Using Graphic Organizers
for
Reading Comprehension
and
Paragraph Writing

For selected stories, students:
1. **Pre-reading**: Look at title and pictures. Discuss background knowledge of topic or genre, what we know and what we want to find out, predictions, etc.
2. **Reading**: Read for a purpose (i.e. Read to find out what the problem is in the story.)
3. **Post-reading**:
   a. Fill out Graphic Organizer (the "thinking" piece – evidence of reading comprehension)
   b. Use graphic organizer to write a paragraph (the "organizing" piece)
   c. Use rubric for self-assessment of paragraph

5 types of Reading Comprehension and Written Paragraphs:

	Graphic Organizer	Description
Problem – Solution (with events)	Story Map	Re-telling the story so that all the events either: 1. help solve the problem, or 2. are little problems that have to be overcome before the main problem can be solved.
Character Analysis	Character Trait – step 1 Character Trait – step 2 (most important trait) **OR** Character Trait – step 2 (change over time)	Re-telling the story so that all the events either: 1. prove the most important trait, or 2. prove how the character changed from beginning to end of story.
Cause – Effect	T-chart (optional) Cause – Effect (similar to "change over time" Character Trait)	Re-telling the story so that the sequence of events explains how there is change from "before" to "after."
Main Idea – Detail	Main Idea-Detail Organizer Optional: 4-Square	Report on non-fiction. Topic sentence in center. Each square a different category or detail.
Compare – Contrast	Options: 1) Double-T 2) Venn Diagram 3) Two 4-Squares	May be multiple paragraphs.

For the first three types, writing the paragraph can be thought of as re-telling the story. The events selected, when told sequentially, will provide the evidence (proof) of:
- how the problem is solved,
- why the character is the way he/she is,
- how the character changes, or
- how something happens to create change.

Selection of appropriate events can be guided by teacher language.

Included for each type:

1. Recommended "teacher language"
2. Graphic Organizer
3. Rubric
4. Example
5. Stories for Assessment

PROPOSAL FOR LANGUAGE ARTS ASSESSMENT
Linnaeus West
U-E School District

Essential Question: For the purpose of assessment, what activities will allow a third grader to demonstrate competency in the NY ELA Standards and U-E Language Arts C.O.R.E.?

DATE	ACTIVITY • **Read** • **Graphic Organizer** • **Written Paragraph**	ASSESSMENT (using 6-Traits rubric)				GOAL
		GRAPHIC ORGANIZER Content/Ideas Reading Comprehension	**WRITTEN PARAGRAPH**			**NY State ELA Standard**
			Organization	Word Choice	Conventions & Grammar	
Oct.	1. Read non-fiction for information. 2. Graphic Organizer: **Main Idea – Detail** 3. One-paragraph Report	Main Idea – Detail Organizer Optional: 4-Square	1. Topic Sentence 2. Supporting details 3. Concluding Sentence	Word Choice	Capital at beginning of sentence. Period at end of sentence.	**Standard 1:** Reading and Writing for Information and Understanding
Dec.	1. Read for Literary Response 2. Graphic Organizer: **Character Analysis** 3. One-paragraph Character Analysis	Character Traits Graphic Organizer	1. Introductory Sentence 2. Events: Sequence of events that either: (1) Prove most important trait, or (2) prove how character changed from beginning to end of story. 3. Concluding sentence	Transitional Words Word Choice	Capitals and Periods Subject-Verb agreement Spelling	**Standard 2:** Reading and Writing for Literary Response (In some cases, may also be Standard 3.)
Feb.	1. Read for Literary Response 2. Graphic Organizer: **Problem/Solution/Events (Story Map)** 3. One-paragraph Summary	Story Map Graphic Organizer	1. Introductory Sentence 2. Problem 3. Events (Events that either help solve the problem, or that have to be overcome before problem can be solved.) 4. Solution 5. Concluding Sentence	Transitional Words Word Choice	Capitalization Punctuation Grammar Spelling	**Standard 2:** Reading and Writing for Literary Response
Apr.	1. Read for Critical Analysis 2. Graphic Organizer: **Cause/Effect** 3. One-paragraph evaluation of cause/effect	Cause/Effect Graphic Organizer (T-chart optional)	1. Introductory sentence 2. "Before" 3. Events (Sequence of events that causes the change from "before" to "after." 4. "After" (The effect) 5. Concluding Sentence	Transitional Words Word Choice	Capitalization Punctuation Grammar Spelling	**Standard 3:** Reading and Writing for Critical Analysis and Evaluation
June	1. Read for Social Interaction (and for Critical Analysis) 2. Graphic Organizer: **Compare/Contrast** 3. One possibility: 2 – 3 paragraph Compare/Contrast with Persuasive Conclusion (opinion)	Compare/ Contrast: Venn or Double-T Optional: Main Idea-Detail Organizer or 4-square	1. Paragraph 1: Introduce items being compared in report, & compare one category in regards to each item. 2. Paragraph 2: Compare 2nd category. 3. Paragraph 3: Compare a third category. Concluding Sentence to whole report may offer opinion.	Transitional Words Word Choice Sentence fluency	Capitalization Punctuation Grammar Spelling	**Standard 3:** Reading and Writing for Critical Analysis and Evaluation **Standard 4:** Reading and Writing for Social Interaction

OVERVIEW OF ASSESSMENT PLAN

MATERIALS:

1. Selected Literature

2. Graphic Organizers (5 types)

3. Rubrics for written paragraphs (evaluating four of 6-Traits: content/ideas, organization, word choice, conventions)

PROCEDURE:

A. For the first 4 assessments, student reads two different pieces of literature.

   - Story #1: Student fills out graphic organizer. Demonstrates reading comprehension.

   - Story #2: Student reads piece of literature and then, for writing a one-paragraph analysis, the student uses a graphic organizer that has been filled out the same for each student. The standardized graphic organizer allows student to demonstrate writing skills independent of reading comprehension.

B. For the final assessment (#5), student reads either one or two different pieces of literature for the purpose of comparing/contrasting, and offering an opinion.

ASSESSMENT:

A holistic rubric, tailored for each **graphic organizer → paragraph** activity, assesses four of the six traits:

1. Ideas/Content (reading comprehension)
2. Organization (writing skills)
3. Word Choice (language skills)
4. Conventions (grammar)

> For the written paragraph, there will be two scores. One score for content/organization, and a separate score for word choice/mechanics.

If students use the same rubrics for assessing their own work throughout the year, they learn how to have control over their own score.

SUPPLEMENTAL ASSESSMENT (MULTIPLE CHOICE QUESTIONS):

Three pieces of literature with multiple choice questions will given during off-months throughout the year to provide students with the experience of this type of test, and to further assess reading comprehension. The first such test will be in early November prior to the first report card. Expected dates of the multiple choice assessments are:

   - November
   - January
   - March

➜ **IMPORTANT INFORMATION** ⬅

This edition was the original created in the Spring of 2002. The rubrics have been through many revisions since then, and are currently quite different – though still based on the 6-Traits. The graphic organizers have also been changed.   To see what is currently being used, click on "Back" in your Web Browser, or click here, and then…

- Click on Story Map Writing (specific area) for
  - Problem – Solution,
  - Cause – Effect, or
  - Character Trait.
- Click on "4-Square Writing" for
  - Main Idea – Detail, or
  - Compare – Contrast.
- Click on "6+1 Traits Rubrics" for the current rubrics.

What may still be useful in this edition are:
- The "Teacher Language" provided in each section. The intent of the language is to provide consistency in how the teacher guides the students through the process of thinking and writing (by providing a metacognitive model (sharing aloud what we are thinking to ourselves as we take it step-by-step).
- The student exemplars are also still useful.

Not included with this online document are:
- The original rubrics,
- Stories for Assessment, and the
- Supplemental Assessment (multiple choice questions).

Credits are provided at the end.

Table of Contents (click on a section)
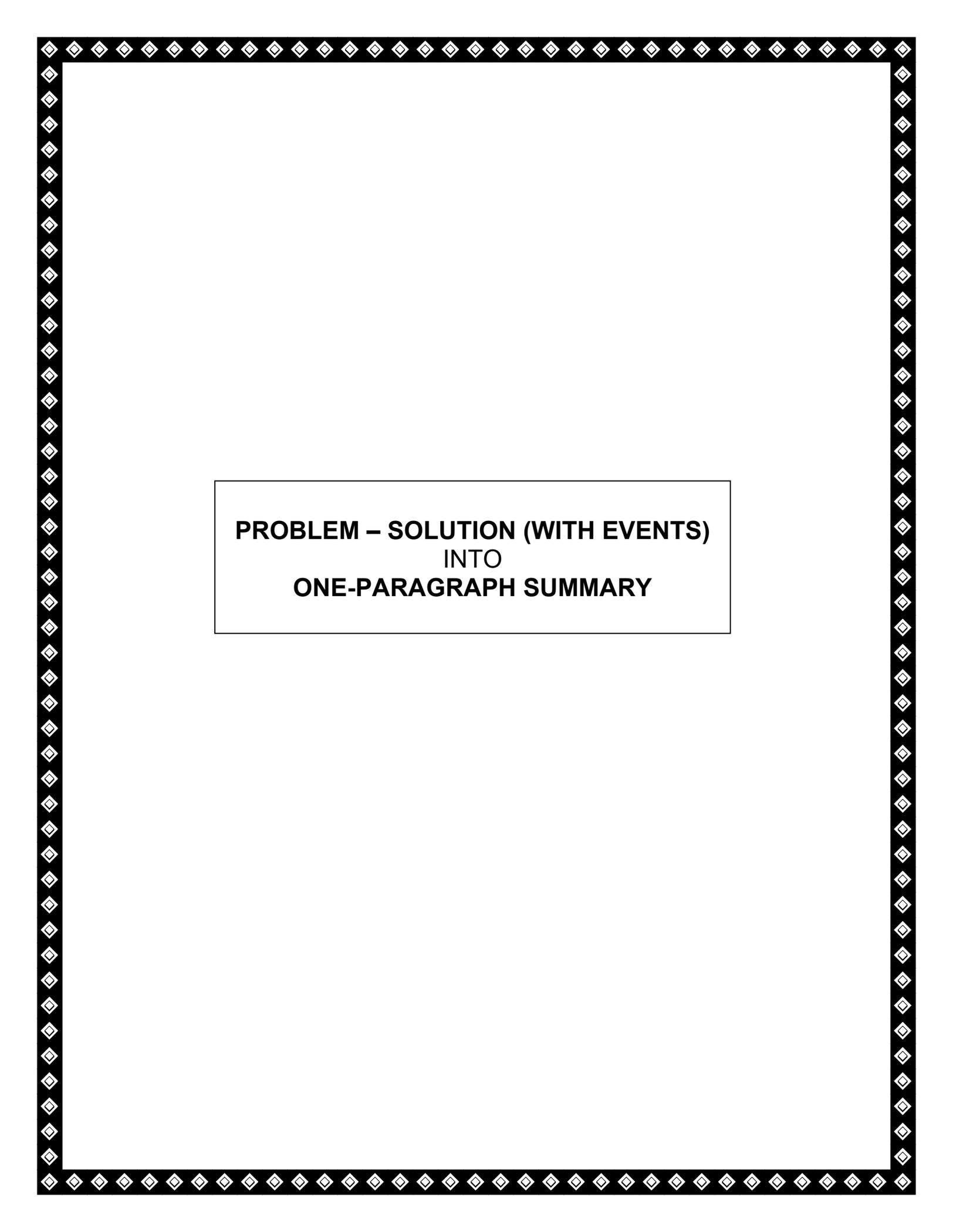
PROBLEM – SOLUTION (WITH EVENTS)
INTO
ONE-PARAGRAPH SUMMARY

PROBLEM – SOLUTION (WITH EVENTS)
INTO
ONE-PARAGRAPH SUMMARY

	Graphic Organizer	Description
Problem – Solution (with events)	Story Map	Re-telling the story so that all the events either: 1. help solve the problem, or 2. are little problems that have to be overcome before the main problem can be solved.

Note: For more complex stories, students might choose a subplot for their Story Map (focusing on a smaller or different problem in story, such as the subplot of how a specific character changes over time). This is okay as long as their solution "matches" their problem, and the events selected tell the story of how the chosen problem is solved.

Note: In third grade, it might be beneficial for students to fill out their graphic organizer using complete sentences. Then, when transferring the information from the graphic organizer to paragraph form, there is one less thing for the students to think about. Figuring out how to turn a phrase into a sentence takes a lot of thought. If they have to do that, plus put the sentences in a certain order and connect them with transitional words, it can be too much to think about. If the graphic organizer already contains completed sentences, the students can get comfortable with the procedure of how to order the sentences and connect them with transitional words.

Included:

1. Recommended "teacher language"
2. Graphic Organizer
3. Rubric
4. Example
5. Stories for Assessment

PROBLEM – SOLUTION (WITH EVENTS)

RECOMMENDED TEACHER LANGUAGE FOR STORY MAP → PARAGRAPH

	PROCESS	TEACHER LANGUAGE
THINKING ABOUT WHAT WE READ	PRE-READING	• *We know that there's going to be a problem. Do we know what it is yet?* • *So we know that we have to look for what the problem is.*
	DURING READING	• After each page: *Do we know what the problem is yet? What do we know?* • After problem is found: *Now we have to look for the things (he/she) does to solve it…* (OR- for more complex stories - *for any little problems he/she has to overcome before the main problem can be solved*). • *We're looking for things he/she does to help solve the problem.* • *We think this will help her/him. We'll know at the end if it does.*

READING COMPREHENSION	GRAPHIC ORGANIZER:
	
	STORY MAP
		Students fill out character and setting independently (in group). Work toward students filling out more of Story Map independently.
		  ✓ Once "problem" is filled out, work together on events: *We only want to list the events that help solve the problem. (or that are little problems the character needs to overcome in order to solve the story's main problem.)*
		  ✓ *What happened next that helped solve the problem? (or that the character had to overcome before the story's main problem could be solved?)*
		  ✓ *Does our solution match our problem?*

WRITING THE PARAGRAPH (interactive writing)	Introductory Sentence	• *What is the job of the Introductory Sentence?* (to introduce the title of the story, and tell something about what the whole story is about.) Possible prompts: ✓ *What is the best way to explain the story to someone who knows nothing about it? Why did the author write this story? At the end, what does the author want us to say?* • *We have to underline the title because that tells us it's a book.*
	Problem	• *Now we can look at our Story Map. Did we say anything about the characters or setting in our Introductory Sentence, or are the characters and setting mentioned somewhere in our problem, events, or solution? Okay, what is the problem? Let's write that down.*
	Events	• *Now let's look at our events. What is the first thing that happens that helps solve the problem? What is the next thing that happens that helps solve the problem?* (Model writing "next" or "then" at beginning of sentence.) *That tells me it comes next. Notice we're telling our reader these things happen in order. On our Story Map we use numbers to show us the order. In our paragraph we use these special words.*
	Solution	• *Does our last event bring us to our solution? Read our solution on the Story Map. Does the solution "match" our problem? Write it down.*
	Concluding Sentence	• *Now we're ready for our concluding sentence. That's the hardest part. It kind of goes back to the first sentence and ties it all together.* • *Let's read the first sentence again. What could we write for a sentence that will tie back to what we said in our first sentence?*
WORD CHOICE	TRANSITIONAL WORDS	• *Let's circle the "transitional words" we used to show that the events happen in order.* (next, then, first, after that, last, finally) • *Do the transitional words make sense?*
	JUICY WORDS	• *Juicy words are ones that help us paint a picture in our mind of what is going on.* • *What are our most juicy words? Let's circle them.* • *Can we think of any other juicy words?*

Purpose: _Problem – Solution_ _____

Title:

Characters?

Setting?

Problem

_____

Solution

_____

List the EVENTS on the back.

EXAMPLES FROM GUIDED and INTERACTIVE GROUP WORK

STORY MAP → ONE-PARAGRAPH SUMMARY

Aunt Eater Rides the Train: The Summary

GRAPHIC ORGANIZER (STORY MAP)

Characters: Aunt Eater, passengers, conductor, engineer

Setting: On a train

Problem: Aunt Eater has the wrong bag.

Solution: Aunt Eater gets her bag from the Engineer.

The Events:
1. Aunt Eater asks the conductor for help.
2. Aunt Eater and the conductor ask the other passengers if they have seen her bag.
3. Aunt Eater and the passengers hear popping sounds coming from the engine and go to check it out.
4. Aunt Eater and the engineer figure out that their bags had been switched by accident.

THE PARAGRAPH

   The story <u>Aunt Eater Rides the Train</u> is about an anteater who takes a trip on a train. Aunt Eater finds out that she has the wrong bag. Her bag has popcorn in it and this bag has tools. She asks the conductor for help. Then Aunt Eater and the conductor ask the other passengers if they have seen her bag. Suddenly they hear popping noises coming from the engine room so they go to investigate. When Aunt Eater sees her bag in the engine room, she and the engineer figure out that their bags had been switched by accident. Aunt Eater gets her bag back. Aunt Eater solved a mystery on her train trip.

Juicy words: suddenly, passengers, popping noises, switched, accident, solved, mystery

Bony-Legs: The Summary

GRAPHIC ORGANIZER (STORY MAP)

Characters: Sasha, Bony-Legs, The Gate, The Dog, The Cat

Setting: The woods or forest

Problem: Bony-Legs wants to eat Sasha.

Solution: Sasha escapes and doesn't get eaten.

Events:
1. Bony-Legs locks Sasha in the house (*part of the problem*)
2. The cat gives her a mirror.
3. The dog gives her a comb.
4. The cat, dog, and gate help her to get away.
5. Sasha throws down the mirror and it turns into a lake.
6. Sasha throws down the comb and it turns into a gigantic wooden fence.

THE PARAGRAPH

   The story <u>Bony-Legs</u> is about a girl who meets a creepy witch in the woods. Bony-Legs wants to eat Sasha so she locks her in the house. The witch's cat gives Sasha a silver mirror. The witch's dog gives her a wooden comb. Then the cat, dog, and gate all help Sasha to get away from the witch's house because Sasha had been generous to them. When the witch chases after Sasha, she throws down the mirror and it turns into a deep, silver lake.   Next she throws down the comb and it turns into a gigantic wooden fence. The witch is trapped so Sasha escapes and doesn't get eaten. Sasha never sees the witch again.

Juicy words: creepy, locks, silver, wooden, generous, throws, gigantic, trapped, escapes

EXAMPLES FROM GUIDED and INTERACTIVE GROUP WORK

STORY MAP → PARAGRAPH

CITY GREEN: RETELLING THE MAIN PLOT

GRAPHIC ORGANIZER (STORY MAP)

Characters: Marcy, Miss Rosa, The neighbors
Setting: In the city
Problem: The old lot is a mess after a building is torn down.
Solution: Marcy and the neighbors cleaned up the lot and planted a garden.
The Events:
1. Marcie and the neighbors go to City Hall.
2. They rent the lot for one dollar.
3. Marcy and the neighbors clean up the lot.
4. They plant a garden.

THE PARAGRAPH

The story City Green is about working together to clean up a messy lot. When the city workers tore down a building it left a lot of rubble. Marcy and her neighbors went to City Hall to rent the lot for one dollar. Then they could clean the lot up. Next they planted a garden lot. Now the people could go to the to relax and look at the flowers.

In our paragraph, what are the 2 best words that help us paint a picture in our mind of what's going on? **RUBBLE** *and* **RELAX**!

When working on their own, many students tried to match the problem from the above plot with the problem from the subplot below, or vice versa. As a group, we talked about how there might be more than one problem in the story, but that we need our solution to match whatever we choose for our problem. We created two different Story Maps – one for the plot (what we as a group decided was the "main problem") and one for the subplot. (Notice that the subplot is like a character analysis of Old Man Hammer. He has his own problem and solution in the story!) For our character analysis of Marcy, see next section on CHARACTER ANALYSIS.

CITY GREEN: RETELLING THE SUBPLOT (Old Man Hammer's Story)

GRAPHIC ORGANIZER (STORY MAP)

Characters: Old Man Hammer, Marcy
Setting: In the city
Problem: Old Man Hammer is sad because his old house was knocked down & the empty lot is dirty.
Solution: Old Man Hammer is happy because his seeds grew into a garden in the lot.
The Events:
1. Marcy & the neighbors cleaned up the lot.
2. Old Man Hammer planted some seeds.
3. The seeds grew into a garden.
4. Marcy showed the garden to Old Man Hammer.

THE PARAGRAPH

In the story City Green, Old Man Hammer changes from a grumpy man into a delightful person. Old Man Hammer is sad because his old home was torn down and the lot is grimy. The neighbors clean the lot up. Next Old Man Hammer plants seeds in the garden. Then Old Man Hammer's seeds grow. Marcy goes and gets Old Man Hammer and shows him the sunflowers. Old Man Hammer is happy at the end because the lot is clean and pretty. Old Man Hammer comes back every day to relax.

Exemplar: 1-paragraph summary based on
problem/solution with events.

My Story Map by _____

Title **UNCLE JED'S BARBERSHOP**

Characters?

Mama
Daddy
Sarha
Uncle Jed

Setting?

in the south
country
past

What is the problem?

Uncle Jed does not have enough money to open up the baber shop

What was the solution?

He finally got enough money for the baber shop and he opened it on his 74th birthday.

Events

1. He goes to peoples houses to cut there hair.

2. Uncle Jed pays 300$ for Sarah because she is sick.

3. The bank fails and unde Jed looses $3000.

4. Uncle Jed still cuts peoples hair at there houses.

→

Exemplar:
1-paragraph summary
using graphic organizer
on previous page.

x The story uncle Jed's barber shop is about, a man who never gives up on his dreams. Uncle Jed's dream is that he can build his own barber shop. This **dilemma** is that uncle Jed doesn't have enough mony to do that. He goes to peoples houses to cut their hair. Uncle Jed pays $300 for sarah because she is sick. The bank fails and he looses $3000. He still cuts peoples hair at their houses. He fially gets engh money to open up his barber shop. He opened it on his 79th birthday. He made his dream come true.
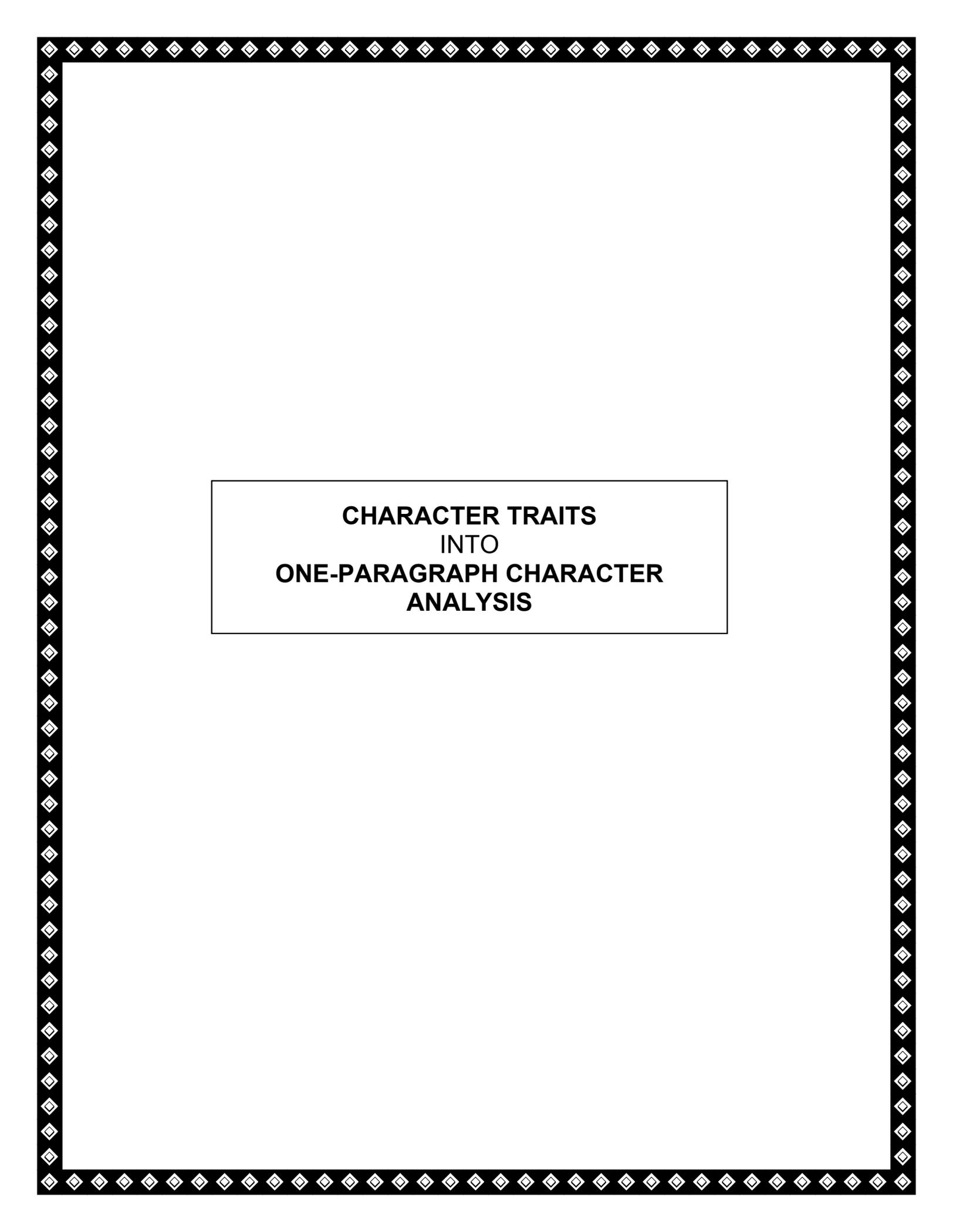
CHARACTER TRAITS
INTO
ONE-PARAGRAPH CHARACTER ANALYSIS

CHARACTER TRAITS
INTO
ONE-PARAGRAPH CHARACTER ANALYSIS

	Graphic Organizer	Description
Character Analysis	Character Trait – step 1 Character Trait – step 2 (most important trait) **OR** Character Trait – step 2 (change over time)	Re-telling the story so that all the events either: 1. prove the most important trait, or 2. prove how the character changed from beginning to end of story.

There are two types of characters:

1. The first type of character has a strong trait that stands out throughout the story. (i.e. determined, courageous, curious, helpful)

2. The second type of character changes from beginning to end of the story (perhaps like a subplot in the story – the character may have his/her own problem that gets solved).

Including several different traits in one-paragraph character analysis can lend itself to a choppy list.   In high school, a character analysis is multiple paragraphs. Each paragraph focuses on, and provides evidence for, one character trait.   For a one-paragraph character analysis, we recommend the student consider all of the possible traits for the character, and then select what he/she considers the "most important trait."

The "CHARACTER TRAITS" GRAPHIC ORGANIZER allows the student to consider all the different traits of the character. It does not set the student up for writing a paragraph focusing on one trait. Therefore, a second graphic organizer is recommended as an intermediary step between the identification of character traits and the writing of a one-paragraph character analysis which focuses either on one most important trait, or on how a character changes over time.

> Included:
>
> 1. Recommended "teacher language"
> 2. Graphic Organizer
> 3. Rubric
> 4. Example
> 5. Stories for Assessment

CHARACTER ANALYSIS

RECOMMENDED TEACHER LANGUAGE FOR GRAPHIC ORGANIZERS

	PROCESS	TEACHER LANGUAGE
GRAPHIC ORGANIZER STEP 1: IDENTIFYING CHARACTER TRAITS	**The purpose of this graphic organizer is to help the student consider all of the traits that describe the character.** The student begins by listing the sequence of events in the story. Afterward, the student looks at each event and considers what it proves about the character. "What kind of person would do this?" Thus, the events are "evidence" of different character traits. **The sequence of events (evidence) is listed before the traits are chosen.** Once completed, the student can determine if there is a "most important trait" – the adjective may stand out if it is used for more than one event. Or, the student can determine if the character changes from beginning to end of the story. 1. For the former, the student selects one adjective to be the "most important trait," and moves to STEP 2: MOST IMPORTANT TRAIT. 2. For the latter, the student selects two adjectives (beginning trait and ending trait), and moves to STEP 2: CHANGE OVER TIME.	*The evidence is our proof. What we have to do is prove the character traits we come up with. We'll start with the evidence. The evidence has to tell a story.* *What is the first important thing that (character) did or that happened to (character)? What happened next?* AFTER LISTING EVENTS: *Now we have to figure out the traits. The first piece of evidence says… How would we describe a person who…?* Continue for each event: ✓ *What kind of person would do this?* ✓ *What kind of person would this happen to?* LOOKING AT COMPLETED GRAPHIC ORGANIZER: ✓ *Do you use the same trait for different events? So do you have lots of evidence for one trait? Which trait does the author most want me to know about (character)?* ✓ *Does the character change from being one kind of person to being a different kind of person? How does the character feel at the beginning? How does the character feel at the end?*
GRAPHIC ORGANIZER STEP 2 PREPARING FOR PARAGRAPH	For both versions of this pre-writing graphic organizer, the student begins by writing down the character trait(s) he/she has chosen. Next, the student's job is to select a sequence of events that re-tells the story – where every event provides evidence of either the most important trait, or of how and why the character changes. Consistent teacher language helps the student to select relevant events.	*We're going to write a story about (character) that tells what kind of person he/she is.* MOST IMPORTANT TRAIT: *What happens (next) that proves (the character) is (trait)?* ✓ When a student lists an event that doesn't provide evidence of character trait: *If it* (the event) *doesn't go with* (the trait), *I can't put it in because I have to prove* (the trait). CHANGE OVER TIME: *What happens next that helps cause (the character) to change from (beginning trait) to (ending trait)?*

CHARACTER ANALYSIS

## RECOMMENDED TEACHER LANGUAGE FOR GRAPHIC ORGANIZER → PARAGRAPH

	PROCESS	TEACHER LANGUAGE
WRITING THE PARAGRAPH (interactive writing)	Introductory Sentence	• *When we write about a person, we take one (or maybe two) traits, and we write his/her story with all the evidence that proves it.* • *What is the job of the Introductory Sentence?* (to introduce the character, and either the most important trait or how the character changed in the story.) Possible prompts: ✓ *Which trait does the author most want me to know about (character)?* ✓ *How does the character change in the story?*
	Events (EVIDENCE)	MOST IMPORTANT TRAIT: ✓ *What's the first thing (character) did that shows he/she is (trait)?* ✓ *What did he/she do next to show that he/she is (trait)?* OR *What happened next that proves he/she is (trait)?* CHANGE OVER TIME: • *What's the most important trait at the beginning of the story? What's the most important trait at the end of the story?* • *So the evidence starts with her being (beginning trait) and shows that he/she becomes (ending trait).* • *What happens first that shows he/she is (beginning trait)?* • *Now you're starting to prove how he/she changed. So you're going to go right in order (following sequence of events on graphic organizer) and tell the story of how he/she changed from (beginning trait) to (ending trait).* • *What happens next that helps take him/her from being (beginning trait) to being (ending trait)?*
	Concluding Sentence	• *Now we're ready for our concluding sentence. That's the hardest part. It kind of goes back to the first sentence and ties it all together.* • *Let's read the first sentence again. What could we write for a sentence that will tie back to what we said in our first sentence?* CHANGE OVER TIME: • *What can you say that tells your reader that you now know (character) is (ending trait)?*
WORD CHOICE	TRANSITIONAL WORDS	• *Let's circle the "transitional words" we used to show that the events happen in order.* (next, then, first, after that, last, finally) • *Do the transitional words make sense?*
	JUICY WORDS	• *Juicy words are ones that help us paint a picture in our mind of what is going on.* • *What are our most juicy words? Let's circle them.* • *Can we think of any other juicy words?*

Character Analysis

step one: listing all traits

Title _____

Author _____

Evidence

Character
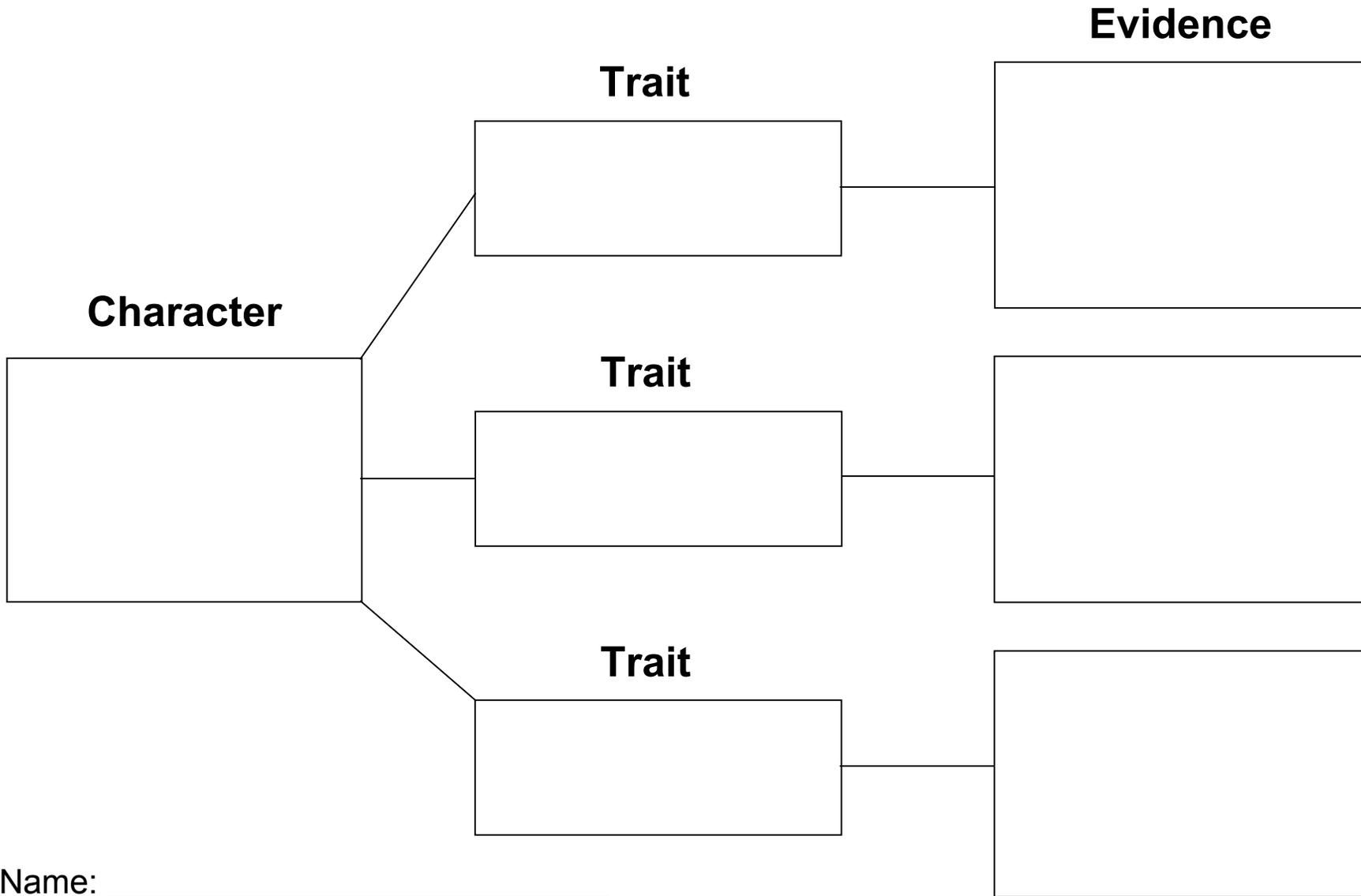
Trait

Trait

Trait

Name: _____

Character Analysis

step two: writing a paragraph

MOST IMPORTANT TRAIT
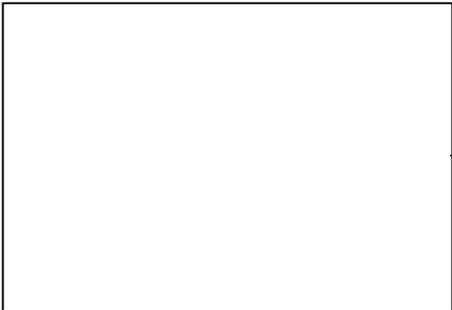
Title _____

Author _____

EVIDENCE
(The sequence of events that proves the most important trait.)

Character

Main Trait
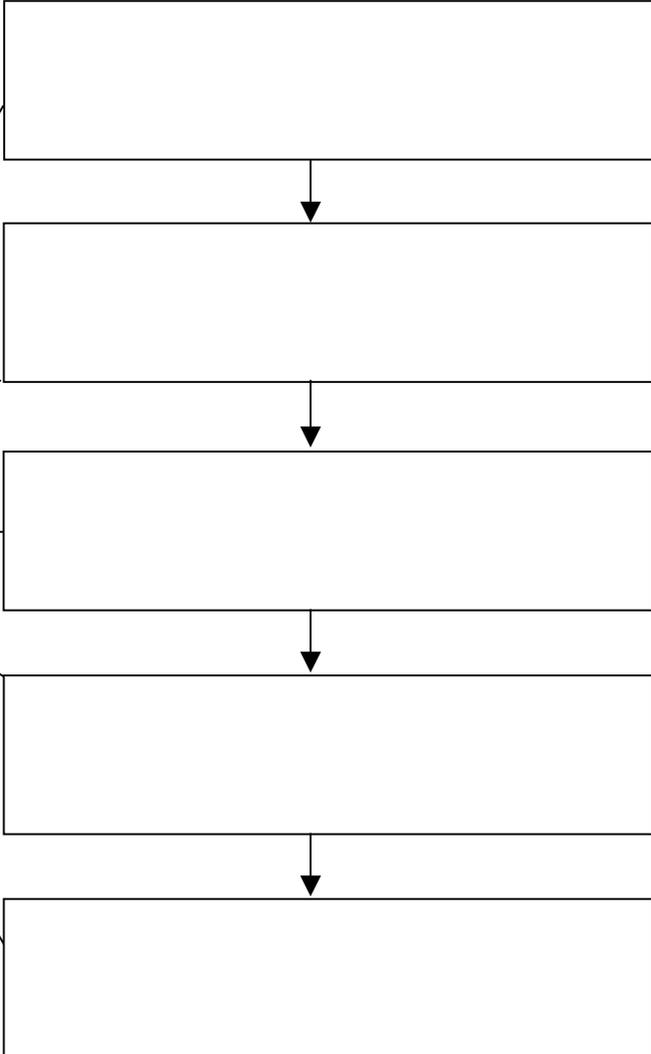
Name: _____

Character Analysis

step two: writing a paragraph

| CHANGE OVER TIME |

Title _____

Author _____

EVIDENCE
**(The sequence of events that causes
the change from "beginning" to "end.")**

Character

Beginning Trait

Ending Trait
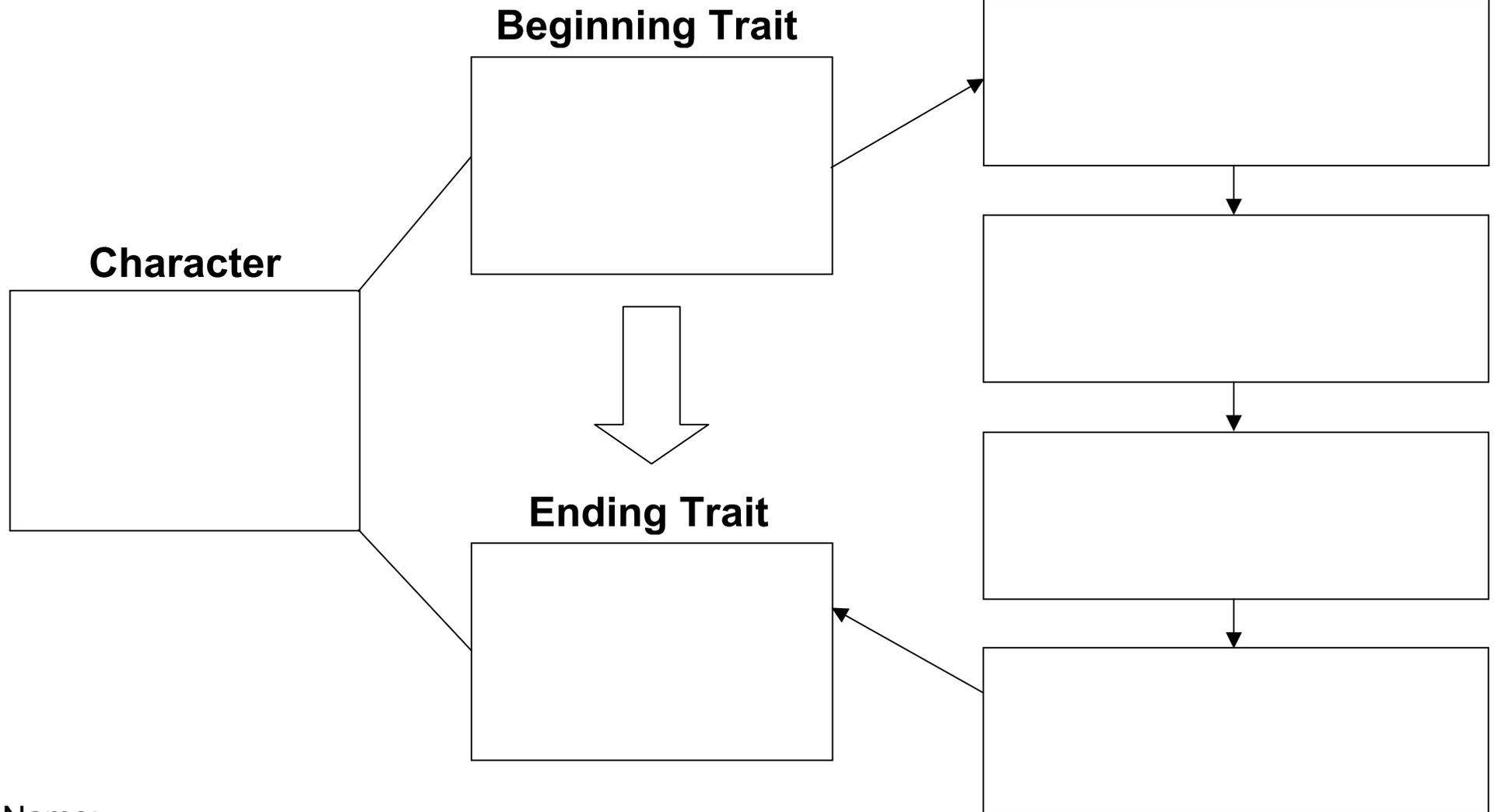
Name: _____

EXAMPLE FROM GUIDED and INTERACTIVE GROUP WORK
CHARACTER TRAIT → ONE-PARAGRAPH CHARACTER ANALYSIS

(MOST IMPORTANT TRAIT – NO CHANGE OVER TIME)

GRAPHIC ORGANIZER
(Character Traits Step 1)

Character: Marcy

Evidence	Trait
1. Wanted the lot to look more beautiful	Respectful Responsible
2. Marcy & Miss Rosa rented the lot for $1	Courageous
3. Marcy and the neighbors cleaned up the lot.	Organized Helpful, Polite
4. Marcy & the neighbors planted flowers.	Determined
5. Marcy showed Old Man Hammer his garden.	Thoughtful

GRAPHIC ORGANIZER
(Character Traits Step 2)

Character: Marcy

Most Important Trait:
Determined

Evidence (Sequence of Events that Prove Marcy is determined):
1. Marcy wanted the lot to be prettier.
2. Marcy got the neighbors to sign a petition and rent the lot from the city.
3. Marcy got the neighbors to help clean the lot with her.
4. Marcy helped grow a garden.

THE PARAGRAPH

Character Analysis of Marcy

Marcie was <u>determined</u> to clean up the lot. Marcy <u>wished</u> for the lot to be <u>beautiful</u>. She got the neighbors to sign a <u>petition</u> and <u>rent</u> the lot from the city. She <u>gathered</u> the neighbors to clean the lot. Marcy and the neighbors grew a garden. People can now <u>relax</u> in the <u>lovely</u> garden lot because of Marcy's <u>determination</u> and <u>thoughtfulness</u>.

(Our " juicy" words are underlined!)

(CHANGE OVER TIME)

GRAPHIC ORGANIZER
(Character Traits Step 1)

(created by Mike on own initiative)

Character: Karen

Evidence	Trait
1. Stays at Grandpa's house.	Lonely Homesick
2. Babysits Rebecca a baby goat	Joyful Delightful Enjoyable
3. Karen gave Rebecca a bottle	Pleasant Glad Cheerful

GRAPHIC ORGANIZER
(Character Traits Step 2)

Character: Karen

Beginning Trait: Homesick

Ending Trait: Delighted

Evidence (Sequence of Events that Proves how Karen changes from Homesick to Delighted):
1. She missed her house because she had to stay at her grandparents.
2. Grandpa tells her she can babysit Rebecca because her mother is sick.
3. They go see Rebecca and Karen finds out she's a goat.
4. Now Karen wants to stay and take care of Rebecca.

THE PARAGRAPH
(by Mike)
Character Analysis of Karen

Karen changed from a homesick girl to a delighted girl at her grandparent's house because she saw Rebecca the goat. Karen missed her parents and her home because she had to stay at her grandparent's house. Grandpa tells her she can babysit Rebecca because her mother is sick. Karen goes and sees Rebecca and finds out that she's a goat. Now she wants to stay and babysit Rebecca. Karen is delighted because she gets to stay and babysit.

Character Analysis
step one

Title _Uncle Jed's Barber Shop_

Author _____

Evidence

Trait

Joyful

Uncle Jed Was cutting People's hair at their houses

Character

Uncle Jed

Trait

disapointed

The bank failed and Uncle Jed lost $3000
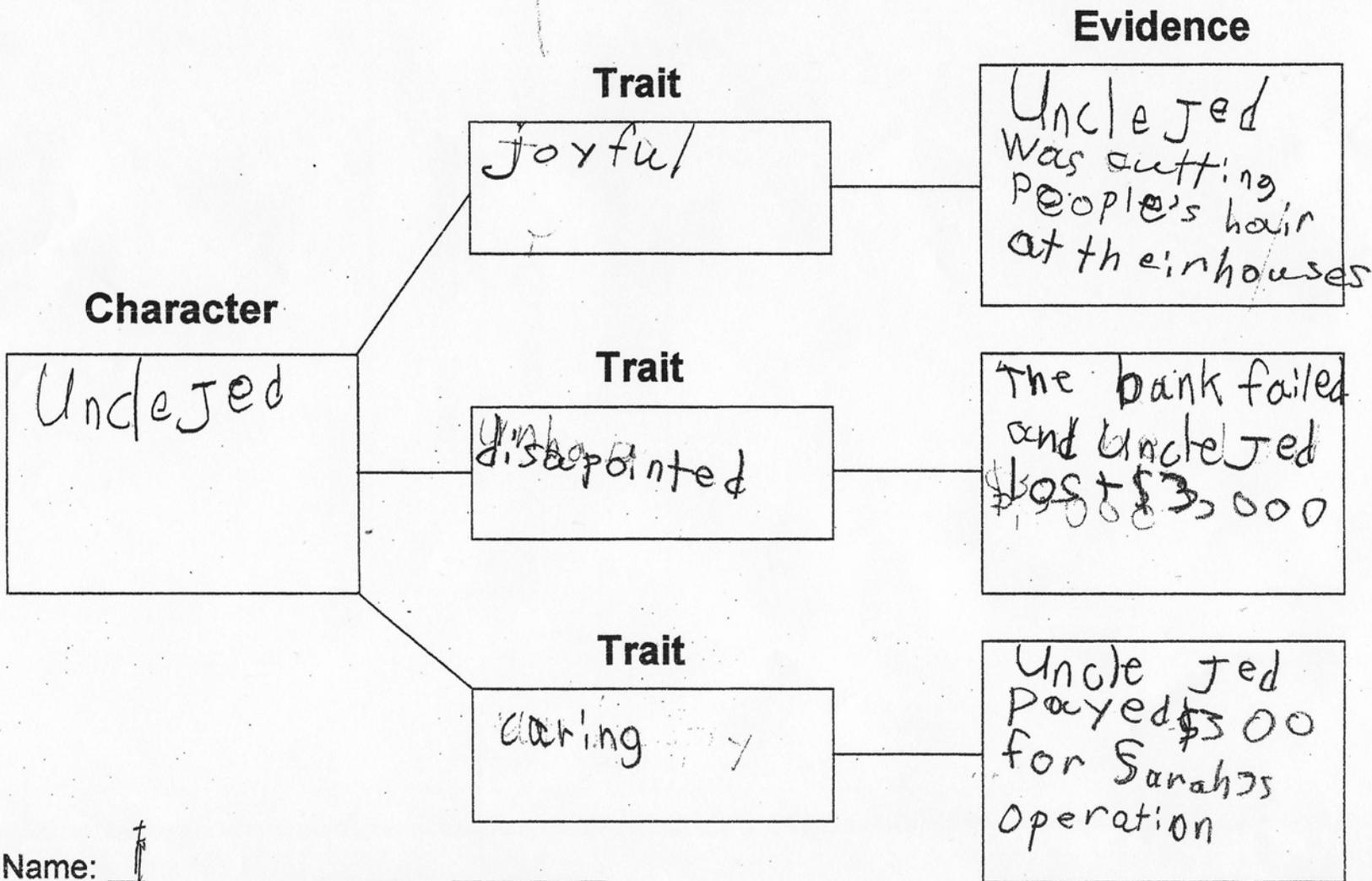
Trait

caring

Uncle Jed Payed $300 for Sarah's Operation

Name: _____

Character Analysis

step two:
writing a paragraph

Title **Uncle Jed's Barbersh**

Author _____

Evidence (Events)

1. he payed $300 for Sarah's operation

2. he went to people's houses and cut their hair

3. he still cuts people's hair ever though they don't have any money

4.

5.

Character

Uncle Jed

Main Trait

caring

Name: _____

Uncle Jed's Barber Shop

Uncle Jed is a caring person because he cares for a lot of people. Uncle Jed goes to people's houses and cuts their hair. He pays $300 for Sarah's operation because Sarah is ailing. Uncle Jed still cuts people's hair even though they don't have any money they give anything to him that they have like a hot meal, eggs, and vegetables from their gardens.

1-paragraph
Character Analysis
(most important trait)

Character Analysis

step two:
writing a paragraph

Title _Summer With Rebecca_

Author _____

Exemplar: Character Analysis "change over time"

Beginning Trait

Home sick

Character

Karen

CHANGE

Ending Trait

Delighted

Evidence (Events)

she missed her house because she had to stay at her grandparents

Grandpa tells her she can baby sit Rebecca because her mother is sick

They go see Rebecca and Karen finds out she's a baby goat

Now Karen wants to stay ant take care of Rebecca
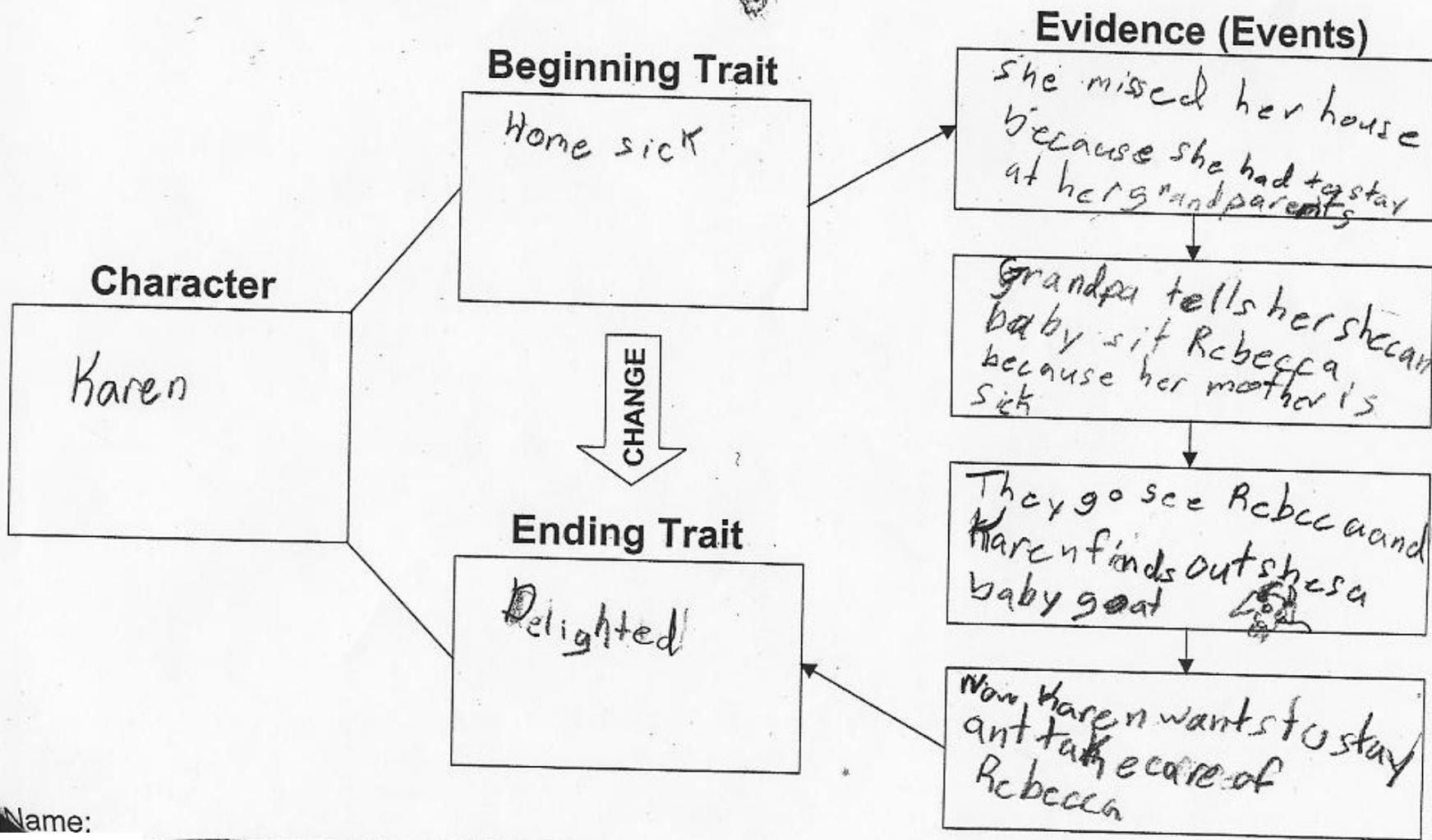
Name: _____

The Story Summer With Rebecca is about a girl who takes care of a baby goat. Karen doese'nt wants to stay on the farm with her grandparents. She has to stay becouse her parents are working. Her grandpa askes her to help take care of Rebecca. Rebecca is a baby goat who's mother is sick. Karen feeds Rebecca from a bottol. Karen doesen't want to leave because she wants to stay and take care of Rebecca.

Karen changed from being homesick to being delighted of her grandparents. She was home sick because her mom and dad had to work all day and she had to live with her grandparents all summer long. Grandpa askes her to take care of Rebecca because her mother is sick. They go see Rebecca. Karen sees that Rebecca is a baby goat. Karen is delighted to stay with her grandparents now.

Rubric for Exemplar: most important trait

THIRD GRADE RUBRIC
CHARACTER ANALYSIS PARAGRAPH FROM A GRAPHIC ORGANIZER
### (one most important trait, no change over time)

(2)

	BEST 3	OKAY 2	Not-So-Good 1
Organization	First sentence introduces character and one most important trait.	First sentence introduces character but not the most important trait.	First sentence does not tell what the paragraph is going to be about.
	Events are listed in order.	Most of the events are listed in order.	Several events are Missing or out of order.
	Concluding sentence ties back to the first sentence.	Attempt at a concluding sentence but it doesn't tie back to first sentence.	No concluding sentence.
Content/Ideas	There are at least 3 events.	There are only 2 events.	There are 0-1 event.
	All events prove the one important trait.	Some events don't prove the one important trait.	Most events don't prove the one important trait.
Word Choice	"Order" words (next, then, after that, later, last) are used effectively.	The same "order" words are used over and over.	No attempt at using "order" words.
	Lots of juicy words are used effectively.	A few juicy words are used (2-4)	0 – 1 juicy word is used.
Conventions	All sentences start with a capital and end with a period, and all sentences are complete.	All sentences start with a capital and end with a period, but some sentences are not complete.	Some sentences do not start with a capital or end with a period, or there are a lot of incomplete or run-on sentences.
Presentation	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented.
	Handwriting is neat and there is space between words.	Handwriting could be neater. There is space between words.	Handwriting is messy or there is no space between words.

| BEST (3) | OKAY (2) | NOT SO GOOD (1) |
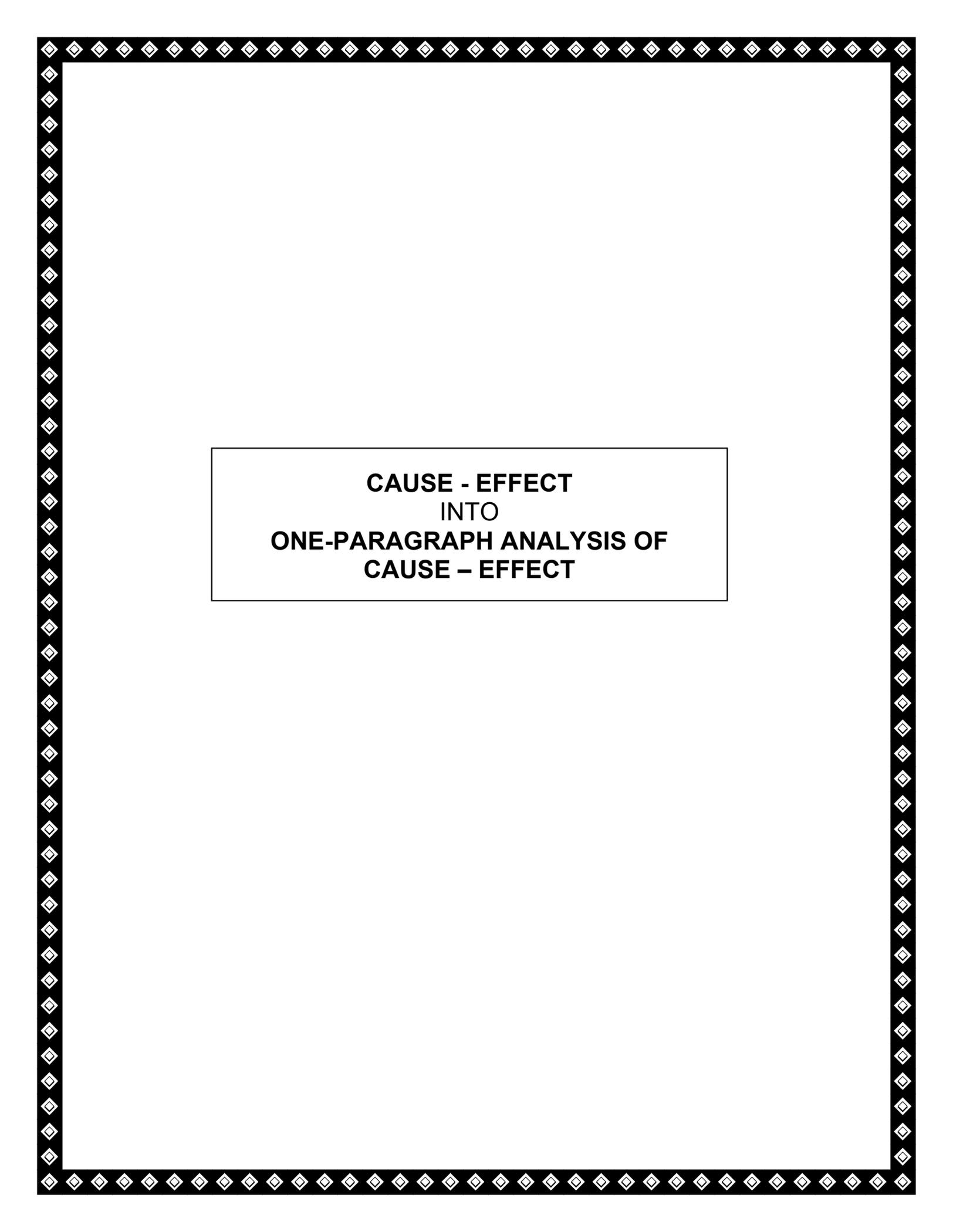
CAUSE - EFFECT
INTO
**ONE-PARAGRAPH ANALYSIS OF
CAUSE – EFFECT**

CAUSE – EFFECT
INTO
ONE-PARAGRAPH ANALYSIS OF CAUSE – EFFECT

	Graphic Organizer	Description
Cause – Effect	T-chart (optional) Cause – Effect (similar to "change over time" Character Trait)	Re-telling the story so that the sequence of events explains how there is change from "before" to "after."

Note: Writing a character analysis of a character who changes from beginning to end of the story is, in essence, writing an analysis of cause/effect. There is a "before" and an "after," with a sequence of events that causes the change. Thus, the CAUSE-EFFECT graphic organizer is essentially the same one as used for CHARACTER TRAIT STEP 2: CHANGE OVER TIME.

Recommendations:

1. Fiction: Animal Stories (i.e. How the Bear Lost his Tail) At the beginning of the story, Bear has a tail. After a sequence of events (in which Bear gets tricked), he ends up without a tail.

2. Non-fiction: How communities grow and change. (i.e. How does life in a community change when (the car, phone, radio, TV, computer, plow) is invented?)

Example Introductory Sentences:

1. In the story __(title)__, __(The Cause)__ has a big effect on (or changes) __(who or what?)__.
   (i.e. In the story…, the gold rush has a big effect on (or changes) the town of Skagway, Alaska.)

2. In the story __(title)__, __(The Cause)__ causes __(who or what?)__ to __(after: The Effect)__ .
   (i.e. The fox's trick causes the bear to lose his beautiful tail.)

Example Concluding Sentence:

1. __(who or what?)__ changes from __(before)__ to __(after: The Effect)__ when __(The Cause)__ happens.   (i.e. The town changed from a ghost town to a bustling city when gold was discovered.) – This would also be a good Concluding Sentence.

TEACHER LANGUAGE: Mostly the same language as is used for the "change over time" character trait. The main prompt for guiding the selection of events (evidence): *What happens next that helps to change (who or what?) from (before) to (after)?*

ANALYSIS OF CAUSE – EFFECT
RECOMMENDED TEACHER LANGUAGE FOR GRAPHIC ORGANIZER → PARAGRAPH

	PROCESS	TEACHER LANGUAGE
GRAPHIC ORGANIZER	The student evaluates what (who or what) is like at the beginning of the story ("before"), and then at the end of the story ("after"). The student then describes a sequence of events that re-tells the story – where every event contributes to the evidence of how and why the change occurs.	*We're going to write a story that explains how (who or what) changes from ("before") to ("after").* *What is (who or what) like at the beginning of the story?* ("before") *What is (who or what) like at the end of the story?* ("after") *Look at the beginning of the story and put your finger on a clue that tells you what (who or what) is like. After that, what is the first thing that happens to help cause (who or what) to change from ("before") to "after")?* *What happens next that helps cause (who or what) to change from ("before") to ("after").*
WRITING THE PARAGRAPH	Introductory Sentence	*Look at your list of events. They tell the story of how (who or what) changed. How can you say in one sentence what caused the (who or what) to change? What do you think the author wants us to believe is the cause of the change? That will be the Introductory Sentence.* – see examples previous page.
	The "Before"	*What was (who or what) like BEFORE (the cause) happened? Write that down.* (i.e. Before gold was discovered, the town was almost empty.)
	Events (EVIDENCE)	• *How would you describe (who or what) at the beginning of the story? How would you describe (who or what) at the end of the story?* **OR** *How would you describe (who or what) BEFORE (the cause happens)? How would you describe (who or what) AFTER (the cause happens)?* • *Now you're ready to prove how (the cause – i.e. finding gold) caused (who or what – i.e. the town) to change. So you're going to go right in order (following sequence of events on graphic organizer) and tell the story of how (who or what) changed from (before) to (after).*
	The "After"	*How would you describe (who or what) AFTER (all these events happen? Write that down.* (i.e. After gold was discovered, the town was booming!)
	Concluding Sentence	• *Now we're ready for our concluding sentence. That's the hardest part. It kind of goes back to the first sentence and ties it all together. We want to re-state the effect that (the cause) had on (who or what)* – see example previous page. • *Let's read the first sentence again. What could we write for a sentence that will tie back to what we said in our first sentence?*
WORD CHICE	TRANSITIONAL WORDS	• *Let's circle the "transitional words" we used to show that the events happen in order.* (next, then, first, after that, last, finally) • *Do the transitional words make sense?*
	JUICY WORDS	• *Juicy words are ones that help us paint a picture in our mind of what is going on.* • *What are our most juicy words? Let's circle them.* • *Can we think of any other juicy words?*

EXAMPLE OF A CAUSE-EFFECT PARAGRAPH

In this example, the teacher uses specific language to guide a small group of students as they fill out a graphic organizer together (after reading *Why Opossum's Tail is Bare*), and writing the paragraph using Interactive Writing.

TEACHER LANGUAGE:

We know Opossum had a **beautiful bushy tail**. We know he ended up with a **bald tail**. We want to know the events that happened to change his tail from bushy to bald.

What is the first event that started him on his way to having a bald tail? What's going to come first: WHY it happened or HOW it happened? WHY. Why did they want to play this trick on Opossum?

Opossum bragged about his tail. If he hadn't bragged, this never would have happened. So it's one of the causes (or part of the cause). (Write it down.)

What else had to happen that if it hadn't happened, he probably wouldn't have lost his tail? It had to happen or he wouldn't lose his tail. **Rabbit decided to play a trick on him**. (Write it down.)

Now Rabbit could have never done the trick, or the trick might not have worked, and Opossum's tail would still be bushy. So what had to happen next? **Cricket cut off his bushy hair instead of trimming it.**

Does anything else have to happen in order for him to lose his tail? No. Does Opossum know he has lost the hair on his tail? No. So maybe we should add one more:
- Does it matter that he danced? No.
- Does it matter that everyone laughed at him? No.
- Does it matter that he took his ribbon off? Yes.
- Does it matter that he discovered his tail was bald? Yes.

Even though Opossum doesn't cause his tail to be bald, we need to know that he figured it out in the end: **Opossum took off his ribbon and discovered that his tail was bald.**

THE GRAPHIC ORGANIZER:

THE CAUSE

BEFORE

Beautiful, bushy tail

Who or What?

Oppossum

CHANGE

AFTER

Bald tail

THE EFFECT

Opossum always bragged about his tail.

Rabbit decided to play a trick on Opossum.

Cricket cut off Opossum's bushy hair instead of trimming it.

Opossum took off the ribbon and discovered his tail was bald.
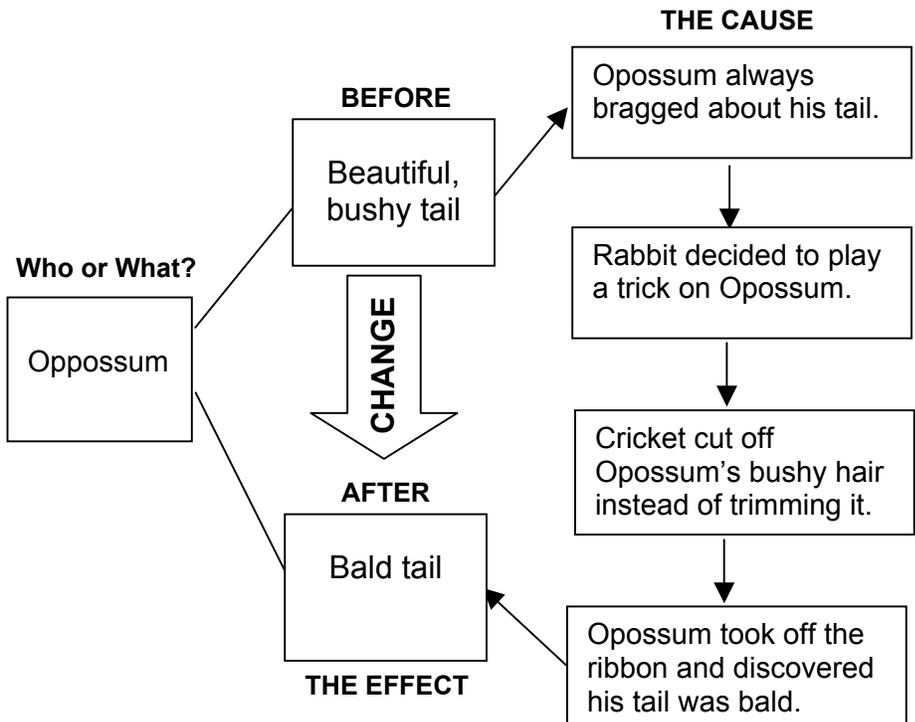
THE PARAGRAPH:

In the story, <u>Why Opossum's Tail is Bare</u>, an opossum's bushy tail becomes bald when a trick is played on him. The opossum was always bragging about his beautiful, bushy tail. So Rabbit decided to play a trick on Opossum. Instead of trimming Opossum's hair, Cricket cut off all of it. Then he covered it with a ribbon. At the dance Opossum finally took off the ribbon and discovered his bald, scaly tail. Now Opossum can't brag about his tail because it is bald.

_____

<u>Transitional Words</u>: so, instead, then, finally, now

<u>Juicy Words</u>: bald, beautiful, bushy, bragging, decided, trimming, discovered, scaly

<u>Note</u>: The sentence, "*Then he covered it with a ribbon*." was added after the paragraph was completed, as the students realized it was needed to help the reader understand the next sentence.

THE CAUSE
(The sequence of events that causes the change from "before" to "after.")

BEFORE

Who or What?

AFTER
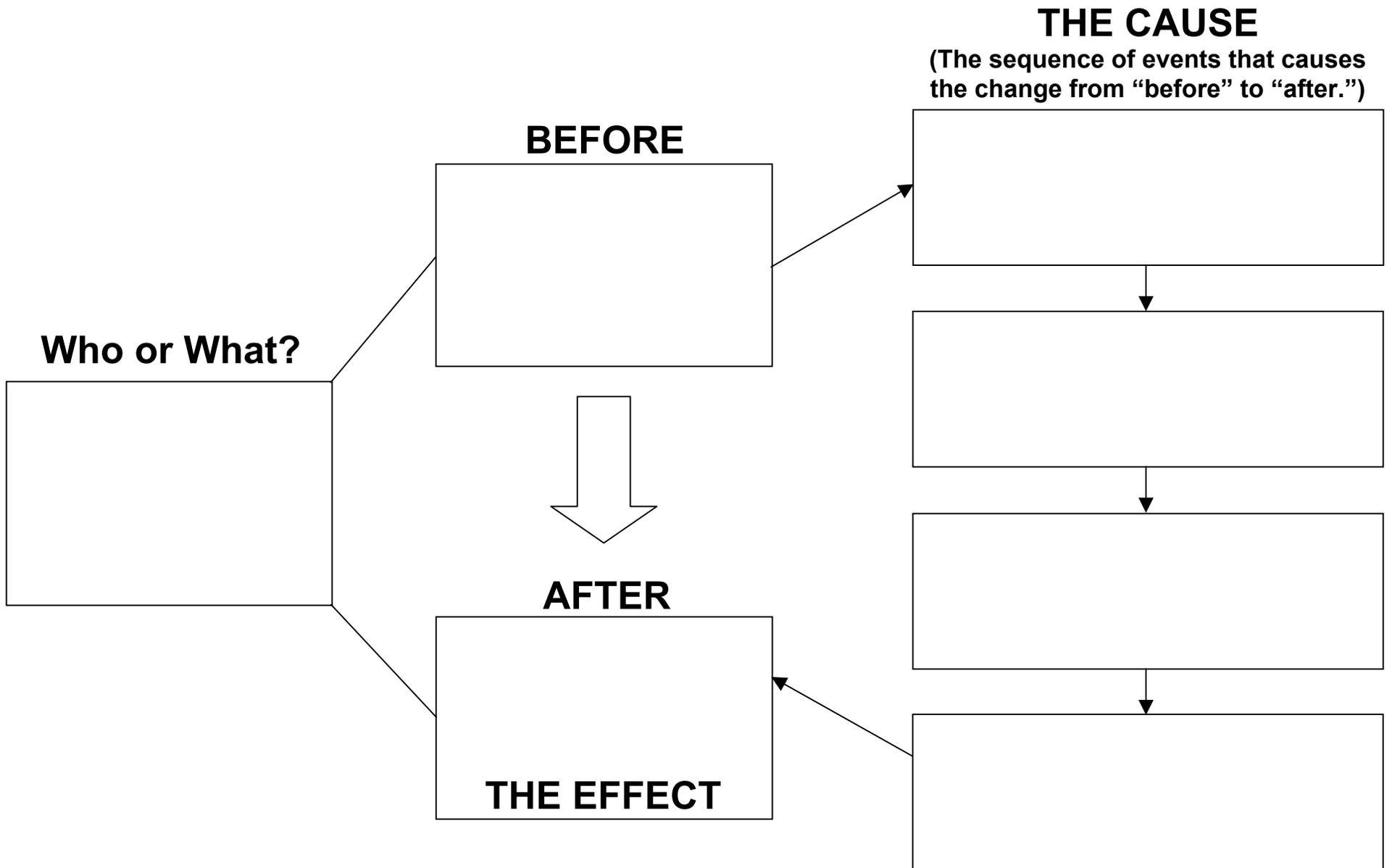
THE EFFECT

Name: _____

Exemplar: 1-paragraph cause/effect

THE CAUSE

BEFORE

Bear had a long, beautiful tail

Who or What?

Bear

CHANGE

AFTER

bear lost his long, beautiful tail

THE EFFECT

he asked everyone about his tail

he went to the lake and met Fox

Fox decided to play a trick on bear

bear put his tail in the hole and got so freezing

Name: _____

"The story How Bear Lost His Tail is about a bear who begins with a long, beautiful tail and ends with no tail at all. Bear asks every-one in town how they think about his tail. The people are so afraid of his claws that they think his tail is cool. One day when bear went out to the lake he met Fox. Fox decided to play a trick on bear. He told bear to put his tail in the hole in the ice then bear fell asleep. Fox woke bear up. When bear woke up, his tail fell off. Now you know why bears don't have tails.

Rubric for exemplar on previous page.

		EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNACCEPTABLE "1"
ORGANIZATION		First sentence introduces the "cause" of a change on something.	First sentence introduces the change but not the "cause" of the change.	First sentence introduces the "cause" of a change, but nothing about what changes.	First sentence does not tell what the paragraph is going to be about, or information is not accurate.
		The sentence following the INTRODUCTORY SENTENCE tells what _____ was like BEFORE the "cause" happened.	The sentence following the INTRODUCTORY SENTENCE tells what _____ was like, but not clear that this was BEFORE the "cause" happened.	The sentence following the INTRODUCTORY SENTENCE does not tell what _____ was like BEFORE the "cause" happened.	Information is not accurate.
		It is clear how one piece of evidence leads to the next. Additional sentences may be used to explain how the pieces of evidence lead from one to another.	Each piece of evidence is clearly stated, but it is a little unclear how one leads to the next.	Most pieces of evidence are separate and unrelated, and it is unclear how they are connected in the story.	The pieces of evidence have nothing to do with each other.
		Following the EVIDENCE, sentence tells what it was like AFTER the "cause" happened. (the EFFECT)	The sentence following the EVIDENCE tells what _____ was like, but not clear that this was AFTER the "cause" happened. (not clear it is the EFFECT)	The sentence following the EVIDENCE does not tell what _____ was like AFTER the "cause" happened.	Information is not accurate.
		Concluding sentence ties back to the first sentence – restates the effect that the "cause" had on something.	Attempt at a concluding sentence but it doesn't tie back to first sentence.	No concluding sentence.	Concluding sentence is not accurate.
Content/Ideas (Graphic Organizer)		All important evidence is included.	An important piece of evidence is missing.	More than one important piece of evidence is missing.	There is no evidence.
		All evidence helps explain how and why the _____ changes from BEFORE to AFTER.	Some of the evidence does not help prove how and why the _____ changes from BEFORE to AFTER.	The evidence does not help explain how and why _____ changes from BEFORE to AFTER.	A piece of evidence is not accurate information.

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNACCEPTABLE "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. OR Handwriting is difficult to read.

Rubric continued
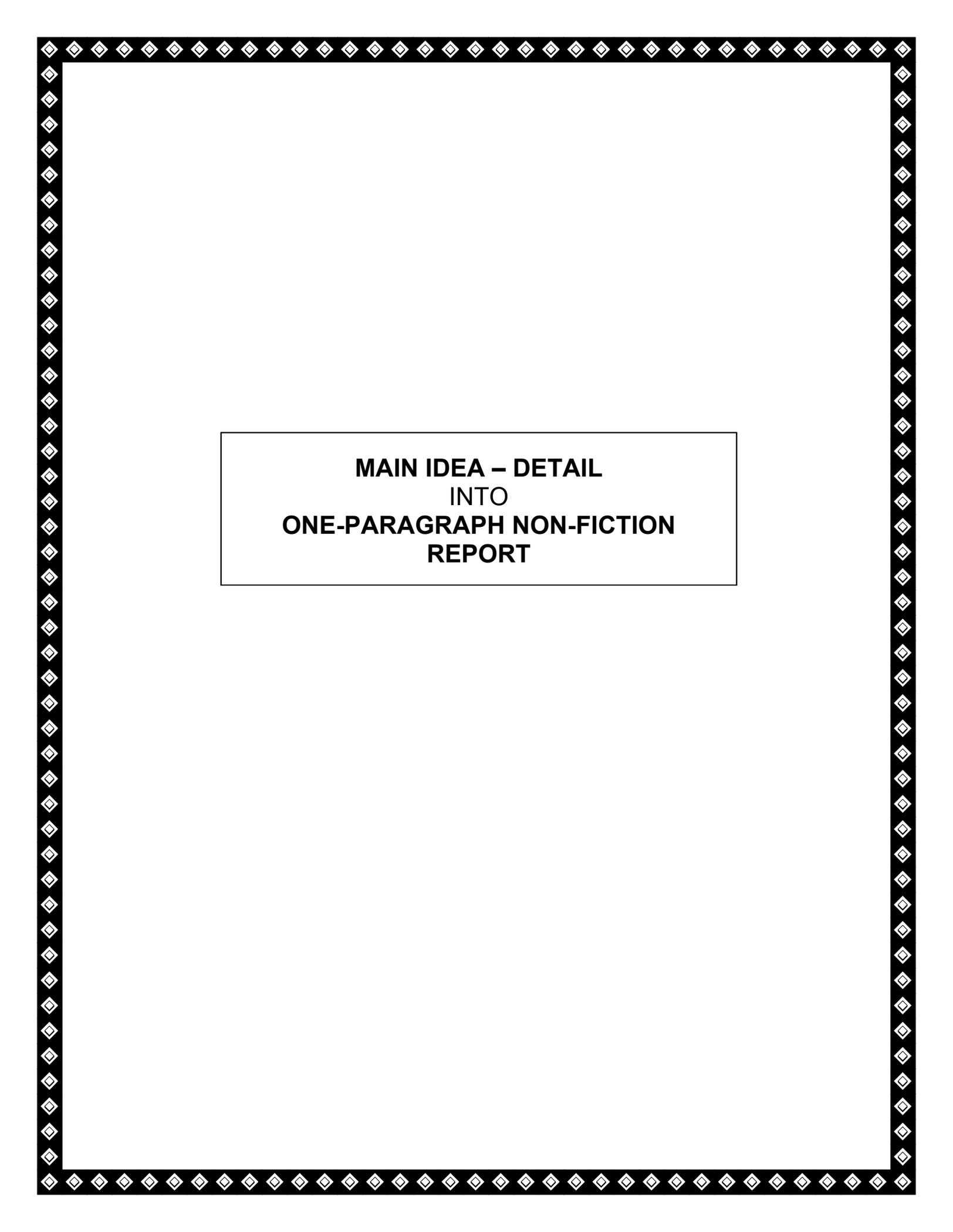
MAIN IDEA – DETAIL
INTO
**ONE-PARAGRAPH NON-FICTION
REPORT**

MAIN IDEA – DETAIL
INTO
ONE-PARAGRAPH NON-FICTION REPORT

	Graphic Organizer	Description
Main Idea – Detail	Main Idea – Detail Organizer Optional: 4-Square	Report on non-fiction. Topic sentence in circle (or in center of 4-square). Each box (or square) a different category or detail.

Using the Main Idea – Detail Organizer, the topic sentence goes in the circle, and the details go in the boxes that the arrows point to. Using the 4-Square graphic organizer, the topic sentence goes in the center square.

The topic sentence states the main idea. When reading a short piece of non-fiction, the student may use each box or square for writing down a different detail. The paragraph would begin with the topic sentence, and then be followed by the supporting details. A concluding sentence would tie back to the topic sentence. (Just as the "solution must match the problem" in a Story Map, the details must support ("match") the main idea.)

For research reports, the teacher may pre-determine a different category for each square, and the student's job would be to locate a detail or two that fits into that category. Teacher may choose to provide a template for this topic sentence. For examples, see next two pages.

The goal is to have a well-flowing paragraph based on main idea and supporting details. Just as we don't want the one-paragraph character analysis to be a list, we don't want the details in a one-paragraph non-fiction report to be a list. If it were a 5-paragraph report done in the upper grades, then each of the 3 details introduced in the first paragraph would be expanded on in a paragraph of its own. If we took one of those details, and made that the main idea of the paragraph, then it would be like writing paragraph 2, 3, or 4 of the 5-paragraph report. In that case, the topic sentence would not be so broad and the supporting details would be more closely related, and thus less likely to sound like a list of disconnected details.

The trick is the topic sentence. If the topic sentence is too broad, such as "*The Polar Bear lives in the Arctic Tundra*," then the 3 details may be rather disconnected (such as what the bear looks like, what it eats, and when it has babies.) Those details do not lend themselves to the transitional words that help a paragraph flow. For example, the writer wouldn't say, "*The Polar Bear looks like it has white fur, but it is really translucent. Therefore, it eats seals*." Without a way of having one detail lead into the next, it sounds like a list.

If, however, the topic sentence were more narrow, such as, "*The Polar Bear has many adaptations that help it to survive in the Arctic Tundra*," then each of the details would have to do with adaptations and be <u>more likely to lead into each other</u>. The categories, for example, may be:

- Adaptations that help it to catch and eat prey
- Adaptations that help it to escape predators
- Adaptations that help it to survive the environment

For example:

The _____ (animal)

has adapted to life in the

_____ biome.

OR

The (animal) has many adaptations that helps it to survive in the (arctic tundra) biome.

Surviving the ENVIRONMENT

Protection Against PREDATORS

Catching & Eating PREY
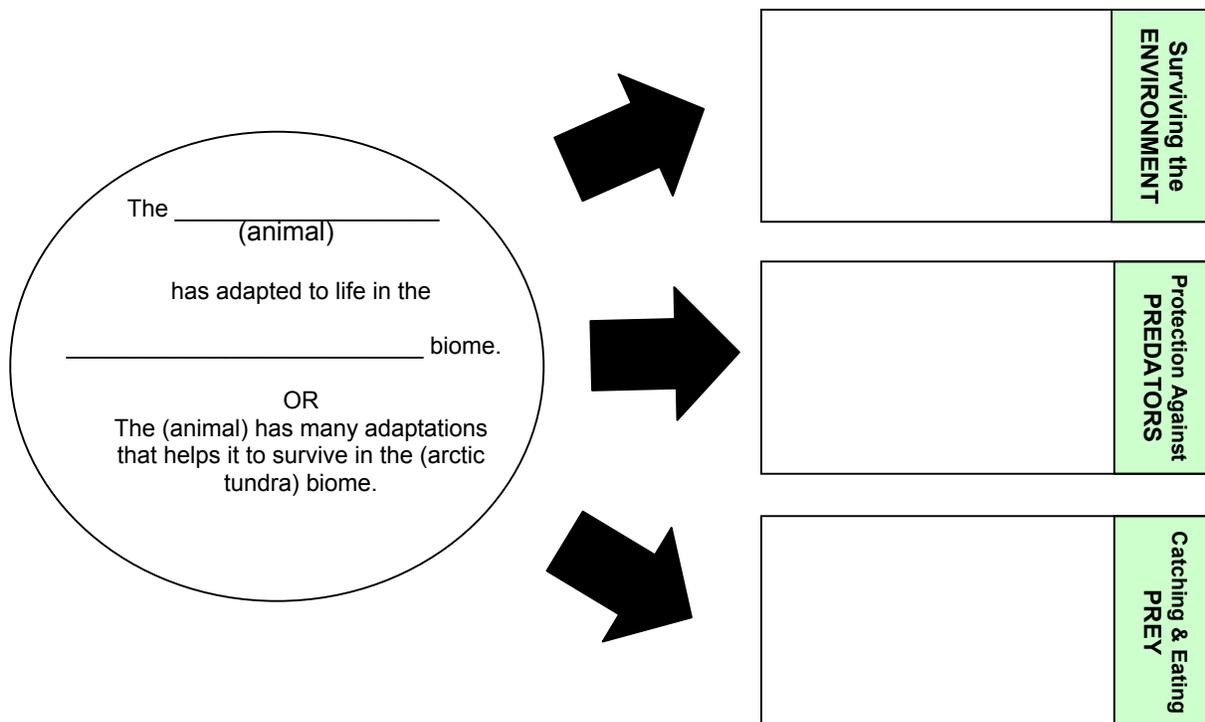
In this example using a 4-square, the categories are too disconnected because the Topic Sentence is too broad. This would set the student up for writing a multiple paragraph report – with each category being developed in its own paragraph. Upper grades may use the 4-square for this purpose – with each square being a different paragraph.

Description	Diet (Predator or Prey?)
	The ___(animal)___ lives in the country of _____ .
Biome & Climate (or Habitat)	Adaptations

RECOMMENDED TEACHER LANGUAGE:

When teaching, recommend offering these TIPS TO REMEMBER:
- Indent
- Look for a lead-in from one category (detail) to the next.
- Sentences (ideas) need to connect so they make sense.
- Don't list.
- Can't say the same thing twice.
- Concluding Sentence needs to match up with the Introductory Sentence.

Point out that the Transitional Words will be different from those used when telling a story (because the details do not happen in a certain sequence of events). Rather, the Transitional Words will help hook things together. Examples:

- so
- therefore
- also
- in addition
- another
- now
- instead
- however
- even though
- since

These transitional words need more explanation than the sequential ones (first, next, then, after that, last) because they are not as easily understood by the students – and thus the students may use them in places that don't make sense.

So and Therefore are similar in that the sentence before it explains why the next sentence is true.

Also and In Addition are similar.

Name: _____
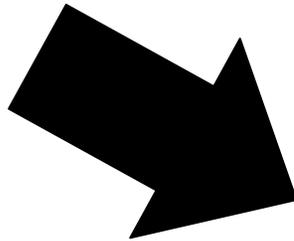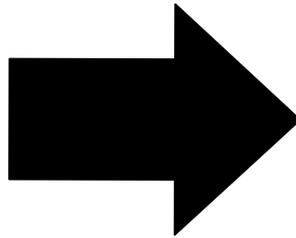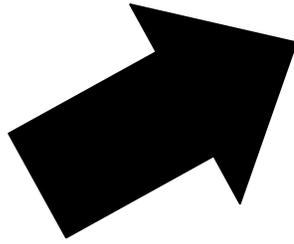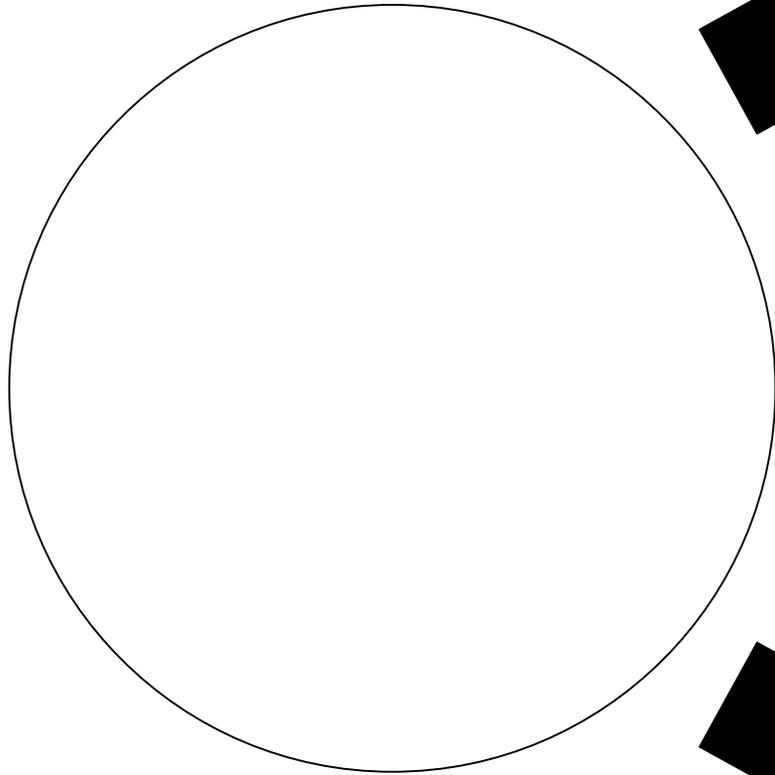
Main Idea – Detail

Name _____

Date _____

Main Idea – Detail:

Country Report: The Land
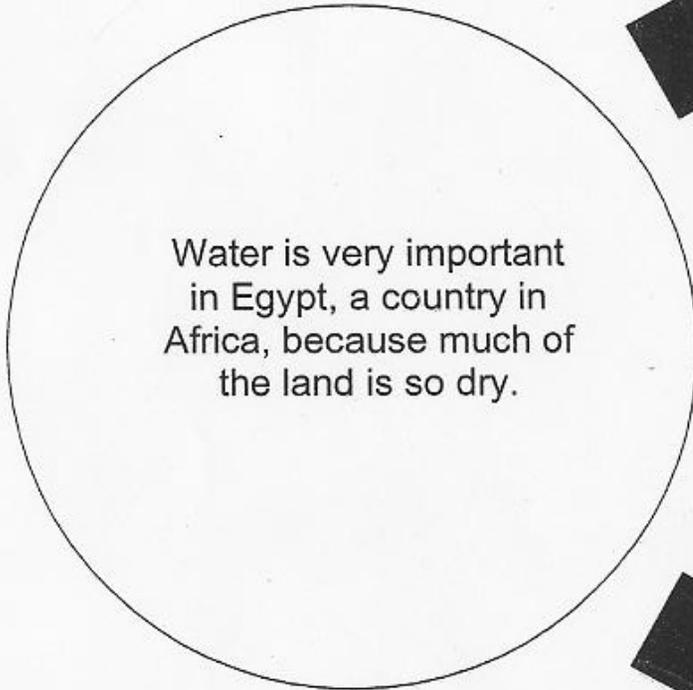
Water is very important in Egypt, a country in Africa, because much of the land is so dry.

Why is it so dry?

Egypt is so dry because years ever may pass with no rain at all in Sothern Egypt.

Nile River

Egypt depends on the Nile River and on a reservoir for it's water supply.

Suez Canal

It is an important shipping route.

Name _____

Date _June 6, 2002_

Exemplar: 1-paragraph non-fiction report
written from graphic organizer
on previous page.

Water is very important in Egypt, a country in Aferica, because much of the land is so dry. Egypt is so dry because years may pass with no rain at all in sothern Egypt. Also Egypt depends on the Nile River and on a reservoir for its water supply. In Addition they Suez Canal is an important shipping route. Therefore they use water in different ways.

Egypt – The Land

Egypt is in the northeastern corner of Africa. It is bordered by the Mediterranean Sea to the north, Sudan to the south, and Libya to the west. Israel and the Red Sea lie to the east. A small part of Egypt called the Sinai Peninsula is actually in Asia. The Suez Canal separates the main part of Egypt from the Sinai Peninsula. The canal links the Mediterranean Sea with the Red Sea and the Indian Ocean. It is an important shipping route. The Nile River, the longest river in the world, flows north through Egypt to the Mediterranean Sea.

Nearly the entire country of Egypt is desert. Egypt gets very little rain. It depends on the Nile River and on a reservoir for its water supply. The Mediterranean coast gets about 8 inches of rain each year – and it's the wettest part of the country.

The Tropic of Cancer runs through Egypt, so the southern part of the country has a tropical climate. In southern Egypt, many years may pass with no rain at all. The weather is fairly warm or hot all year. In the fall and winter, temperatures are usually between 60 and 80 degrees F. During the summer, temperatures may rise over 114 degrees F.

COMPARE – CONTRAST
INTO
MULITPLE PARAGRAPH COMPARISON
WITH **OPINION**
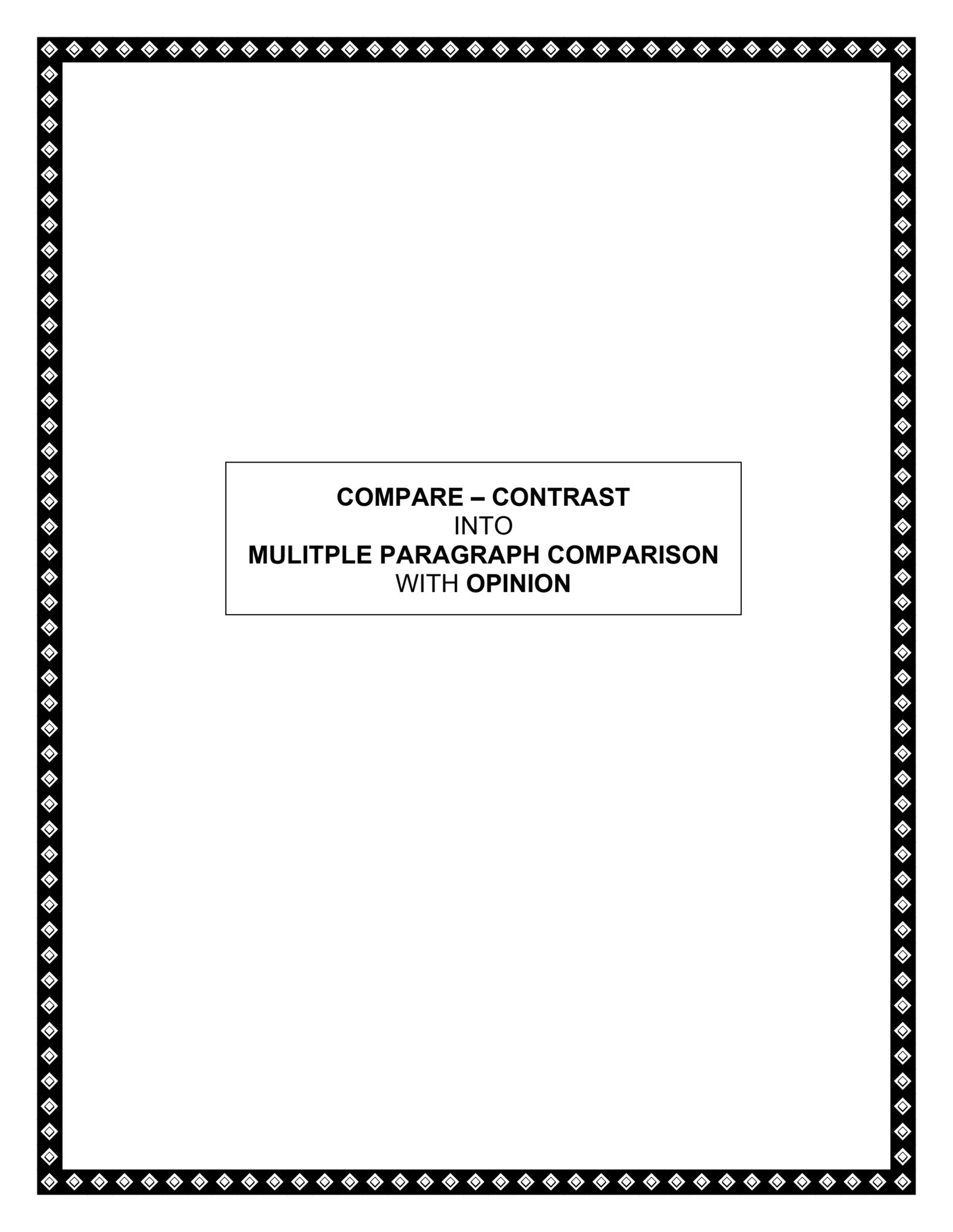
COMPARE – CONTRAST
INTO
MULTIPLE PARAGRAPH COMPARISON

	Graphic Organizer	Description
Compare – Contrast	Options: 1) Double-T or Venn Diagram 2) Two Main Idea-Detail Organizers or Two 4-Squares	May be multiple paragraphs. May offer OPINION.

There are several options for writing an analysis of how two things compare. Using two 4-Squares (or two Main Idea-Detail Organizers) will not be described here in detail. (In brief, one 4-Square would be filled out for each of the two items being compared – making sure that the categories on each 4-Square are the same and in the same order. Then, Square A of each 4-Square could be compared; Square B of each 4-Square could be compared, etc.

The Double-T is the Graphic Organizer that will be more fully explained (and recommended) in this guide. Examples for Non-Fiction and Fiction are given below:

1. Non-fiction: Comparing what it is like to live in the country vs. to live in the city ("country life" vs. "city life") in a specific state or country.

   Using a Double-T, the categories being compared are listed in the center column. The items being compared are in the outside columns. Each category will have its own paragraph.

COUNTRY		CITY
	WHERE DO PEOPLE LIVE? **(HOME)**	
	WHAT DO PEOPLE DO FOR WORK? **(WORK)**	
	WHAT DO PEOPLE WEAR? **(CLOTHING)**	

TOPIC: People of Egypt

2. Fiction: Comparing two different points of view in a story.
   - ✓ Use the Double-T with Story Map Elements going down center column, differing points of view to either side.

Three Pigs	Story Elements	The Wolf
	Problem	
	Event 1	
	Event 2	
	Event 3	
	Solution	

3. Fiction or Non-Fiction: Simple comparison of what is the same and what is different between 2 things.
   - ✓ Use Double-T or Venn

Thing 1	BOTH	Thing 2

RECOMMENDED TEACHER LANGUAGE:

Look back at the non-fiction example that compares country life vs. city life for the people of Egypt. Because this is a multiple-paragraph report, understanding when to begin a new paragraph is a key piece. By drawing horizontal lines to separate each category, the students can visually see the separation of different paragraphs – and what information goes into each paragraph.

COUNTRY		CITY
Where live?		
PARAGRAPH 1		
What do?		
PARAGRAPH 2		
What wear?		
PARAGRAPH 3		

Important to transition from talking about people in the country to people in the city.

Paragraph 1:
- Begin with an Introductory Sentence for the whole report – that tells the reader what the whole report is going to be about. Ask the students, "*What words do we need to include in our Introductory Sentence?*" The answer for this example is: Egypt, people, city, country. Ask students to offer suggestions for a sentence that includes those words. For example, "In Egypt, some people live in the city and other people live in the country."

- Begin with the first category on the graphic organizer, and the first box (where people live in the country). Turn the phrases into sentences, and check them off as you go. Emphasize that all the work is already done. We are just turning the phrases into sentences, and writing them in the order they are in on the graphic organizer.

- Move to the CITY box and turn those phrases into sentences.

- Concluding Sentence for this paragraph: Think of something that both boxes (country and city) have in common, in terms of where people live, and include both country, city, people, and Egypt in the sentence.

TIP: Check off each phrase after it has been used in the paragraph.

COUNTRY		CITY		
✓ near Nile River and Suez Canal ✓ Mud brick homes with straw roofs ✓ Oasis – scattered across desert, has source of water	**Where do the people live?**	✓ Cairo – northern Egypt by Nile River ✓ Alexandria – on coast of Mediterranean Sea	**PARAGRAPH 1**	1. Introductory Sentence for Report 2. Intro sentence for this paragraph (if necessary) 3. Info for first item (country location) 4. Info for second item (city location) 5. Concluding Sentence (what country location and city location have in common – if possible.
Farmers grow rice, fruits, vegetables, wheat, cotton	**What do the people do for work?**	Cairo: work in factories, produce textiles, glass, iron, steel products, refrigerators Alexandria: work at port, import and export of goods	**PARAGRAPH 2**	1. Intro sentence for this paragraph (if necessary) 2. Info for first item (country work) 3. Info for second item (city work) 4. Concluding Sentence (what country work and city work have in common – if possible. Tie back to Introductory Sentence of this paragraph.
traditional Egyptian clothing men wear galabayya: floor-length cotton dress, loose and cool, easy to wash men wear turban on head – protects from sun, flies, sand women wear veil over face	**What do people wear for clothes?**	Same as clothes in North America and Europe	**PARAGRAPH 3**	1. Intro sentence for this paragraph (if necessary) 2. Info for first item (country clothes) 3. Info for second item (city clothes) 4. Concluding Sentence (what country clothes and city clothes have in common – if possible. Tie back to Introductory Sentence of this paragraph. 5. Concluding Sentence for whole report – that ties back to the Intro Sentence of Whole Report – makes reference to the 3 categories being compared if possible. May include an opinion. May sum up similarities of the two items for each of the 3 categories (tricky). It might be a rather "fluffy" sentence – but important for students to realize there needs to be a sentence that brings the report to an end. At the very least, needs to include the same key words as are in the Intro Sentence for report (Egypt, People, Country, City). This sentence may be in its own paragraph – fourth paragraph – depending on how it is done.

Recommended Process for Pre-Reading, Reading, and Filling out the Graphic Organizer:

1. Perhaps using the overhead projector, show students the graphic organizer so that they know what categories of information they are looking for (so they will be reading for a purpose).

2. Again using overhead projector, model reading the text for students. After each sentence, say: "*Now I ask myself: Does this sentence tell me where people live? No. Does it tell me what people do for work? No. Does it tell me what people wear for clothes? No. So I do not highlight it. I go on.*" Read the next sentence and repeat the questions. If there is a YES, highlight it. After doing several sentences or paragraphs, have students do the same independently. Emphasize the importance of asking those questions after reading each sentence (or after the paragraph in some cases.)

3. Once students are done highlighting, use the overhead projector to model the process of putting the highlighted information onto the graphic organizer. Read a sentence that is highlighted. Ask: "*Does this tell me where the people live, what they do for work, or what they wear for clothes? So I am in this row – this category. Does it tell me that for the country people or for the city people? So I write it in this square. Do I have to write the sentence exactly? No. Does anyone have a suggestion for how I can write the main point in just a few words – like a note to myself?*"

Comparing and Contrasting the People of Egypt

In Egypt, people either live in a city or in the country. If they live in the country, they probably live near the Nile River or the Suez Canal in mud brick homes with straw roofs. Some live in the desert on an oasis where there is a source of water. If they live in a city, they may live in Cairo or Alexandria. Those are the two largest cities in Egypt. Cairo is by the Nile River in northern Egypt. Alexandria is on the coast of the Mediterranean Sea. Whether they live in the country or a city, they all live by water.

Country people and city people do not do the same work. Country people are farmers. They grow rice, fruits, vegetables, wheat, and cotton. City people in Cairo might work in a factory producing textiles, glass, iron, steel products, or refrigerators. City people in Alexandria might work at its shipping port. They may help with the import or export of goods. Even though country people and city people do different kinds of work, all the work is important.

The clothing that Egyptian people wear is different in the city and the country. Most of the city people dress the same as people do in North America and Europe. In the country, people wear traditional Egyptian clothing. Men wear the galabayya which is a long cotton dress. The galabayya keeps them cool and is easy to wash. The men also wear a turban that keeps the sun, flies, and sand away from the head. Women wear veils over their face. In both the country and the cities, people wear clothing that help them do their work.

Even though there are many differences between life in the city and life in the country, all Egyptians live near water, do important work, and wear clothes that are helpful to them.

Name: _____

Topic: _____

Name: Exemplar: Multiple Paragraph compare-contrast

Topic: People of Egypt

COUNTRY		CITY
famers Who live near the nile River r the Suez Canal hey live in oases ___ over the ___	**WHERE DO THEY LIVE?** (HOME)	Caio, by the Nile River in northern Egypt Alexandria, Egypts second largest City is a mediterranian Port
Cotton is an important export crop. The farmers grow rice	**WHAT DO THEY DO?** (WORK)	factories produce texiles, glass inon and steel pladert and refrigeorators
were more tradition Eyptian clothing galabayya wear turban a veil	**WHAT DO THEY WEAR?** (CLOTHING)	dress like peaple in north america and Europe

Exemplar: Multiple Paragraph
compare/contrast
(written from graphic
organizer on previous page)

In Egypt people either live in the country or the city. Farmers live near the Nile River or the Suez Canal. People live by the water because there is water. Farmers live in oases scattered over the desert too. People live in the city of Claro, by the Nile River in northern Egypt. Other people live in Alexandria the second largest city. It is a Mediterranean port. Even if you live in the country or the city it's still a good home.

In Egypt people do jobs in the country and the city. In the country cotton is an imporant crop. The farmers also grow rice, fruits, vegetables and wheat. In the city factories produse textiles, glass, iron, steel and refrigeorators. In Alexandria people import and export goods. If it's a job in the country or in the city it's still a good job.

In Egypt people wear clothes in the country and in the city. In the country people wear more traditinal Egyption clothing, like galabayas and

turbans, plus women wear veils over their heads. In the city people dress like people in noth america and Europe. The diffrent clothes diffrent people wear are just as good as another persons. clothes.

Even though there are many diffrents between "life" with the city people and country people, they both live by water, they still work, live in homes, and wear clothing.
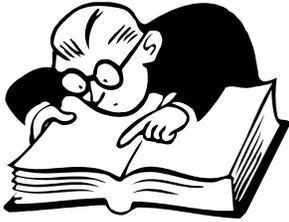
Egypt – the People

PRE-READING CONCEPTS:
Import and Export, Shipping Route, Port

VOCABULARY: percent, fertile, cotton, recreation, traditional

Most Egyptians are farmers who live near the Nile River or the Suez Canal. The soil along the Nile is very fertile.   The farmers grow rice, fruits, vegetables, wheat, and cotton. Cotton is an important export crop. Egypt provides 40% of the world's cotton. Most of the farmers live in mud brick homes with straw roofs.

Some farmers do not live near the Nile River or the Suez Canal. They live in *oases* scattered over the desert. Oases are small fertile areas around a source of water.

More of Egypt's people are moving to cities. Cairo, Egypt's capital and the largest city in Africa, is by the Nile River in northern Egypt. The many factories in or near Cairo produce textiles, glass, iron and steel products, and refrigerators.

Alexandria, Egypt's second-largest city, is a Mediterranean port. A port is where ships dock. Some ships bring goods into Egypt from other countries. (These goods are imported.) Other ships take the goods that were made in Egypt to other countries where they will be sold. (These goods are exported.) In Alexandria, the imported goods are unloaded from the ships that arrive, and the exported goods are packed onto the ships that are leaving.

Egyptian food includes a great variety of fruits, vegetables, and fish. For breakfast, most Egyptians have *ful medames* – cooked dried beans mashed into a paste with olive oil and spices. It is eaten by dipping bread into the paste. Lamb or mutton is the most popular meat. It is often served on kabobs – cut in chunks and cooked on a skewer with onions and peppers. Grape leaves stuffed with rice are popular as well.

For recreation, Egyptians like to sit and talk with one another while sipping thick, sweet coffee flavored with spices. They may also
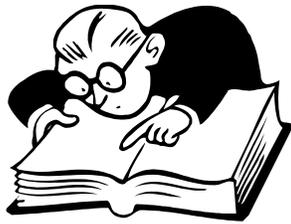
Egypt – the People

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enjoy sweet tea. Soccer is a favorite sport in Egypt, and many people enjoy handball, squash, and tennis.

Most people who live in cities usually dress like people in North America and Europe. People who live in the country tend to wear more traditional Egyptian clothing. The traditional clothing for an Egyptian man is the galabayya and a turban. The galabayya is a floor-length cotton dress with long sleeves. It helps the person stay cool because it is so loose. It is also easily washed. The turban is a scarf worn on the head. The turban keeps the sun off the head, protects the head from flies, and can be pulled down to protect the face in a sandstorm. Instead of a turban, women traditionally wear a veil over their face.

Unfortunately, only half of adult Egyptians can read and write. Boys are more likely to be educated than girls, so twice as many Egyptian men as women can read. All of Egypt's schools are free.