

Show Me!



Graphic Organizers for Reading Comprehension across the Curriculum

- Set a purpose for reading
- Preview and predict
- Make inferences
- Analyze cause and effect
- Identify facts and opinions
- Draw conclusions
- Use context clues

Katherine Scraper
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Previewing and Predicting

How do you select a novel at the library or a bookstore? Likely, the title catches your eye. Next, you look at the cover illustration and read the book jacket blurbs. If you're still interested, you skim the chapter titles. Finally, you read the first paragraph or page. You're hooked! By previewing the book, you get into a certain frame of mind. You know whether the book will be funny, dramatic, scary, or exciting. You also start making predictions about the story. *The man on the cover is the bad guy, you think to yourself. The heroine will have to outsmart him . . . their families will get involved . . .* and so on. You can't wait to get home so you can begin reading and confirm or revise your predictions. Previewing and predicting helps readers get the most out of a story by setting the stage, engaging their interest, and focusing their thoughts.

Introduce the Strategy

Think of a true story from your childhood, make up a title for it, and bring a photograph that relates to it in some way. Tell students you're going to share an oral story. Then state the title and show them the photograph. Ask: *What do you predict my story will be about? Why? Who do you predict some of the characters will be? How do you know? What do you predict the mood of the story will be? Why do you think so?* Allow time for discussion. Then explain that looking ahead (previewing) and making good guesses (predicting) helps them get ready to listen to your story. Tell the story and then ask the students to confirm or revise their prediction statements.

Model

Read "I'll Get You for This" on page 8 aloud. Then model how to complete the accompanying graphic organizer (page 9) and use it to summarize the reading selection.

Practice

Have students use a copy of the blank graphic organizer on page 10 to preview and make predictions about other fiction texts, assisting as needed.

Extend and Assess

Have students complete the related writing assignment on page 11 and one or more of the extension activities on page 12. Finally, monitor their acquisition of previewing and predicting by using the page 12 assessment.

Use the Graphic Organizer:

- ✓ Before Reading
- During Reading
- ✓ After Reading

I'll Get You for This!

This story reveals the sometimes "rocky" relationship between a boy and his younger brother growing up in Tennessee in the early 1900s.

"Give that back!" Levi hollered, scrambling barefoot between the rows of corn after his brother Tom. "That's my lucky rock!" Levi captured Tom's shirttail just in time to see the treasured stone soar through the air and plummet to the bull's-eye of the bramble patch.

Levi pummeled Tom's back with his fists as Mama scurried out of the cabin. "What's going on here?" she demanded, pulling the boys apart by their overall straps.

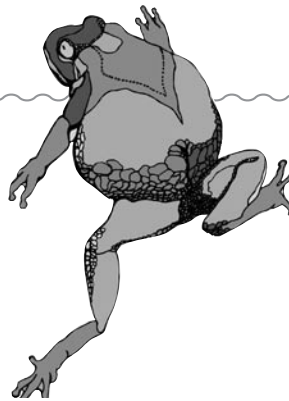
"Levi let my toad go," Tom said matter-of-factly, "so I threw his rock in the stickers."

"I'd say you both need to think with your hands for awhile," replied Mama. "Pop is probably on his way, so you can tend to the weeds while I start supper." Levi dropped to his knees between the bushy snap bean plants, and Tom seized the hoe.

"Hi, Pop," shouted Levi to the tall figure striding up the path. "We're weeding the garden." Glancing at Tom, Levi grinned. "After supper I'm going to read to Mama while Tom washes the dishes, cleans our sleep loft, carries water from the spring, and feeds the chickens."

Tom scowled as Pop ruffled his hair. "That's my boys!" Pop declared.

"I'll get you for this, Levi!" Tom said under his breath. "I'll get you. . . ."



Reading Selection Title I'll Get You for This!

Preview the available text features. Add notes about what you learn from them. Then make two predictions about the story. After reading, mark whether your predictions are confirmed or if you have to revise them.

Text Feature	Notes
title	<i>Someone in the story is upset.</i>
front cover illustration	
story blurb	<i>The boys are brothers. They lived long ago. Sometimes they don't get along.</i>
chapter headings	
chapter illustrations	
first paragraph or page	<i>Tom throws Levi's favorite rock into the stickers.</i>
other	

I predict that this story will be about a boy who makes his brother mad.

X confirmed had to revise

I also predict that the boys will talk over the problem.

 confirmed X had to revise

Now use your graphic organizer to summarize the reading selection to a partner.

Name _____ Date _____

Reading Selection Title _____

Preview the available text features. Add notes about what you learn from them. Then make two predictions about the story. After reading, mark whether your predictions are confirmed or if you have to revise them.

Text Feature	Notes
title	
front cover illustration	
story blurb	
chapter headings	
chapter illustrations	
first paragraph or page	
other	

I predict that this story will be about _____ .
_____ confirmed _____ had to revise

I also predict that _____ .
_____ confirmed _____ had to revise

Now use your graphic organizer to summarize the reading selection to a partner.

Extension Activities

Have students:

- repeat the “Introduce the Strategy” activity by sharing stories about their own experiences.
- make a list of captivating book titles and explain what they can predict from each one.
- locate library books that have intriguing book-jacket blurbs and share them with the class.
- collect several books and stories with exciting first paragraphs to share with the class.
- write blurbs for their own stories to help readers preview and make predictions.
- add illustrations to their stories to help readers preview and make predictions.

Strategy Assessment

Obtain a selection of short fiction books or magazine stories from the library. Have students sketch their own preview/predict graphic organizers on notebook paper. Then have each student analyze one of the selections and record the results on his or her organizer. After reading, have students confirm or revise their predictions.

Conduct one-on-one or small-group conferences to review students’ graphic organizers, clarify any confusion, and answer any questions they still have about the strategy. Use this information to plan additional instruction, if needed, along with opportunities for periodic review and practice.