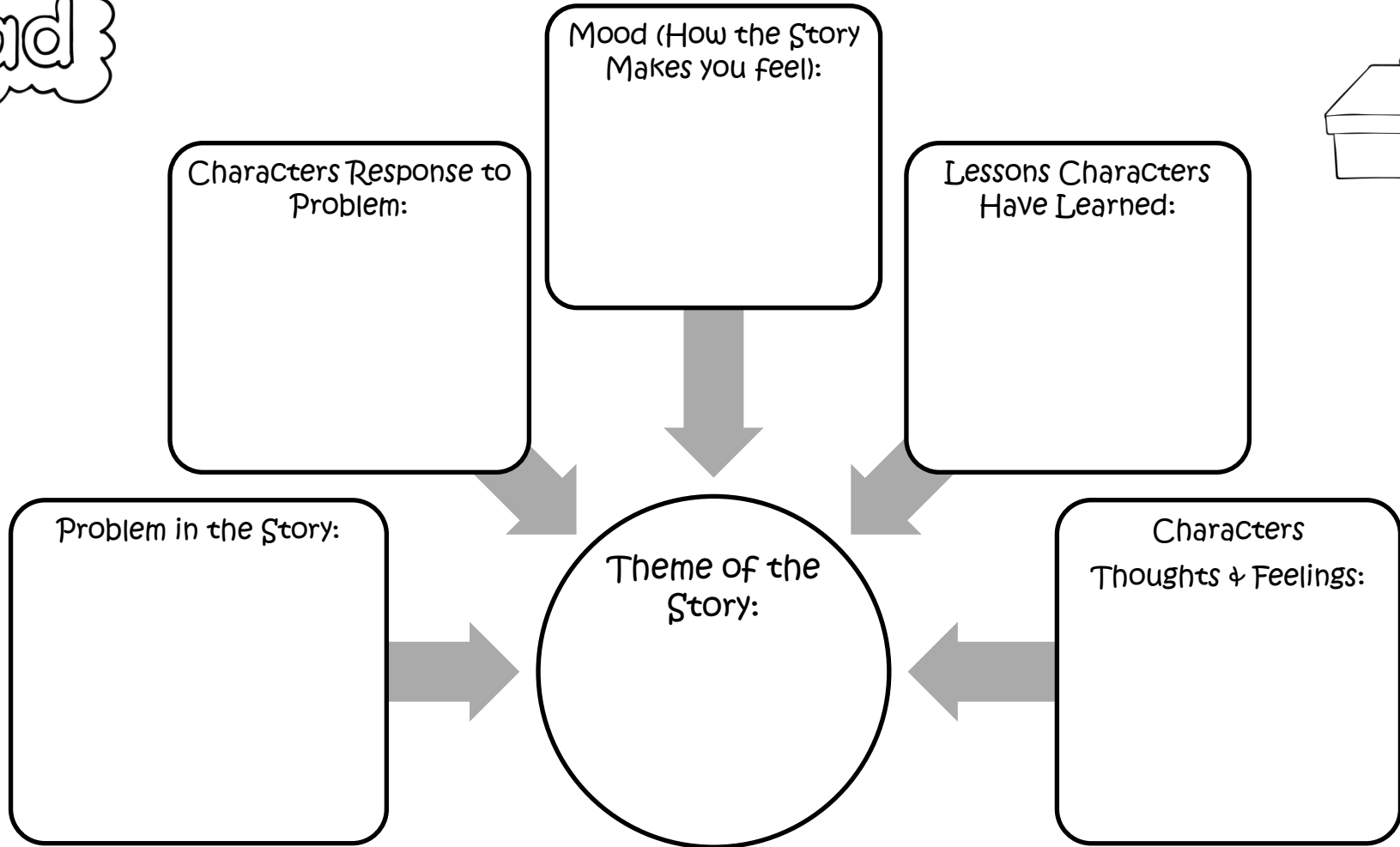
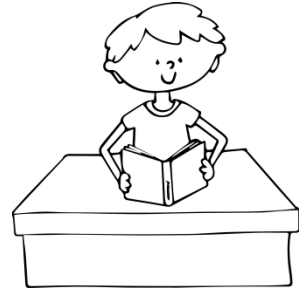
Name _____

Date _____

Book Title _____

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Thinking about Theme



Explain the **theme** of the story (or chapter) based on details in the text. (CCSS RL 5.2):

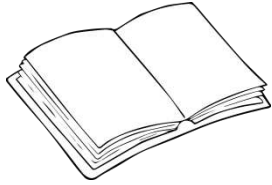
R.L. 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- ❖ Before you can really compare and contrast these elements of two texts, students need to be comfortable with the idea of plot. Spend a lot of time on creating plot mountains or story maps.
- ❖ Have students analyze the setting, characters, and events of individual stories. For ideas on lessons for setting, click on this link.
<http://www.teacherspayteachers.com/Product/Independent-Reading-Skill-Practice-Setting>
- ❖ This is a free resource I made for ideas on teaching setting. My goal is to create more lesson plan ideas like this one.
- ❖ After students have analyzed the setting, characters, and events of stories individually, have them use a Venn Diagram to compare and contrast them.
- ❖ You also could have students write compare/contrast papers for two chapters or stories by the same author.
- ❖ This would even be a good time to introduce a compare/contrast text structure. Use a book like The Pain and the Great One by Judy Blume to discuss comparing and contrasting characters and this type of text structure.

Name _____

Date _____

Book Title _____

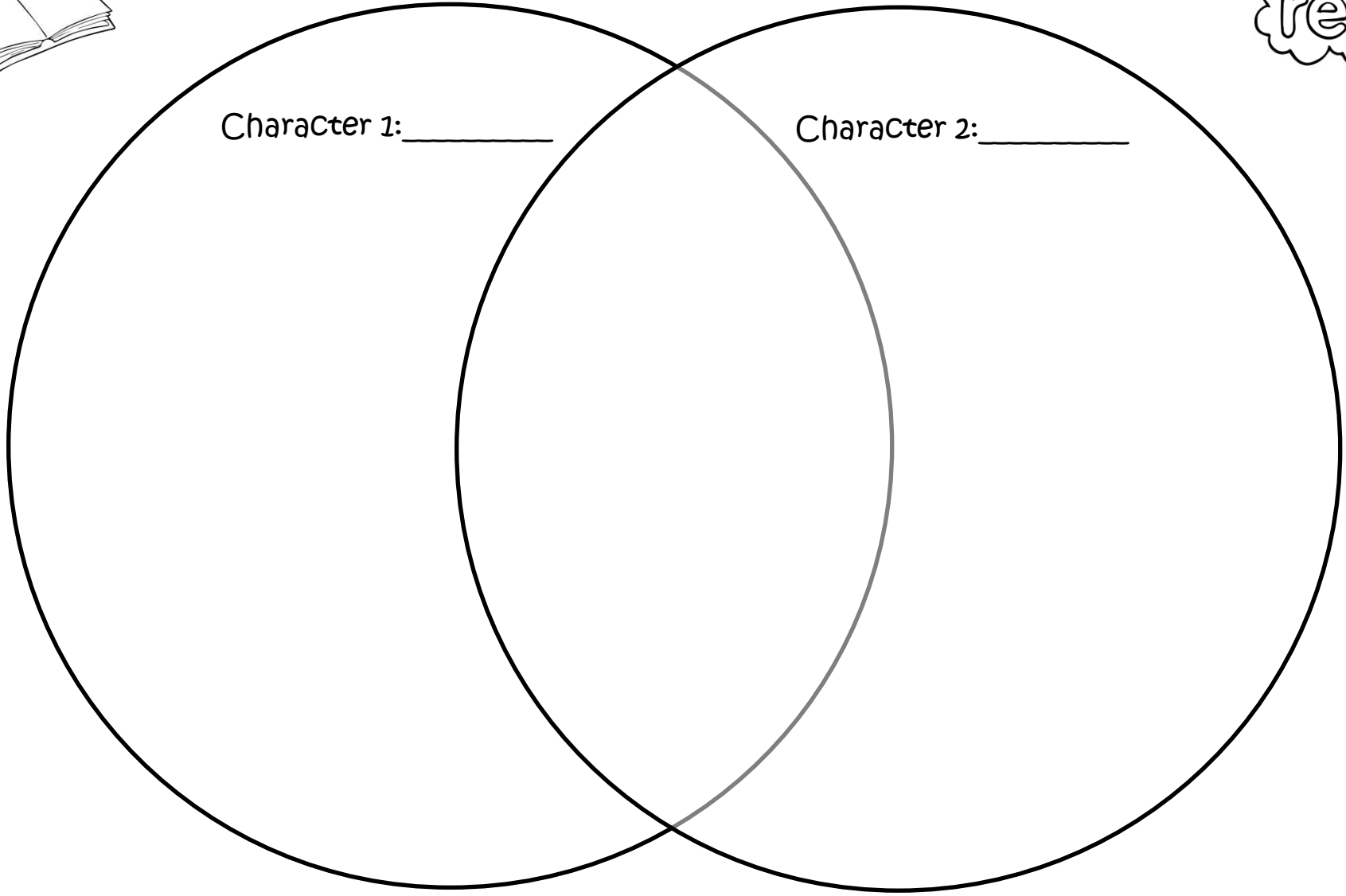


Compare/Contrast Characters in a Story (CCS RL 5.3)



Character 1: _____

Character 2: _____



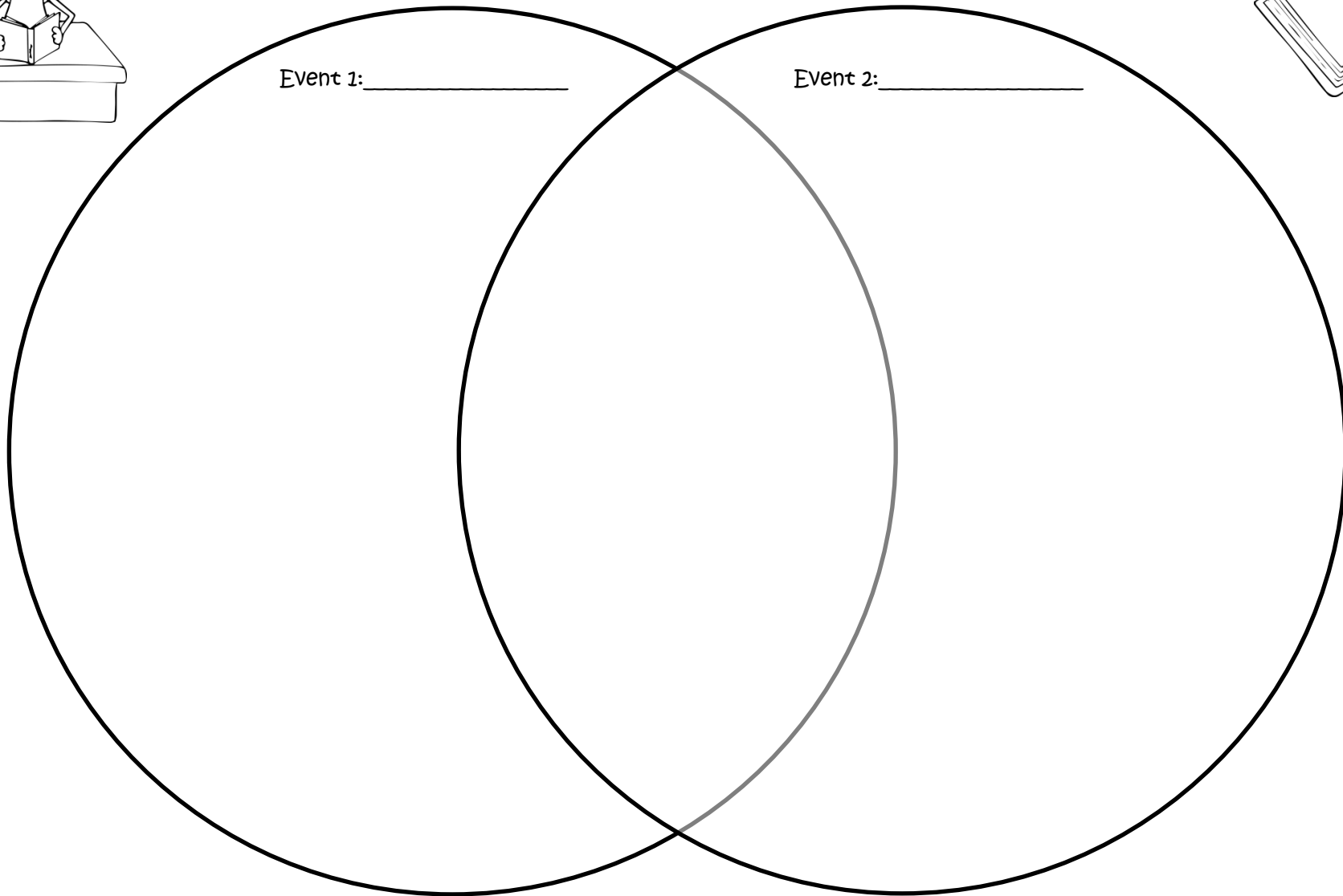
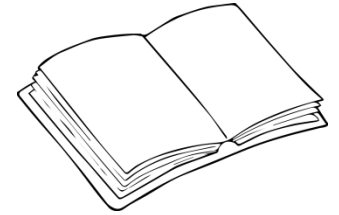
On the back of this sheet (or on a separate sheet of paper), write 1-2 paragraphs to compare and contrast two characters in the story, focusing on the way they interacted in the story and responded to events. Use your thoughts from the Venn Diagram above to help you.

Name _____

Date _____

Book Title _____

Compare/Contrast Events in a Story (CCS RL 5.3)



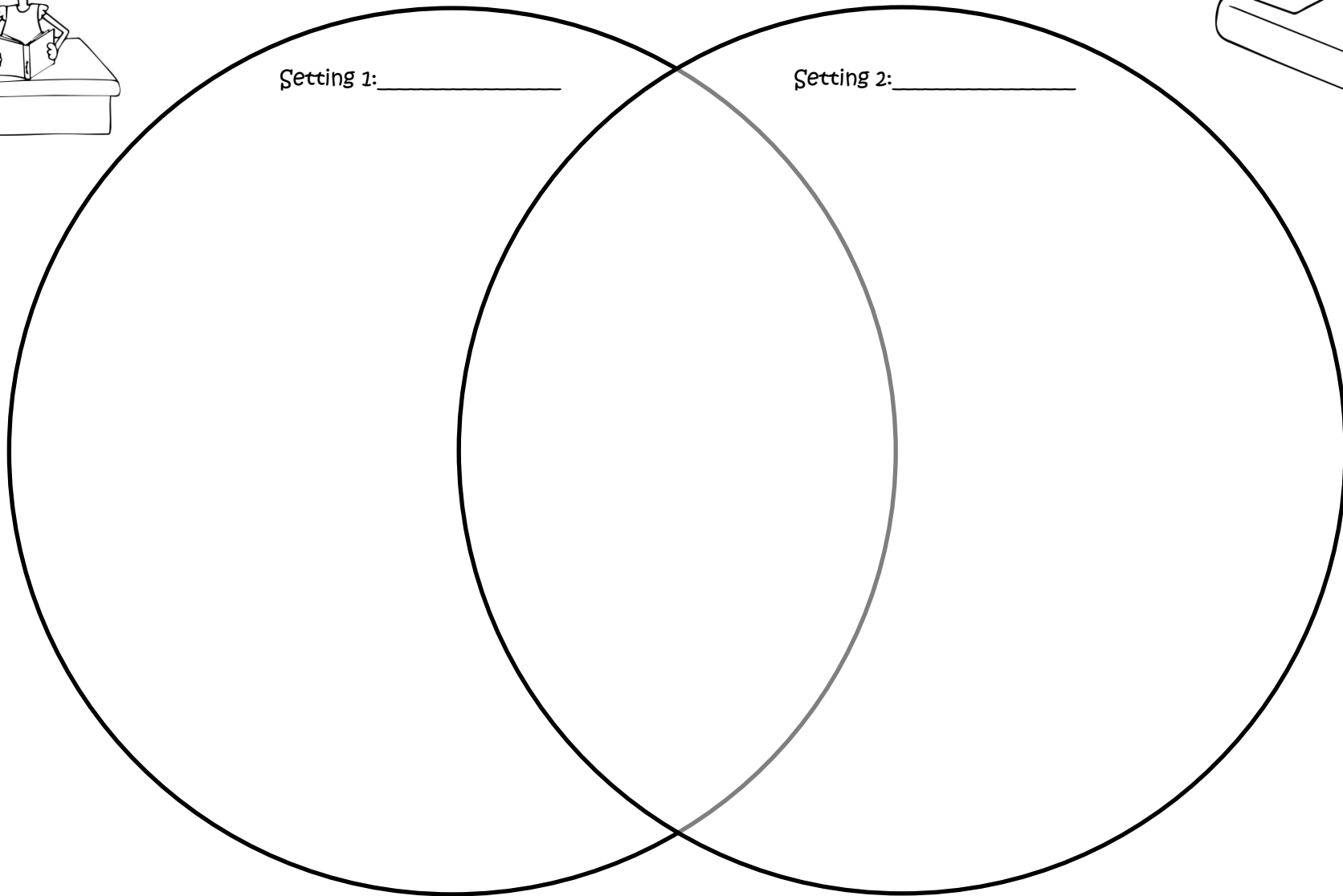
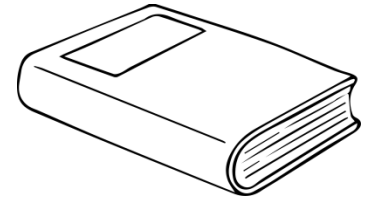
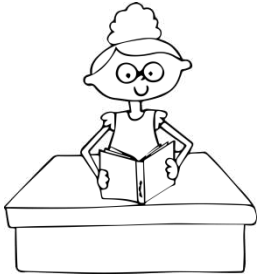
On the back of this sheet (or on a separate sheet of paper), write 1-2 paragraphs to compare and contrast two events in the story. Focus on how characters responded to the events and the way the events contributed to the overall plot and problem in the story. Use your thoughts from the Venn Diagram above to help you.

Name _____

Date _____

Book Title _____

Compare/Contrast Settings in a Story (CCS RL 5.3)



On the back of this sheet (or on a separate sheet of paper), write 1-2 paragraphs to compare and contrast two settings in the story. Focus on how characters responded to the settings and how the settings contributed to the events and problem in the story. Use your thoughts from the Venn Diagram above to help you.

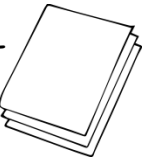
R.L. 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- ❖ Before I would cover this standard, I would discuss different types of figurative language. Have students create examples of similes and metaphors so they are familiar with them.
- ❖ Figurative Language is always a great time to discuss imagery and visualizing. If your students can visualize the comparisons, this will help them build the skills needed to make the connections.
- ❖ I would use poetry to work on this standard first, and then move toward finding examples in texts.
- ❖ Here is a link to one of my products on teaching kids to analyze poetry:
<http://www.teacherspayteachers.com/Product/TaskCards-Tic-Tac-Toe-Menu-and-Graphic-Organizers-to-Analyze-Poetry>
- ❖ Here are some links to suggestions of picture books for teaching simile and metaphor:

<http://www.teachingkidsbooks.com/uncategorized/simile-in-picture-books>

<http://www.teachingkidsbooks.com/uncategorized/metaphor>

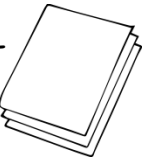
Name _____ Date _____ Book Title _____



Text Vocabulary in My Own Words (CCS RL 5.4)

Vocabulary from the Text	Context Clues from the Sentence or Paragraph	The Meaning in my Own Words

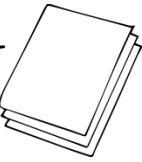
Name _____ Date _____ Book Title _____



Text Vocabulary in My Own Words (CCS RL 5.4)

Phrase from the Text	Context Clues from the Sentence or Paragraph	The Meaning in my Own Words

Name _____ Date _____ Book Title _____



Figurative Language in My Own Words (CCSS RL 5.4)

Similes or Metaphors from the Text	How I Visualize this Comparison	My explanation of what the author wants me to understand by making this comparison

R.L. 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- ❖ This standard helps students analyze longer pieces of text and make connections between them. A good way to work on building this skill is to read aloud a chapter book. Before beginning a new chapter, have your students help summarize what happened in the last chapter. Have them make predictions for the new chapter based on the old chapter. This helps them start working on making connections between chapters.
- ❖ I would also start with analyzing the stanzas in a poem or even paragraphs in a short story. Analyze aspects of connecting paragraphs like transitions.
- ❖ This would actually also be a great standard for introducing writing an essay. How do we separate ideas into separate topics and decide what details to put into topical paragraphs? What connections can we make between them?
- ❖ Writing a conclusion for an essay should be a big part of understanding this standard. Being able to take several ideas, stanzas, chapters, or paragraphs, and then pull out the main ideas of each to make a conclusion is a valuable skill.
- ❖ Have students complete sequence of events charts.

Name _____

Date _____

Sequence of Events Story Board (CCSS RL 5.5)

<p>Name _____</p> <p>Date _____</p> <p>Book Title _____</p> <p>Author _____</p> <p>Chapter (or Pages) _____</p>	1.	2.	3.
4.	5.	6.	Conclude:

Name _____ Date _____ Book Title _____ Chapter _____



Sequence of Events {CCS RL 5.5}



Make a list of sequence of events in a chapter. Then decide which events you think were the most important and why.

A vertical sequence of six empty rectangular boxes, each connected to the one below it by a downward-pointing arrow. The arrows are positioned in the center of the bottom edge of one box and point to the top edge of the next box below it.

My Conclusion on which events were most important and why:

[Large empty rectangular box for writing a conclusion]

R.L. 5.6 Describe how a narrator's or speaker's point of view influences how events are described.

- ❖ I always enjoy teaching point of view. It is such an important skill for students to understand. This would be another great standard to utilize RAFT (Role, Audience, Format, Topic).
- ❖ Have students consider what point of view is. Have them analyze their own point of view and how it affects the way they view things.
- ❖ Have students try writing stories from different points of view. This can be a fun activity even with basic nursery rhymes or children's stories (such as writing from the wolf's point of view). Try reading the book The True Story of the Three Little Pigs by Jon Scieszka.
- ❖ Have students take a picture book or short story and write it from a different point of view. They have to consider how a different character would have viewed the events in the story and what his or her reaction may be.
- ❖ This standard opens the door for some great discussions and self-reflection.
- ❖ I would introduce this standard with the book As the Crow Flies by Gail Hartman. It is a book that describes how different points of view affect maps, and I think it would be a great jumping off point into this standard.
- ❖ Here is a link to some other suggested picture books for teaching point of view:
<http://www.teachingkidsbooks.com/3rd-4th-grade/point-of-view>

Analyzing Point of View in a Text

Someone's **point of view** is how they understand the world and circumstances in their life. **Point of view** is influenced by religion, gender, culture, language, beliefs, interests, and past events in that person's life. Point of view in a text can also refer to the method used to tell the story. **First person point of view** uses pronouns like I, me, and my. **Third person point of view** uses pronouns like he, she, they, his, and hers. A **narrator's point of view** can affect the way events in a story are described. *Analyze a piece of fiction you are reading considering a narrator's culture, opinions, interests, and how the story is told. Then, answer how these aspects of the narrator's point of view affect how events in the story are described.* (CCS: RL 5.6)

Culture, Religion, + Gender

Strong Beliefs or Opinions

How does the narrator's point of view affect how events in the story are described?

Interests

Text Point of View (1st or 3rd)

R.L. 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Students today are constantly bombarded with visual elements. This standard is asking students to interact with the world around them and analyze it. Have students analyze the meaning behind music videos, billboards, advertisements, etc.

How do visual elements tell a story and interact with text? How do they deepen the meaning behind a piece of text? There are so many great graphic novels now that could be explored. A lot of classics and historical texts have been made into graphic novels. There also are books that have been turned into Anime. Look at Howl's Moving Castle by Dianna Wynne Jones. It has been made into a Miyazaki Anime film.

Practice having students analyze a picture and use it as inspiration for a piece of writing. Ask questions about the characters or objects in the picture. What story do they tell?

Name _____ Date _____ Book Title _____ Chapter _____

Analyzing the Relationship between Visual Elements and Text (CCSS 5.7)

Describe the visual elements of the text or draw an imitation:

Purpose
How do the visual elements help tell the story?

Meaning	Tone	Beauty
How do the visual elements of the story help to clarify the meaning of the story or lesson the author wants you to learn?	How do the colors and images of the visual elements of the story make you feel? What kind of tone or mood does it create to the story?	Do the visual elements of the story add to the beauty of the story or take away from it? Explain why you think the author has included these visual elements.

R.L. 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

This really is a culmination of a lot of reading skills. As you move progressively through the skills, this standard shows that students can analyze characters, setting, problem, resolution, theme, make connections, and then finally make connections between two pieces of literature.

I would read two books by the same author or of the same genre and practice going through all of those skills with each. Finally, I would make comparisons between the two texts.

Name _____

Date _____

Text Comparisons with Setting, Plot, and Theme (CCS RL 5.9)

The *Setting* is when and where the story takes place. Consider how the setting shapes the events in a story. The *Theme* is the overall message or topic of the story. What does the author want the reader to learn or feel? The *Plot* is the major events in the story, the problem in the story, and how the characters solve the problem. Consider two books in the same genre and describe the setting, plot, and theme for each one. Then describe what the two books have in common for each category.

(Genre of the stories _____)

	Book 1 _____	Book 2 _____	What They Have in Common
Setting			
Theme			
Plot			