

Introduction

When we were writing [*The Common Core: Teaching K–5 Students to Meet the Reading Standards*](#) and [*The Common Core: Teaching Students in Grades 6–12 to Meet the Reading Standards*](#) (International Reading Association, 2013), we focused on teaching students how to think through the Common Core State Standards. Creating graphic organizers to use in our teaching greatly facilitated that process. Those organizers are the focus of this e-book.

This electronic volume comprises 40 organizers that are aligned with the Common Core College and Career Readiness Anchor Standards. Each framework is also connected to multiple Common Core English Language Arts State Standards for grades K–12. While some organizers may seem more appropriate for the upper grades, they can easily be adapted for use in the primary grades with additional teacher support.

The graphic organizers address both narrative and informational text. Topics range from essential story elements, to informational text structures, to a framework that facilitates comparing and contrasting text in three different mediums. All of the organizers are designed to support students' thinking. It is essential that we use explicit instruction when teaching our students to use the graphic organizers:

1. First, we explain how the organizer works.
2. Next, we demonstrate how to use it.
3. Then we engage students in guided practice.
4. After that, students practice on their own.
5. Finally, we engage our students in reflection about how to use the organizer and what they have learned.

As we continue in our quest to understand and teach the Common Core State Standards, it is our wish that these organizers will become an integral part of your teaching. We hope you will find the frameworks to be not only supportive of the CCSS but also motivational for you and your students.

—MM and BJO

Table of Graphic Organizers



CCR READING ANCHOR STANDARD 1 Reading Closely: Thinking Like a Detective

Number	Title	Example Standards*	Purpose and Directions
1	Key Details: What Happened in the Story?	RL.1	Purpose: To determine what happened in a narrative text. Directions: During or after instruction in the essential sections of a narrative text, students write what happened during the beginning, middle, and end of the story.
2	Key Details: Asking and Answering Questions	RL.1 RI.1	Purpose: To determine key details in text by asking and answering questions. Directions: During or after instruction in asking or answering questions (who, what, when, where, why, and how), students write the title of the text in the top box. In each of the other boxes, they write a sentence that answers the question about the text, or students use the organizer to generate questions about the text.
3	Text-Based Story Organizer	RL.1	Purpose: To determine key elements in narrative text. Directions: During or after instruction in the essential elements of narrative text, students respond to questions about the text structure.
4	Citing Textual Evidence	RL.1 RI.1 RH.1 RST.1	Purpose: To cite accurate textual evidence when reading closely. Directions: During or after instruction in citing textual evidence, students summarize a passage in the first box, write an inference about the passage in the second box, and quote the text to justify their inference in the third box. They use quotation marks around exact quotes and include the page number.
5	Discussion Circle Conversation Planner	RL.1 RI.1 SL.1 RH.1 RST.1	Purpose: To prepare in advance for an effective collaborative conversation. Directions: After instruction in how to participate in an effective academic conversation, students complete this organizer, which focuses on questions the reader has, vocabulary to be discussed, opinions, and text-based evidence.



CCR READING ANCHOR STANDARD 2 Central Idea/Theme: Getting to the Point

Number	Title	Example Standards*	Purpose and Directions
6	Sketch and Label Retelling	RL.2	Purpose: To summarize a story in an alternative format. Directions: During or after instruction in narrative text elements, students sketch and label four elements of the story: characters, setting, problem, and resolution.

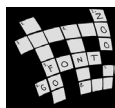
7	Lesson, Message, Moral	RL.2	<p>Purpose: To determine the lesson, message, or moral of a story.</p> <p>Directions: During or after instruction in determining the lesson, message, or moral of a story, students describe a character in the first circle and a problem in which the character was involved in the second circle. In the oval, students depict a lesson that the character learned. Students then use the information to determine the lesson the author may have intended.</p>
8	Theme Search	RL.2 W.9	<p>Purpose: To explore a theme in a literary text.</p> <p>Directions: During or after instruction in determining theme in a literary text, students describe the main character using evidence from the story. In the detail circles, they capture key ideas such as setting, other characters, and mood. In the second box, students depict the conflict in which the main character engages. In the third box, students discuss how the main character changed because of the conflict. Using the information, students make an inference about the message (theme) of the story.</p>
9	Analyzing Development of Central Ideas	RI.2 RH.2 RST.2 W.9	<p>Purpose: To determine and analyze the development of central ideas.</p> <p>Directions: During or after instruction in determining and analyzing the development of central ideas in a text, students write the first central idea of the text in the top rectangular box. In the smaller boxes below, students capture key details about the first central idea. In the second rectangular box, students write the next central idea, capturing key details in the smaller boxes. In the third rectangular box, students write a third central idea, and they record key details in the smaller boxes. Students can use the completed graphic organizer to write a summary of the ways in which the author developed the central ideas of the text.</p>



CCR READING ANCHOR STANDARD 3
Development of Characters, Events, and Ideas: Following the Thread

Number	Title	Example Standards*	Purpose and Directions
10	Compare/Contrast Narrative Map	RL.3 SL.1	<p>Purpose: To determine and discuss similarities and differences in two narrative texts.</p> <p>Directions: During or after instruction in narrative text structures, students summarize each text in either the first or third rectangle. Finally, in the middle rectangle, they analyze the relation between the stories' characters, settings, or themes. Students can also make connections to other literary works. They use the completed organizer to discuss the texts with the class.</p>

11	Character Trait Quote Map	RL.3 SL.1	Purpose: To determine multiple character traits supported by quotes from the text. Directions: During or after instruction on characterization, students select a character and write his or her name in the character circle. Then students choose up to five character traits that are supported by quotes in the text and record the information in the spaces provided. Finally, students use their completed organizers to discuss their choices with peers.
12	Text-Based Characterization Organizer	RL.3	Purpose: To determine and support the traits one character exhibits toward others. Directions: During or after instruction on characterization, students select a character and write his or her name and the title of the story in the character/title circle. Next, students choose up to four characters with which the selected character interacts and write their names on the organizer. Then students determine a trait that is exhibited in each relationship and provide supportive evidence from the text.
13	Biography Organizer	RI.3	Purpose: To use chronology to organize four significant events in a person's life. Directions: During or after learning about chronological text structure, students select a person and arrange four noteworthy events in his or her life in the order in which they occurred.
14	Illustrated Timeline	RI.3 RH.3 RST.3	Purpose: To use chronology to organize the development of events. Directions: During or after learning about chronology as a text pattern, students select a topic and four related, chronological events. Students write the topic in the space provided. Next, they write the title of each event and the year in which it occurred. Finally, they create a sketch of each event.



CCR READING ANCHOR STANDARD 4
Word Meanings: Knowing the Word

Number	Title	Example Standards*	Purpose and Directions
15 a, b	Word Context Clouds	RL.4 RI.4 L.4 SL.1	Purpose: To determine the meaning of an unfamiliar word through the use of context. Directions: During or after instruction in determining the meanings of unfamiliar words in context, students write a word on the line within the cloud. Around the selected word, students write clues from the text that help them determine the meaning of the word. Following the arrow, students write a perceived definition for the word, followed by class or small-group discussion.
16	Determining Words Through Context Clues	RL.4 RI.4 RH.4 RST.4 L.4	Purpose: To effectively use context clues to determine words' meanings. Directions: During or after instruction in the use of context clues, students record information about selected words on this organizer. Categories of information include the unknown word, context, possible meanings, and clues.

17	Figurative Language Mind Pictures	RL.4 L.5	Purpose: To visualize the figurative language an author uses in text. Directions: During or after instruction about figurative language (similes, metaphors, etc.), students write examples of figurative language found in the text. Then students illustrate the figurative language in the picture frames provided.
18	Domain-Specific Word Organizer	RI.4 RH.4 RST.4 L.6	Purpose: To determine the meanings of unfamiliar domain-specific words in an informational text. Directions: During or after instruction in determining the meanings of unfamiliar content area words in informational text, students write a selected word in the first column. In the second column, they write the perceived meaning of the word. In the third column, students write the clues in the text that helped them determine the meaning. Clues should be direct quotes from the text and enclosed within quotation marks.
19	Domain-Specific Word Connections	RI.4 RH.4 RST.4 L.6	Purpose: To explore levels of knowledge about domain-specific words in informational text. Directions: During or after instruction about determining meanings of domain-specific words in informational text, students write selected words from the text in the box at the top of the organizer. Students write the words under headings that best represent their knowledge of the words: <i>New to Me</i> , <i>Heard It Before</i> , <i>Know a Definition</i> , or <i>Can Write a Sentence</i> . If students know a definition, they should write it. If they can write a sentence, they should do so. Students should revisit the graphic organizer, crossing out words and moving them to new categories, as the unit of study progresses.
20	Reference Materials Scavenger Hunt	L.4	Purpose: To use varied reference materials. Directions: In small groups, students develop questions about a topic under study using a variety of reference materials (first column). They exchange papers with another small group. Students then use reference materials to determine answers to the questions (second column) and record the source of their answers (third column).



CCR READING ANCHOR STANDARD 5
Text Structures: Examining How the Text Is Built

Number	Title	Example Standards*	Purpose and Directions
21	Informational Text Structure: Cause/Effect	RI.5 RH.5 RST.5	Purpose: To determine the cause/effect text structure. Directions: During or after learning about informational text structures, students read a text and determine whether the cause/effect structure has been used. Students record the reason or cause, the page number on which the example of the text structure occurs, and the result or effect.

22	Informational Text Structure: Problem/Solution	RI.5 RH.5 RST.5	Purpose: To determine the problem/solution text structure. Directions: During or after learning about informational text structures, students read a text and determine whether the problem/solution structure has been used. Students record the problem, the page number on which the example of the text structure occurs, and the solution.
23	Informational Text Map: Problem/Solution	RI.5 RH.5 RST.5	Purpose: To determine the problem/solution text structure. Directions: During or after learning about informational text structures, students read a text and determine whether the problem/solution structure has been used. Students record the problem in the top box and the solution in the bottom one. In the middle box, students list three facts that contribute to the solution.
24	Informational Text Structure: Description	RI.5 RH.5 RST.5 W.9	Purpose: To determine the description text structure. Directions: During or after learning about informational text structures, students record the topic and source in the diamonds at the top of the organizer. Next, they list four descriptive details. Finally, they use the details to write a summary.
25	Informational Text Structure: Chronology/Sequence	RI.5 RH.5 RST.5 W.9	Purpose: To determine the chronological text structure. Directions: During or after learning about informational text structures, students determine the chronological or sequential structure of text. Using signal words, such as <i>first</i> , <i>next</i> , <i>then</i> , <i>in addition</i> , and <i>finally</i> , students write a summary of that section of the text.
26	Informational Text Structure: Comparison/Contrast	RI.5 RH.5 RST.5 W.9	Purpose: To determine the comparison/contrast text structure. Directions: During or after learning about informational text structures, students write the topic and the text titles in the spaces provided on the organizer. Next, students list three similarities and three differences. Finally, they use the comparisons and contrasts to write a summary.



CCR READING ANCHOR STANDARD 6
Point of View: Seeing in Different Ways

Number	Title	Example Standards*	Purpose and Directions
27	Pinwheel Perspectives	RL.6 RI.6 RH.6 W.9 SL.1	Purpose: To examine different points of view in a text. Directions: During or after instruction on points of view, students write an issue to be debated in the center circle. In each of the other boxes, students write perspectives presented by the author, characters, or individuals in the text. In the box below, students write a summary or analysis of the issue or decisions the author made in presenting it. Then students use the organizer as a basis for a debate on the issue.
28	Text-Based Viewpoint Organizer	RL.6 RI.6 RH.6 W.9	Purpose: To determine multiple viewpoints about a given topic. Directions: During or after instruction in determining points of view, students record the topic on the organizer. Next, they ascertain a variety of points of view and record those in the spaces provided. Then, they provide a quotation from the text that represents each perspective. After that, they summarize and analyze the viewpoints.

29	Multiple Perspectives Organizer	RI.6 RH.6	Purpose: To determine multiple perspectives on a topic. Directions: During or after instruction in determining points of view, students record a topic on the organizer. Next, they ascertain multiple perspectives on the topic. They include the names of those with the varied perspectives on the organizer. Then students add a bulleted list under each name, delineating a point by point summary of each person's perspective.
30	Determining an Author's Purpose	RI.6 RH.6 RST.6 W.9	Purpose: To determine an author's purpose for writing an informational or argumentative text. Directions: During or after instruction in determining an author's purpose, students determine the central ideas of a text. In the left column, they record facts the author provides about each central idea. In the right column, they record examples of the author's language (e.g., biased phrases, choice of vocabulary) that appear to indicate the author's point of view. In the bottom box, students write an analysis of the text and use examples from the organizer to explain their thinking about the author's point of view.



CCR READING ANCHOR STANDARD 7
Content in Diverse Media: Putting It Together

Number	Title	Example Standards*	Purpose and Directions
31	Original and Alternative Version Organizer	RL.7 RI.7 W.1	Purpose: To determine the similarities between an original and alternative version of a text and provide opinions about both. Directions: During or after instruction about comparing and contrasting two versions of text, students select a title and write it and what is unique about each text in the spaces provided. Next, they summarize the similarities that exist in the texts. Finally, they write their opinion about the two texts.
32	Comparing/Contrasting Literary Text With an Alternative Version	RL.7 W.9	Purpose: To compare and contrast literary text with an alternative version of the same text. Directions: During or after instruction on comparing and contrasting literary text with an alternative version, students write the title of the literacy text in the left oval and the title of the alternative version in the right oval. Students list details or write a summary comparing and contrasting the two versions, making sure to address particular requirements of the grade-level standard. Then they write an analysis in the bottom box.
33	Audio-Print-Film Organizer	RL.7 RI.7 W.9	Purpose: To determine and analyze content presented in three different mediums. Directions: During or after instruction about content in audio, print, and film mediums, students choose a topic that appears in all three mediums and research essential information about and reviews of each. Then they record the information on the organizer and use it to analyze the similarities and differences that exist between and among mediums.

34	Evaluating Digital Sources Organizer	RI.7 RH.7 RST.7 SL.1	Purpose: To determine the quality of digital sources. Directions: During or after learning about the characteristics of high-quality digital sources, students evaluate a self-selected source by recording responses to a variety of questions. Then they use the organizer to discuss the quality of the website with peers.
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CCR READING ANCHOR STANDARD 8
Reasons and Evidence: Hearing the Argument

Number	Title	Example Standards*	Purpose and Directions
35	Fact and Opinion Multimedia Organizer	RI.8	Purpose: To determine facts and opinions in texts. Directions: During or after instruction in determining facts and opinions, students choose two excerpts from each of three texts: an editorial, an advertisement, and a review. Next, they determine whether the excerpt is fact or opinion and place an “x” in the appropriate column(s).
36	Writing Editorials: Facts, Opinion, Headline	RI.8 W.1	Purpose: To determine facts and opinions. Directions: During or after instruction in determining facts and opinions, students read an editorial and record its title on the organizer. Next, they write three facts found in the text. Then they write their opinion. Finally, they write a new headline for the editorial, based on their perspective.
37	FOR and AGAINST	RI.8 RH.8 RST.8	Purpose: To examine or analyze ways in which an author presents both sides of an opinion or argument. Directions: During or after instruction in supporting an opinion or argument, students write the title of the persuasive text on the top line. On the left side, they write reasons and supporting textual evidence to be FOR the issue. On the right side, they write reasons and supporting textual evidence to be AGAINST the issue.
38	What—Why—How?	RI.8 RH.8 RST.8	Purpose: To analyze ways in which an author supports an opinion or argument. Directions: During or after instruction in supporting an opinion or argument, students write one sentence that tells the author’s opinion or states the author’s claim in the first column. In the second column, students write reasons the author includes in the text for his or her opinion or claim. In the third column, students write facts that the author included to support each reason.



CCR READING ANCHOR STANDARD 9
Comparing and Contrasting: Weighing the Works

Number	Title	Example Standards*	Purpose and Directions
39	Tri-Media Text Organizer	RL.9 RI.9 RH.9 RST.9 W.9	Purpose: To determine and analyze essential content that appears in a variety of mediums. Directions: During or after learning about presenting the same content in multiple mediums, students record the focus of the organizer. Next, they add information about differences, such as the author, title, characters, and setting for the material that appears in each medium. Then students record similarities between and among the works.
40	Transmediation Planner	RL.9 RI.9 RH.9 RST.9	Purpose: To change information from its original medium to a new format and then compare and contrast the two. Directions: During or after learning about transmediations, students complete the organizer to plan how to change the medium of the information presented. Students record the original source on the left and the new medium on the right. Next, they complete the three planning idea boxes at bottom of page. Finally, the students use the ideas to help them change the information into the new medium.



CCR READING ANCHOR STANDARD 10
Text Complexity: Stepping Higher

Standard 10 focuses on the ability to read and comprehend complex text. Standards 1 through 9 support the expectations of Standard 10.

* *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, by the National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010, Washington, DC: Authors. Retrieved from www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. Assigned codes describe the strand of the English language arts standards (L = Language; RL = Reading Literature; RI = Reading Informational Text; RH = Reading History/Social Studies; RST = Reading Science and Technical Subjects; SL = Speaking and Listening; W = Writing) and the standard number. For example, the designation RI.3 means **R**eading **I**nformational Text, Standard **3**.