

Ready-to-Use Nonfiction Graphic Organizers with Before-During-After Activities

27 Before, During, and After Reading Activities with Graphic Organizers to be used with nonfiction passages for students in Grades 2 – 5!

- These activities and graphic organizers can be:
 - used by teachers to introduce and model elements of nonfiction.
 - used by students for guided and independent practice with nonfiction passages.
 - used with the same passage or with different nonfiction passages.

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Introduction

Ready-to-Use Nonfiction Graphic Organizers with Before-During-After Activities includes 27 reading activities with at least one graphic organizer per activity that can be used to study a variety of nonfiction passages for students in grades 2 through grade 5. Graphic organizers can be used to organize and arrange information so it is more easily understood. The information included in graphic organizers can be used to help readers better comprehend and understand reading passages.

Each activity is divided into **Before Reading**, **During Reading**, and **After Reading** components. A nonfiction passage is selected to be read and studied. The **Before Reading** component is directed by the teacher before the passage is read. The **During Reading** component is done during the reading of the passage. The **After Reading** component is conducted after the passage is read. The passages can be read out loud by the teacher, individual students, or pairs of students. Passages can be selected by the teacher or students.

Several nonfiction passages can be selected and used by the teacher to model how an activity can be completed with its graphic organizer. Then the teacher can select another one or two passages to use as guided practice for the activity and graphic organizer. Finally, one or two passages can be picked by the teacher or students to use as independent practice. Once modeled and practiced, the graphic organizers can be used as class work, homework, or in literacy centers for students to complete on their own with passages picked themselves or by the teacher.

The teacher can make overhead transparencies of the passages or sections of the passages and graphic organizers to help model the activities and guide instruction. Transparencies can be made for **Before Reading**, **During Reading**, and **After Reading** activities.

These activities can be used as stand alone lessons or combined with other activities and graphic organizers.

Read many passages and enjoy these great activities with graphic organizers!

Acknowledgements: Art credit: clipart.com

Prior Knowledge Map

Before Reading

1. Tell the students the title or topic of the passage. Ask the students what they know about the title or topic. You can make a transparency of the graphic organizer or write on the board. Record what the students discuss.

2. You can help the discussion by using the following the questions:

- What do you know about the title or topic?
- What do you know that will help you understand the passage?
- What do the pictures tell you about the passage?
- What does this remind you of?
- What can you tell us about the title or topic of the passage?
- Do the words and pictures remind you of something that you know about the title or topic of the passage?

3. **Prior Knowledge Map** – Hand out the graphic organizer to the students. Have them fill in the boxes around the circle with information that they know about the title or topic.

3. Tell the students that they will be listening to or reading a passage. What they know about a passage will help them understand the text and make the text more interesting to read.

During Reading

1. Read the text out loud to the students or have the students read the text themselves. You may pair the students and have them read it out loud to each other. They are to be thinking about how information they know about the title or topic of the passage helps them understand the passage.

2. As the text is being read out loud or as the students are reading the passage, they may think of additional information that they know about the passage.

After Reading

1. Discuss with the students how thinking about the title or topic of the passage before reading helped them to understand and enjoy the passage.

2. Have the students share their results with the rest of the class.

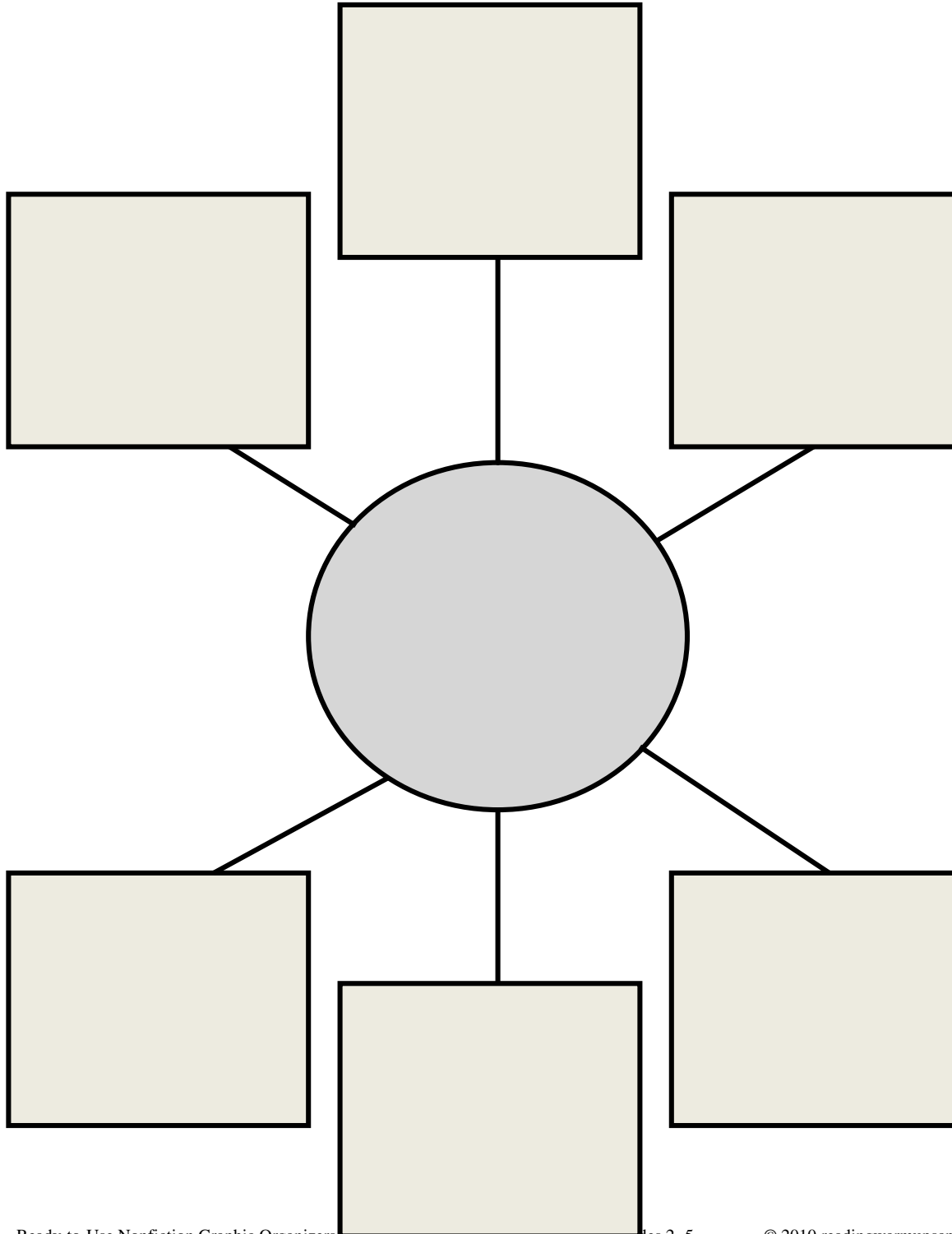
Prior Knowledge Map

Name _____

Date _____

Passage _____

Write the title or topic of the passage in the center circle. Write information that you know about the title or topic in the boxes around the circle.



Making Predictions Chart

Before Reading

1. Read the title of the passage to the students. Show them any pictures. Do not show the students the words to the passage.
2. Make a transparency of the “Making Predictions Chart”. Put it on the overhead and write the name of the passage on the chart. Have the students make predictions about what they think the passage will be about. Have them tell why they think this. Write several of these predictions on the transparency.
3. Have the students work alone or in pairs. Have them write their predictions about the passage on their “Making Predictions Chart”.
4. Tell the students that they will be listening to or reading a passage. They may be making changes to their predictions as they read the passage. They are also to decide if their predictions were true or not.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other.
2. Students are to be listening for or looking for information to let them know if they need to make changes to their predictions. There is a spot on the chart for the students to record their change. The students are also to be checking to see if their predictions were true or not.

After Reading

1. Have the students go through their predictions and decide if they were correct or not. Have the students put a check mark in the box to the left of each prediction when they have finished deciding if the prediction was correct or not.
2. Have the students share their results with the rest of the class.

Making Predictions Chart

Name _____

Date _____

Passage _____

Write predictions about the passage in each first box. Write any changes to the predictions in the middle boxes. Write what happened in the boxes on the right.

Prediction →	Change in Prediction →	Actual - What Happened

Making Text Connections

Before Reading

1. Tell the students that readers make connections with the passages that they read. Making these connections helps readers better understand the passage and also helps readers remember what they have read or heard in the passage. Connections can be made before, during, and after reading or hearing a passage.
2. Readers can make connections between the passage and what they know and have experienced. This is called text-to-self. For example, if the passage is about going to the movies, the reader may have done this before and can make a connection.
3. Readers can make connections between the passage and another passage that they may have read or have had read to them. This is called text-to-text. For example, if the passage is about an eagle, the reader may have read or have listened to another passage about an eagle.
4. Readers can make connections between the passage and the world. They may have heard or seen something similar to what they are reading about or listening to in the current passage. The passage may remind them of someone else or something else around in the world. This is called text-to-world. For example, if the passage is about someone living on a farm, the reader may have seen a program on television about life on a farm and can tell about what the person experiences living on a rainforest.
5. Tell the students that they will be listening to or reading a passage. They are to look for any connections that they may have with the passage.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for connections they may have with the passage.
2. You may want to have the students write them down as they find them. You can have them use paper or marker boards.

After Reading

1. **Making Text Connections** - Have students complete the “Making Text Connections” graphic organizer on their own.
2. Have the students share their results with the rest of the class.





Making Text Connections

Name _____ Date _____





Passage: _____

Write text-to-self, text-to-text, and text-to-world connections to the passage in the boxes below.





Text-to-Self:

Text-to-Text:

Text-to-World:

Events Chain

Before Reading

1. Tell the students that many nonfiction passages are written with events happening in order. Something happens first, second, third, and so on.
2. Remind the students of a nonfiction passage that you read to them recently or a nonfiction passage that they may all know. Have the students retell the main events of the passage in the order in which they happen. Make sure they tell main events from the beginning, middle, and ending of the passage.
3. Have the students tell what happened first, second, third, and so on. You may want to make a transparency of the graphic organizer and put it on an overhead. Fill out the graphic organizer as the students supply the information. You can write on the lines or make the pictures first and then write on the lines.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for what happens first, second, and so on in the passage.
2. You may want to have the students write down the events that happen in the passage.

After Reading

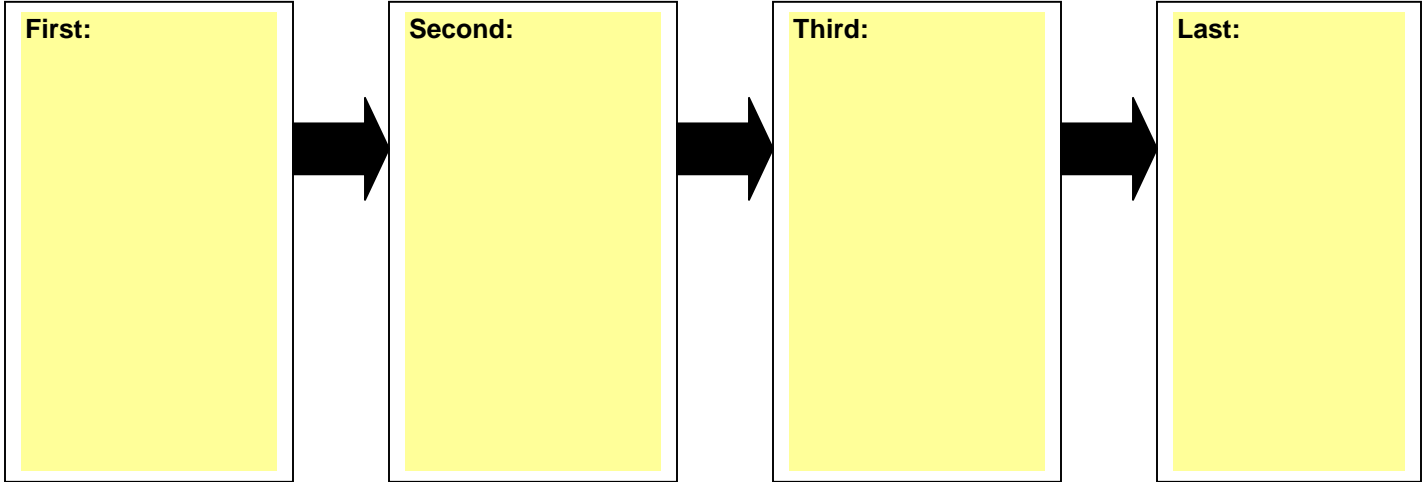
1. **Events Chain** - Have the students make pictures of the events in the boxes. Have them write about each event on the lines below each picture.
2. Have the students share their chain of events with the rest of the class.

Events Chain

Name _____ Date _____

Passage: _____

Draw a picture in each box of what happens in the passage. Write about it on the lines below.



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Timeline

Before Reading

1. Tell the students that many nonfiction passages tell of events that happen in a certain order. Something happens first, second, third, and so on. There is a beginning, a middle, and an ending.
2. Remind the students of a passage that you read to them recently or a passage that they may all know. Have the students retell the main events of the passage in the order in which they happen. Make sure they tell main events from the beginning, middle, and ending of the passage.
3. Have the students tell what happened first, second, third, and so on. You may want to make a transparency of the graphic organizer and put it on an overhead. Fill out the graphic organizer as the students supply the information. Fill in the boxes in the order that the events happen in the passage.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for what happens first, second, and so on in the passage.
2. You may want to have the students write down the events that happen in the passage.

After Reading

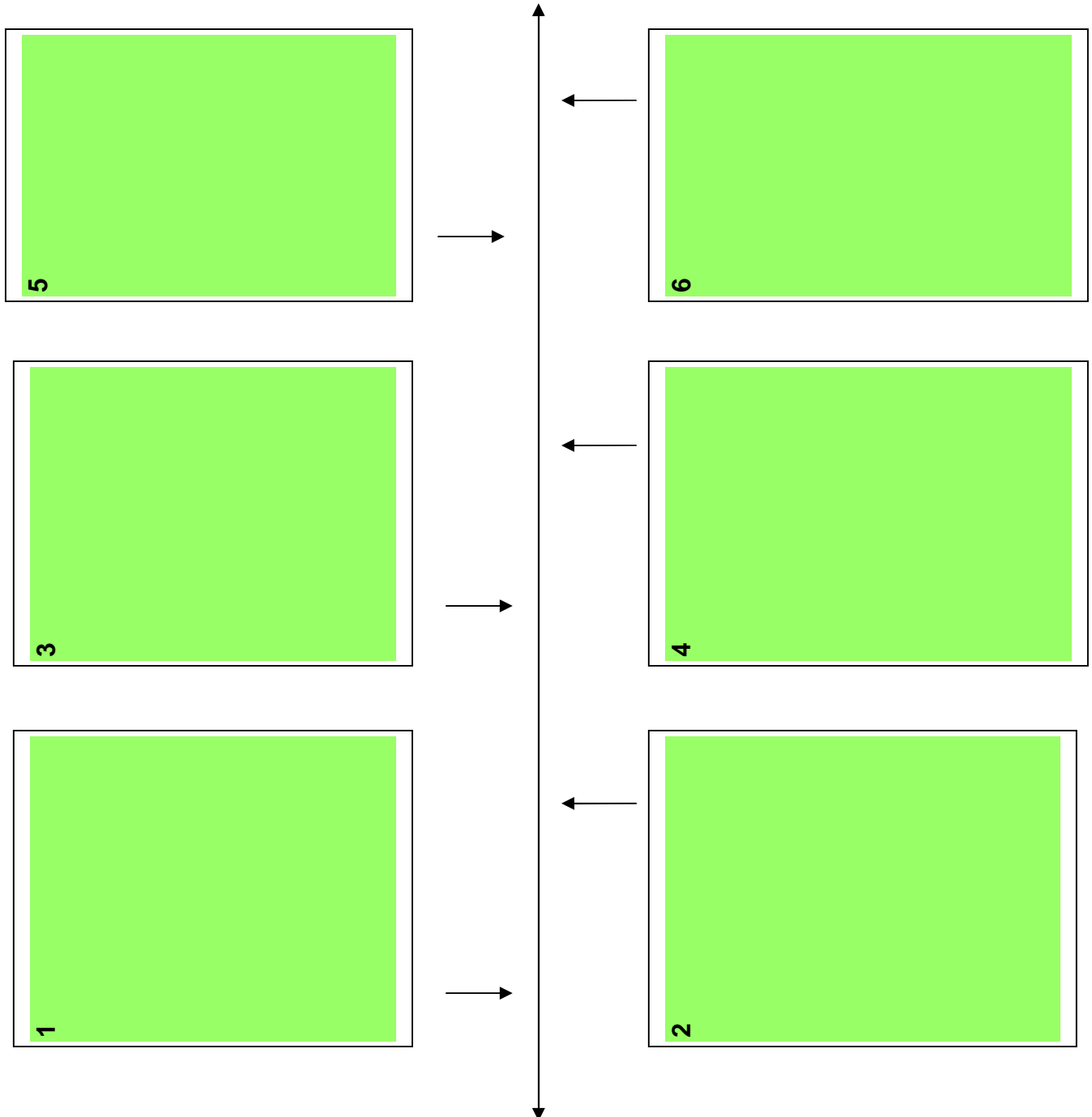
1. **Timeline** - Have the students make pictures or write sentences telling of the events of the passage in the boxes.
2. Have the students share their timelines with the rest of the class.

Timeline

Name _____ Date _____

Passage: _____

Fill in each box with an event from the passage in the order in which they happen.



Retelling a Nonfiction Passage

Before Reading

1. Tell the students that retelling a passage shows understanding of the passage. A good retelling of a passage shows that the reader or listener understands what the passage is about. A poor retelling of a passage can uncover comprehension difficulties that may need to be corrected.
2. You can model a good retelling of a passage for your students. Tell the students that the goal of a good retell is that someone listening has a good understanding of the passage when the retell is over. The retelling of a nonfiction passage needs to include the topic, main idea, and details. Retell the passage following the “4” elements of a nonfiction retell based on the nonfiction retell rubric chart.
3. There is a retelling rubric sheet for nonfiction passages. These rubric sheets will help with the assessment of the students’ retelling abilities.
4. Students will be practicing their retelling with a partner while you meet with each student to assess their nonfiction passage retelling using the rubric.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for what happens so they may be able to retell the passage.
2. You may want to have the students write down the events that happen in the passage.

After Reading

1. **Retelling a Nonfiction Passage** - Have the students fill in the boxes to help them with their retell of a nonfiction passage.
2. Have the students meet with you or have them retell the passage in front of the class while you assess using the nonfiction retell rubric

Retelling a Nonfiction Passage

Name _____ Date _____

Passage: _____

Fill in each box to help with the nonfiction passage retell.

Topic: _____

Main Idea

Details

1. _____

2. _____

3. _____

4. _____

5. _____





6. _____

Retell Rubric – Nonfiction

Name _____

Date _____

Passage Title _____

Passage Elements	1	2	3	4
Topic/Main Idea 	The student is unable to identify the main idea, topic, or author's purpose for the passage.	The student is able to correctly identify the main idea or topic of the passage. The student tries to identify the author's purpose for the passage but is hard to understand.	The student correctly identifies the main idea and topic of the passage. The student correctly identifies the author's purpose for the passage.	The student correctly identifies the main idea and topic of the passage. The student correctly identifies the author's purpose for the passage. The student includes evidence from the text to support the answers.
Details 	The student is unable to include main points of the passage or gives inaccurate information and details.	The student includes some main points of the passage with few accurate details.	The student includes all of the main points of the passage with some accurate details.	The student includes all of the main points of the passage with many accurate details.
Organization 	The student is unable to organize the information using the text structure of the passage (sequential order, cause/effect, compare/contrast, etc.)	The student is able to organize some of the information using the correct text structure of the passage (sequential order, cause/effect, compare/contrast, etc.).	The student is able to organize most of the information using the correct text structure of the passage (sequential order, cause/effect, compare/contrast, etc.).	The student is able to organize all of the information using the correct text structure of the passage (sequential order, cause/effect, compare/contrast, etc.).
Vocabulary 	The student is unable to use important vocabulary from the passage correctly.	The student uses some of the important vocabulary from the passage correctly.	The student uses most of the important vocabulary from the passage correctly.	The student uses all of the important vocabulary from the passage correctly.

Interview

Before Reading

1. Tell the students that nonfiction passages give information. Nonfiction passages may tell about people, places, animals, or other things.
2. Tell the students that many readers like the passages that they read. Readers like some parts of a passage more than other parts. Readers have favorite parts.
3. Remind the students of a recent passage that they would know. Ask them to tell about what they liked about the passage and about any favorite parts.
4. Tell the students that they will be reading or listening to a nonfiction passage. They are to decide if they like the passage and what their favorite part of the passage is. Someone will be interviewing them to ask them this information.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for what they like about the passage and their favorite part.
2. You may want to have the students write down the events that happen in the passage.

After Reading

1. **Interview** - Have the students pick another student from the class. They are to interview that student and find out what the student liked about the passage and the student's favorite part.
2. Have the students draw pictures or write sentences to show what the interviewed student liked about the passage and the favorite part.

Interview

Name _____ Date _____

Passage: _____

Name of Student Interviewed _____

Make a picture or write sentences of what the student liked about the passage.



Make a picture or write sentences about the student's favorite part of the passage.



Favorite Part

Before Reading

1. Tell the students that nonfiction passages give information. Nonfiction passages can tell about people, places, animals, or other things.
2. Tell the students that many readers like the passages that they read. Readers like some parts of a passage more than other parts. Readers have favorite parts.
3. Remind the students of a recent passage that they would know. Ask them to tell about what they liked about the passage and about any favorite parts.
4. Tell the students that they will be reading or listening to a nonfiction passage. They are to decide if they like the passage and what their favorite part of the passage is.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for what they like about the passage and their favorite part.
2. You may want to have the students write down the events that happen in the passage.

After Reading

1. **Favorite Part** - Have the students fill out the graphic organizer showing a favorite part of a fiction passage.
2. Have the students draw pictures or write sentences about their favorite part.

Favorite Part

Name _____ Date _____

Passage: _____

Make a picture or write sentences of your favorite part.



Vocabulary Words Map

Before Reading

1. Identify words from the passage to use as vocabulary words to teach to students. Pick words that are important to the passage, words that are used frequently in a variety of contexts, and words that the students may have come in contact with before but would benefit from instruction on their meanings.
2. Read the vocabulary words out loud.
3. Tell the students that these words may be confusing or hard.
4. Vocabulary words necessary to understand the passage are taught directly. Direct teach the meaning of these words to the students. Tell the students what the words mean using a definition the students will understand. Use the word in a sentence for the students that provides enough context to help the students understand the meaning.
5. For other words in the passage, model how to figure out the meaning of words that may be unfamiliar to the students by using the graphic organizer. Begin reading the passage out loud to the students. Read up to a word that may be unfamiliar to the students. Depending on the context, you may need to read further on in the passage to help figure the meaning of the word. Make a copy of the “Vocabulary Words Map” graphic organizer. Think out loud as you use the graphic organizer. Write the word in the first box. Write the sentence where the word is found. Determine and write down any context clues. Decide what you think the word means and write it down in the box provided. Draw a picture of what you think the word means. Write the word in your own sentence.
6. Model this process as many times as you think is necessary.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for words that may be unfamiliar to them.
2. You may want to have the students write them down as they find them. You can have them use paper or marker boards.

After Reading

1. Have the students tell about any unfamiliar words that they found in the passage.
2. **Vocabulary Words Map** - Have students complete the “Vocabulary Words Map” graphic organizer.
3. Have the students share their results with the rest of the class.

Vocabulary Words Map

Name _____ Date _____

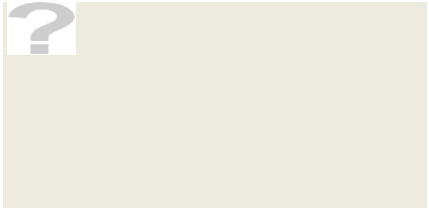

Passage: _____

Complete the vocabulary boxes as directed below.

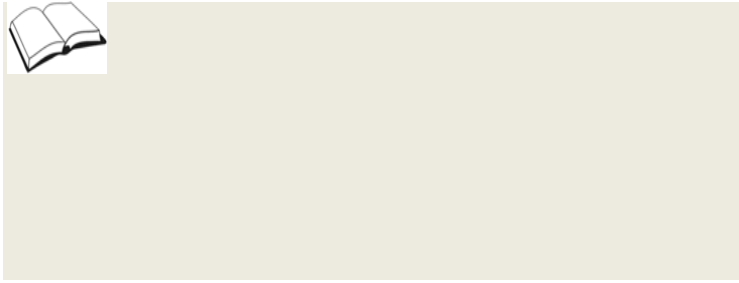

Word:



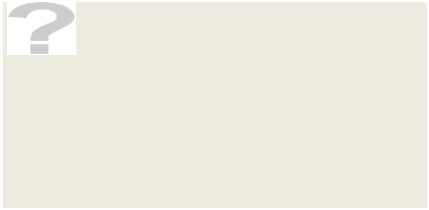

Context Clue:





Sentence where the word is found:



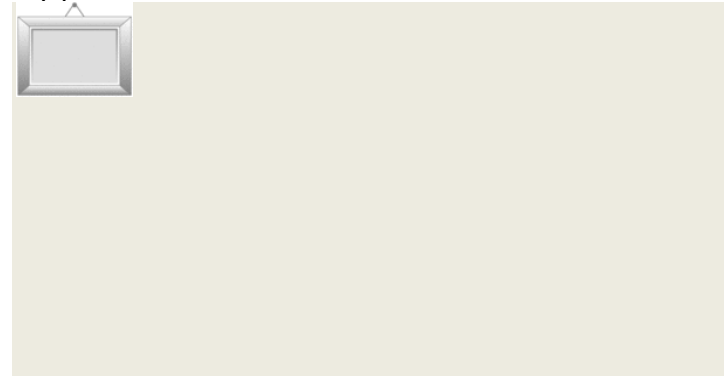

Context Clue:



What I think the word means:



My picture of what the word means:



My sentence:



ABC Word Chart

Before Reading

1. Give students a copy of the “ABC Word Chart” graphic organizer. Read the title of a passage out loud. Have the students think by themselves about what they know about information from the title of the passage. You may also need to show any pictures that come with the passage to the students, but do not show the words of the passage to them. Have the students begin to fill out the graphic organizer. Tell them to write the word “Before” at the top of the graphic organizer. This means that they used this chart to write words before the passage was read. They are to put words that they know about the passage in the boxes. Words that start with “a” go in the “A” box. Words that start with “b” go in the “B” box and so on.
2. After a few minutes, pair up the students and have them work together to continue filling in the graphic organizer. They can compare what they each have so far and add to their own charts.
3. Have the students share with the rest of the class.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for words that may be put on their chart telling information about the passage.
2. You may want to have the students write them down as they find them. If so, hand out another copy of the graphic organizer and have the students write “After” at the top. This means that this was filled out after the passage was read.

After Reading

1. **ABC Word Chart** - Have students complete the “ABC Word Chart” graphic organizer.
2. Have the students share their results with the rest of the class.

ABC Word Chart

Name _____ Date _____

Passage: _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

The Five W's and How Map – Biography or Autobiography

Before Reading

1. Tell students that events happen in stories about people. Problems come up and solutions are tried. It is important for the reader to be able to tell about these events. The “Five W’s and How Map” can help with this. The five w’s are who, what, when, where, and why. The five w’s tell who is the event about, what happened in the event, when did the event happen, where did the event happen, and why the event is important. The “How” tells how the event happened.
2. Remind the students of a biography or autobiography that they recently read or heard. It should be a passage that the whole class knows. Make a copy of the graphic organizer. Have the students help you fill in the boxes for the five W’s and How of one event from the biography or autobiography.
3. Tell the students that they will be listening to or reading a passage and looking for the five w’s and how of an event in a biography or autobiography.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for the five w’s and how of an event in a biography or autobiography.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

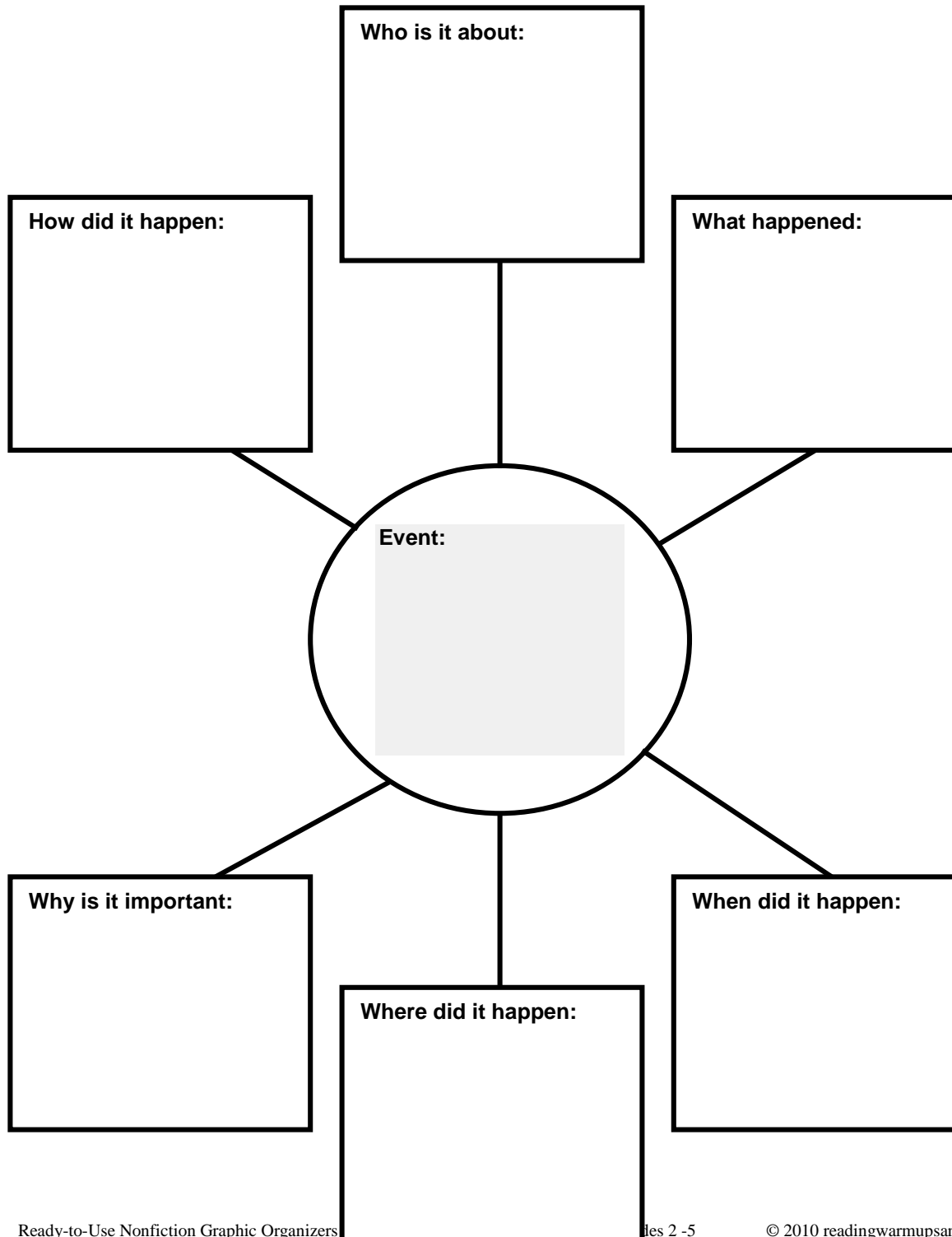
1. **The Five W’s and How Map** - Have students complete the “The Five W’s and How Map” graphic organizer.
2. Have the students share their results with the rest of the class.

The Five W's and How Map – Biography or Autobiography

Name _____ Date _____

Passage: _____

Write about the five w's and how of an event from a passage in the boxes below.



Summary Chart

Before Reading

1. Tell students that it is important that they are able to remember and tell about the most important parts of a passage. It is important that they are able to remember the important parts of a passage in the order in which they happen. This skill helps them understand and remember what they have read. Remembering the most important parts of a passage from the beginning, middle, and end in the order in which they happen is called a summary.
2. Remind the students of a recent passage that they all know. Or you may read a short passage to the class. Make a transparency of the graphic organizer. Tell the students that they are going to help you fill in the important parts from the passage and write a summary.
3. Have the students help you put information from the passage in the boxes on the graphic organizer. Then put these important parts together to form a summary. Write the summary in the bottom box on the graphic organizer.
4. Tell the students that they will be listening to or reading a passage and looking for the important parts from the beginning, middle, and end in the order in which they happen to write a summary.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for important parts of the passage.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Summary Chart** - Have students complete the "Summary Chart" graphic organizer.
2. Have the students share their results with the rest of the class.

Five Senses Chart / Experience Picture

Before Reading

1. Read the title of the passage to the students. Tell them what the passage is going to be about. Get the students to tell about the senses that may be used to experience what the passage is about. Make a five senses chart on the board or make a transparency of the “Five Senses Chart”. Have the students tell about how a sense may be used to experience what the passage is about and decide where it would go on the chart. Write the words on the chart under the proper sense.
2. Tell the students that they will read the passage out loud alone or in pairs. You may read the passage out loud to the students. Ask them to look for parts of the passage where the author writes about a pleasant or unpleasant experience. Have the students pay attention to the senses that the author refers to in the experience.

During Reading

1. Read the passage out loud to the students, have the students read the passage alone, or pair the students and have them read it out loud to each other. They are to be listening for or looking for words that refer to the senses to tell about a pleasant or unpleasant experience.
2. You may want to have the students write them on the “Five Senses Chart” as they find them.

After Reading

1. Have the students tell about any experiences that they found in the passage. Have them tell if these were pleasant or unpleasant experiences.
2. **Five Senses Chart** - Have the students tell of the words that they found that refer to the senses. Let them tell which sense the words fit under on the “Five Senses Chart”.
3. **Experience Chart** – Have the students pick one experience from the passage. They are to draw and color a picture of that experience.
4. Have the students share their picture with the rest of the class.

Five Senses Chart

Name _____

Date _____

Passage _____

Write descriptions of the five senses from the passage in the columns.

Taste	See	Smell	Hear	Touch

Experience Chart

Name _____

Date _____

Passage _____

Write about an experience from the passage.

Make a picture of this experience.

--

Cause and Effect Arrows and Boxes

Before Reading

1. Tell students that passages may have something happen in the passage. This may make or cause something else happen. This is called “cause and effect”. For example, a thunderstorm might include lightning. The lightning may strike a tree on the ground. The tree may catch on fire. The fire may spread to other plants in a forest. Animals may flee from the fire. The forest may burn down. Lightning may cause a fire. The effect of this is that the forest burns down.
2. Tell the students that they will be listening to or reading a passage and looking for cause and effect.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for things that happen and why they happen. They will be looking for cause and effect.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

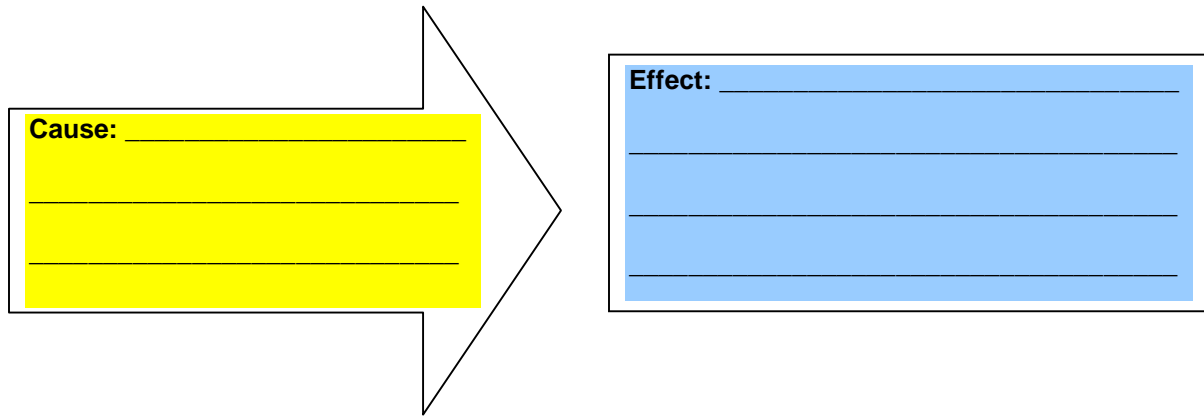
1. **Cause and Effect Arrows and Boxes** - Have students complete the “Cause and Effect Arrows and Boxes” graphic organizer.
2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Cause and Effect Arrows and Boxes

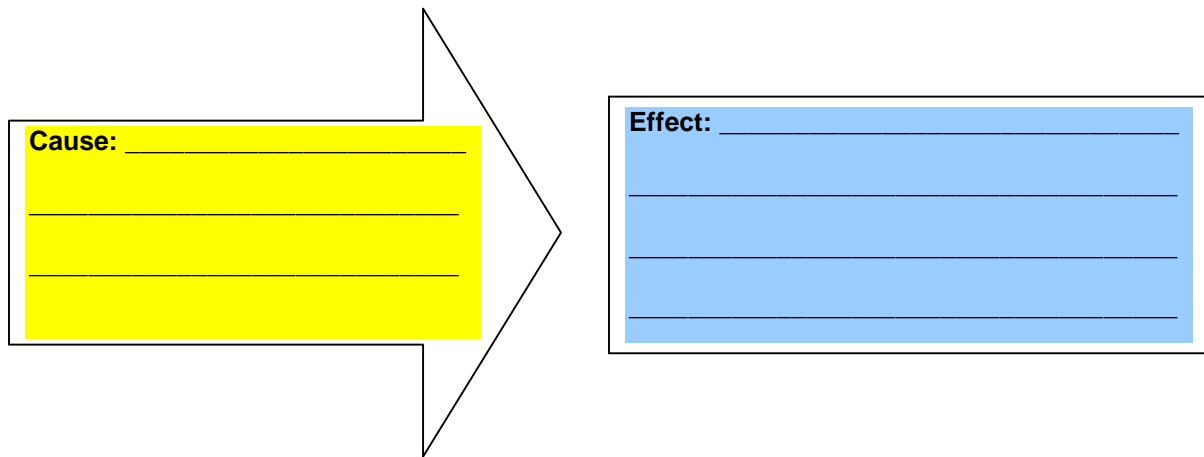
Name _____ Date _____

Passage: _____

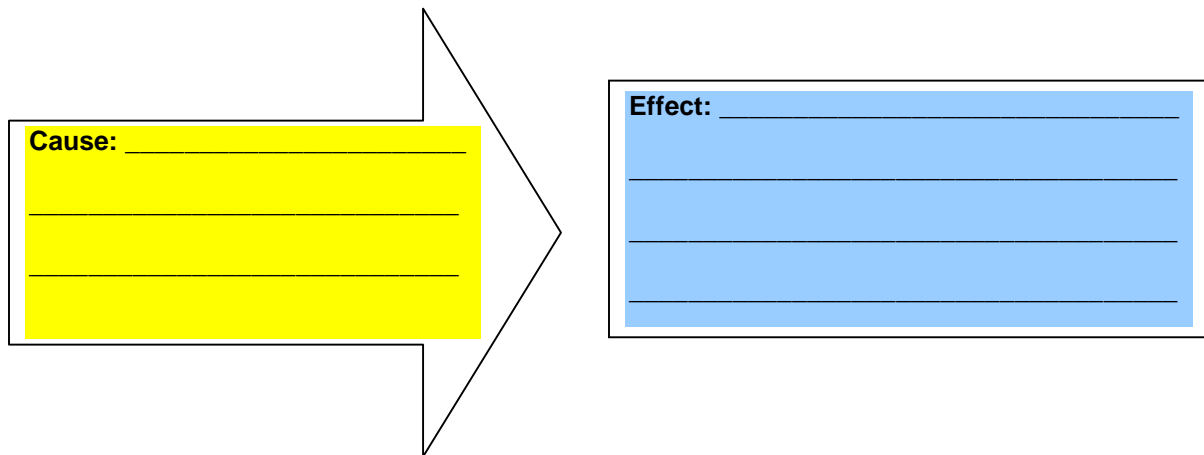
Write a cause from the passage in the arrow and its effect in the box.



A graphic organizer consisting of a yellow arrow pointing right and a blue box. The arrow is labeled "Cause:" and has three horizontal lines for writing. The blue box is labeled "Effect:" and has three horizontal lines for writing.



A graphic organizer consisting of a yellow arrow pointing right and a blue box. The arrow is labeled "Cause:" and has three horizontal lines for writing. The blue box is labeled "Effect:" and has three horizontal lines for writing.



A graphic organizer consisting of a yellow arrow pointing right and a blue box. The arrow is labeled "Cause:" and has three horizontal lines for writing. The blue box is labeled "Effect:" and has three horizontal lines for writing.

Question and Answer Frames

Before Reading

1. Tell students that teachers think of questions to ask students about passages. Students can do the same thing. They can think of questions about passages to ask each other. These questions and answers can help readers review and share what they know about a passage.

2. Tell students that there are different kinds of questions. Some questions ask for details from a passage. Other questions are more difficult because they require the reader to think more deeply. The answer cannot just be found by looking for the answer in the passage. The reader needs to compare and contrast information from the passage or think about how something affects something else or think about what could happen next.

3. Make a transparency of the graphic organizer. Put it on the overhead machine. Tell the students that the graphic organizer has the beginnings of questions to help them make questions of their own from the passage. Pick a short passage to read to the class. Tell them to be thinking of questions that they could ask as they listen to the passage.

4. Read the passage to the students. Have them help you write questions about the passage and the answers. Some possible questions include:

- What kind of passage is it?
- What is the main idea of the passage?
- Tell the main idea of the passage and list three details that support the main idea.
- Why did the author write the passage?
- Tell how two things are alike and different from the passage.
- Pick two words from the passage that you do not know and figure out what they mean from the passage.
- Pick a diagram or chart from the passage. Explain what it shows.
- List three facts and three opinions from the passage.

5. Tell the students that they will be listening to or reading a passage and looking for questions to write and their answers.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for things that happen and why they happen. They will be looking for questions to write and their answers.

2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Question and Answer Frames** - Have students complete the “Question and Answer Frames” graphic organizer.

2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Question and Answer Frames

Name _____ Date _____

Passage: _____

Use the beginnings of questions to write questions about the passage. Write the answers in the spaces provided.

Question: What kind of passage ?

Answer:

Question: What is the main idea of ?

Answer:

Question: What is the main idea ?

Answer:

Question: What are three details of ?

Answer:

Question: What is the difference between _____ and _____ ?

Answer:

Question: Why did the author ?

Answer:

Question: What do these two words ?

Answer:

Question: What does this diagram or chart ?

Answer:

Question: What are three facts and opinions ?

Answer:

Comparing and Contrasting Two Passages

Before Reading

1. Passages can be about many different things. Authors can write about things that are real, tell how to do something, write about someone's life, or give information about something. Some passages may be similar to each other. Sometimes it is fun to compare and contrast two passages to see how they are alike and how they are different.
2. Tell students that you are going to read two passages or parts of two passages out loud to them and then compare the two passages. Pick two passages either by the same author or by two different authors. The passages may be similar or not similar. You get to choose.
3. Make a transparency of the graphic organizer. Put it on the overhead machine. Tell the students that they will help you complete the graphic organizer comparing and contrasting the two passages.
4. Read the passages to the students. Have them help you write information about the two passages. Record the information on the graphic organizer.
5. Tell the students that they will be listening to or reading two passages to look for information that compares and contrasts the two passages.

During Reading

1. Read the passages out loud to the students or have the students read the passages themselves. You may pair the students and have them read them out loud to each other. They are to be listening for or looking for information about the two passages.
2. You may want to have the students write information down as they find some. They may write the information on paper or a marker board.

After Reading

1. **Comparing and Contrasting Two Passages** - Have students complete the "Comparing and Contrasting Two Passages" graphic organizer.
2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Comparing and Contrasting Two Passages

Name _____ Date _____

Passages: _____

Listen to or read two passages. Fill in the boxes about the two Passage.

	Passage 1	Passage 2
Title:		
Kind of Passage:		
Topic:		
Main Idea:		
Author's Purpose:		
Details:		
Facts and Opinions:		

Most Important Part

Before Reading

1. Readers need to be able to tell what the most important part of a passage is after reading it or listening to it. The most important part of a nonfiction passage could be a part from the beginning, middle, or end of the passage.
2. Tell students that you are going to read a passage out loud to them. They are to listen for what they think is the most important part. Tell the students that they need to be able to tell why they think it is the most important part of the passage.
3. Make a transparency of the graphic organizer. Put it on the overhead machine. Tell the students that they will help you complete the graphic organizer telling the most important part of the passage.
4. Read the passage to the students. Have them help you write information about the most important part of the passage. Record the information on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage to look for the most important part of the passage.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read them out loud to each other. They are to be listening for or looking for the most important part of the passage.
2. You may want to have the students write information down as they find some. They may write the information on paper or a marker board.

After Reading

1. **Most Important Part** - Have students complete the “Most Important Part” graphic organizer.
2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Most Important Part

Name _____ Date _____

Passage: _____

Listen to or read the passage. Make a picture or write about the most important part of the passage.



Think – Pair - Share

Before Reading

1. Tell the students that it is important to be able to work independently. It is also important to be able to work with other people. Problems can be solved and questions can be answered with the help of other people.
2. Tell students that you are going to read a passage out loud to them. Then you are going to ask a question about the passage. They are to think for a bit about the answer to the question. Then you are going to put them with another student. The two students will work together to answer the question. Then the students will share their answer with the rest of the class.
3. Read the passage to the students. Ask them a question about the story. Here are a few examples:
 - What kind of passage is it?
 - What is the main idea of the passage?
 - What are three details that support the main idea of the passage?
 - Why did the author write the passage?
 - How are two things alike and different in the passage?
 - What are two words from the passage that you do not know and what do they mean?
 - Pick a diagram or chart from the passage. Explain what it shows.
 - What are three facts and three opinions from the passage?

Have the students think about their answer by themselves. Then put the students in pairs. Have the two students compare their answers and come up with an answer together. Then have the pairs share their answers with the rest of the class.

4. Tell the students that they will be listening to or reading a passage to think about the answer to a question alone and then in a pair.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read them out loud to each other. Ask a question about the passage. Have the students think about the answer alone and then in a pair.
2. You may want to have the students write information down as they find some. They may write the information on paper or a marker board.

After Reading

1. **Think – Pair - Share** - Have students complete the graphic organizer.
2. Have the students Have the students share their results with the rest of the class.

Think – Pair - Share

Name _____ Date _____

Passage: _____

Listen to or read the passage. Listen to the question given by the teacher. Think about the answer alone. Record this answer. Then work with another student to come up with an answer. Share this answer with the class.

Write the question:

--

My answer to the question:

--

My partner's name:

--

Our discussion and notes of the question:

--

Our answer to the question:

--

Main Idea and Details Map

Before Reading

1. Tell students that it is important that they are able to remember and tell about the most important part or main idea of a passage. They also need to be able to list details about the main idea. These skills help them understand and remember what they have read.
2. Remind the students of a recent passage that they all know. Or you may read a short passage to the class. Make a transparency of the graphic organizer. Tell the students that they are going to help you fill in the important part from the passage and list details that support the main idea.
3. Have the students help you put information from the passage in the boxes on the graphic organizer.
4. Tell the students that they will be listening to or reading a passage and looking for the main idea and details that support the main idea.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for the main idea and supporting details.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Main Idea and Details Map** - Have students complete the “Main Idea and Details Map” graphic organizer.
2. Have the students share their results with the rest of the class.

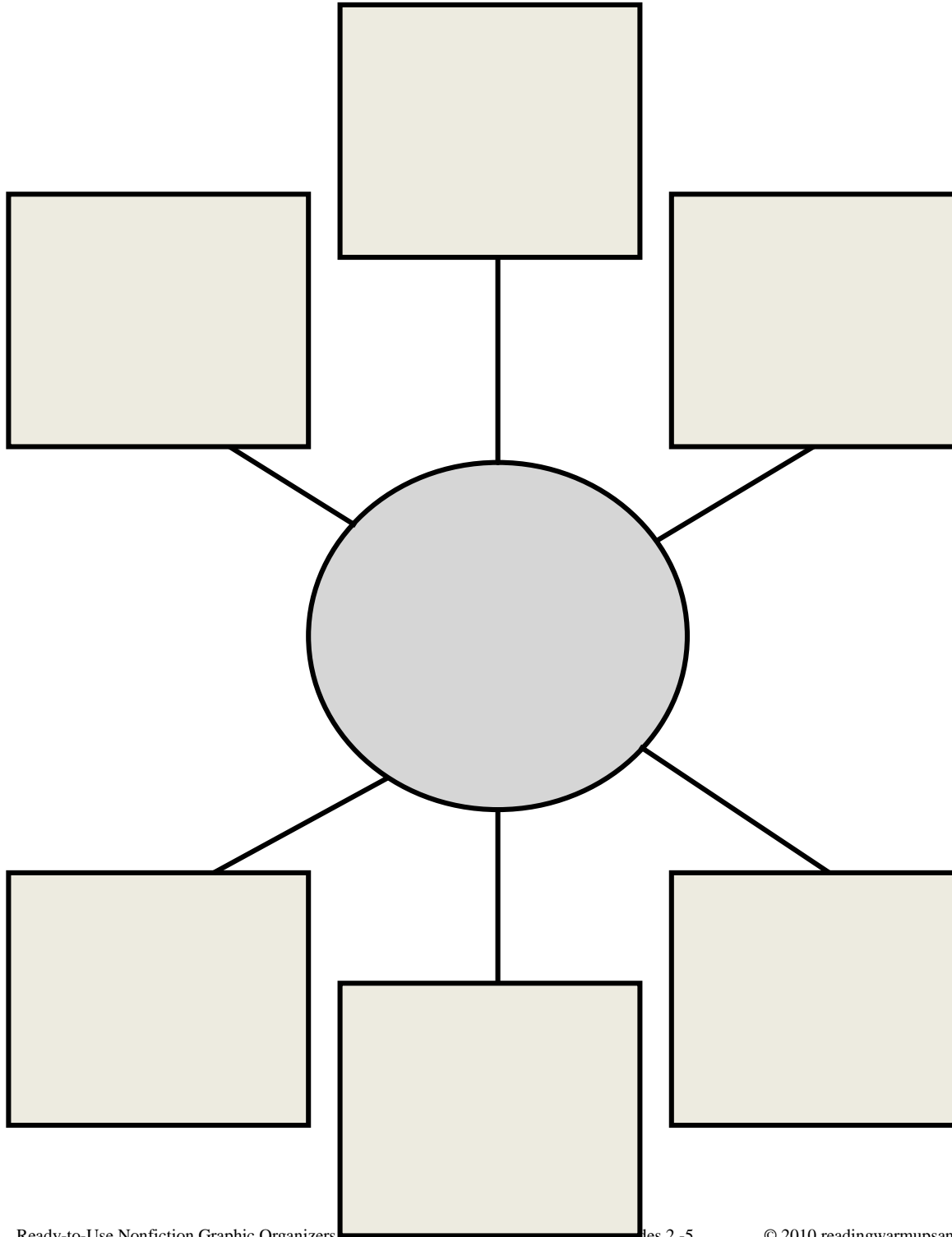
Main Idea and Details Map

Name _____

Date _____

Passage _____

Write the main idea of the passage in the center circle. Write details that support the main idea in the boxes around the circle.



Fact and Opinion Chart

Before Reading

1. Tell students that many nonfiction passages contain information that is true and can be proven. This kind of information is called a fact. Other information in a passage is not a fact. It is how an author believes or feels about something. It includes an emotion. It is important that readers are able to tell the difference between a fact and an opinion.

2. Here are examples of facts:

- Today is Tuesday.
- It is 100 degrees outside.
- The time is 4:00 in the afternoon.
- There are 100 people in the room.
- Texas is the second largest state in land size in the United States.

Here are examples of opinions:

- The sky is beautiful.
- This cookie tastes great.
- The book tells a loving story of a dog.
- I think he is an understanding person.
- He was the best governor of the state.

3. Remind the students of a recent passage that they all know. Or you may read a short passage to the class. Make a transparency of the graphic organizer. Tell the students that they are going to help you provide facts and opinions from the passage on the graphic organizer.

4. Have the students help you put information from the passage in the boxes on the graphic organizer.

5. Tell the students that they will be listening to or reading a passage and looking for facts and opinions.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for facts and opinions.

2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Facts and Opinion Chart** - Have students complete the "Fact and Opinion Chart" graphic organizer.

2. Have the students share their results with the rest of the class.

Fact and Opinion Chart

Name _____

Date _____

Passage _____

Write facts from the passage in the box marked "Facts". Write opinions from the passage in the box marked "Opinions". Explain how you know.

Facts	How I Know

Opinions	How I Know

Captions

Before Reading

1. Tell students that many nonfiction passages contain pictures and illustrations. Many of these have sentences that tell what is in the picture or illustration or what they are about. These sentences are called captions. The pictures and illustrations along with captions can give important information that is not included in the regular text of the passage. It is important that readers pay attention to the pictures and captions.
2. Make several transparencies of pictures or illustrations from nonfiction passages that include captions. Show these to the students and point out the captions. Read the caption out loud to the students. Point out the importance of the picture and accompanying caption to the passage.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you provide information from the passage on the graphic organizer.
4. Have the students help you put information from the passage in the boxes on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for pictures or illustrations with captions.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for pictures or illustrations with captions.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Captions** - Have students complete the “Captions” graphic organizer.
2. Have the students share their results with the rest of the class.

Captions

Name _____ Date _____

Passage _____

Look for pictures or illustrations from the passage. Pick two and draw each in the boxes below. Then write a new caption for each picture or illustration.

Picture or Illustration from the Passage

Old Caption:

New Caption:

Picture or Illustration from the Passage

Old Caption:

New Caption:

New Pictures with Captions

Before Reading

1. Tell students that many nonfiction passages contain pictures and illustrations. Many of these have sentences that tell what is in the picture or illustration or what they are about. These sentences are called captions. The pictures and illustrations along with captions can give important information that is not included in the regular text of the passage. It is important that readers pay attention to the pictures and captions.
2. Make several transparencies of pictures or illustrations from nonfiction passages that include captions. Show these to the students and point out the captions. Read the caption out loud to the students. Point out the importance of the picture and accompanying caption to the passage.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you provide a new picture or illustration to show information that is not already shown in a picture or illustration. This will be shown on the graphic organizer.
4. Have the students help you put information from the passage in the boxes on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for information that can be made into new pictures or illustrations with captions for the passage.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for information that can be made into new pictures or illustrations with captions from the passage.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **New Pictures with Captions** - Have students complete the “New Pictures with Captions” graphic organizer.
2. Have the students share their results with the rest of the class.

New Pictures with Captions

Name _____

Date _____

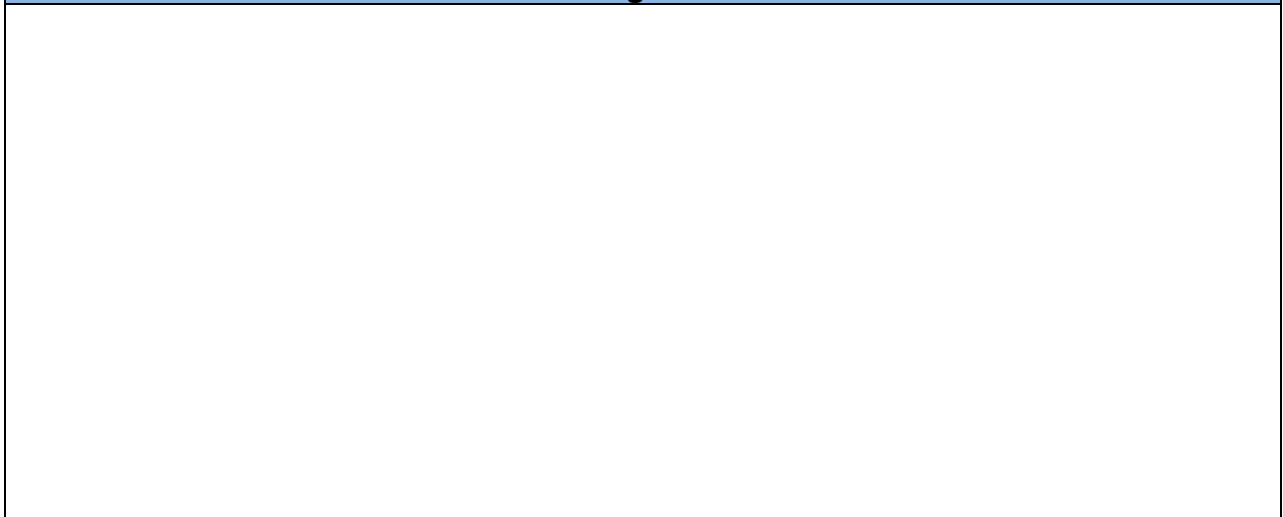
Passage _____

Look for information from the passage that can be shown in a picture or illustration that is not already shown. Pick two pieces of information and draw each in the boxes below. Then write a new caption for each picture or illustration.

New Picture or Illustration for the Passage

**New Caption:**

New Picture or Illustration for the Passage

**New Caption:**

Elements of Nonfiction Scavenger Hunt

Before Reading

1. Tell students that nonfiction passages contain things that make them nonfiction. Nonfiction passages tell about real things, real people, how to do or make something, and they give information about many different things. Nonfiction passages also include things that fiction passages do not usually contain. These are called Elements of Nonfiction. Elements of Nonfiction include a title, headings, pictures, diagrams, tables, charts, graphs, captions, timelines, index, glossary, table of contents, bold type, italic type, and maps. Fiction passages may include some of these at times, but nonfiction passages include most of these in each passage. It is important that readers are able to recognize these elements of nonfiction passages and be able to use the information provided in the elements to understand the passages.
2. Make several transparencies of pictures or illustrations from nonfiction passages that include these elements of nonfiction passages. Show these to the students and point out the information provided by the element.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you find examples of these elements of nonfiction in passages.
4. Have the students help you put information from the passage in the boxes on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for examples of the elements of nonfiction passages.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for examples of the elements of nonfiction passages.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Elements of Nonfiction Scavenger Hunt** - Have students complete the “Elements of Nonfiction Scavenger Hunt” graphic organizer.
2. Have the students share their results with the rest of the class.

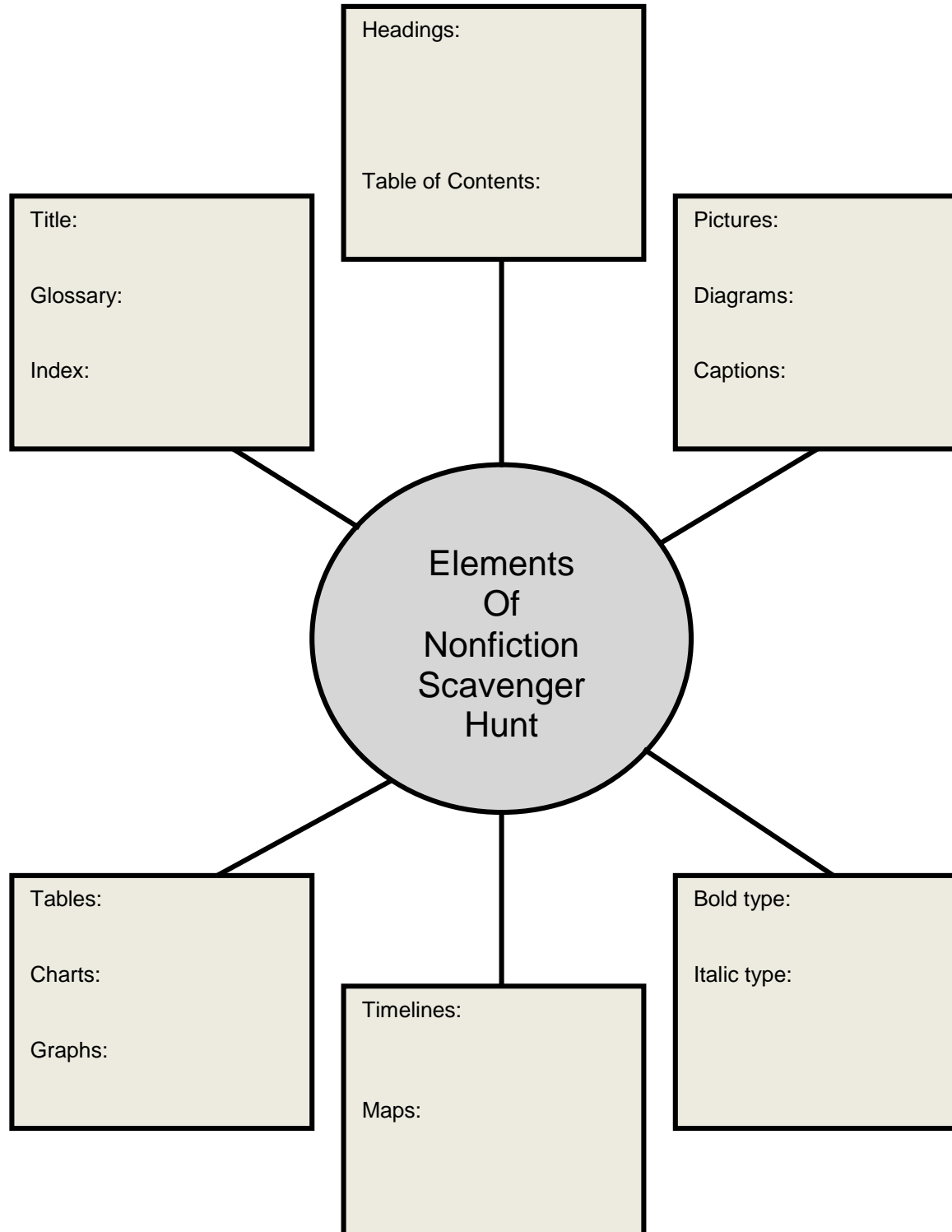
Elements of Nonfiction Scavenger Hunt

Name _____

Date _____

Passage _____

Look for these elements of nonfiction in the passage. Write the page number(s) that the elements are found on in the passage.



Index and Glossary Chart

Before Reading

1. Tell students that nonfiction passages often include an index and a glossary. An index is an alphabetical list of words that are found in the passage. The index tells readers what page or pages the words are found in the passage. An index can save a reader a lot of time when searching for information in a passage. A glossary is like a dictionary. It includes an alphabetical list of words found in the passage along with their meaning as used in the passage.
2. Make a transparency of an index and a glossary from a nonfiction passage. Show these to the students and point out the information provided by the index and glossary.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you use the index and glossary to locate information from and about the passage.
4. Have the students help you put information from the passage on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for information from an index and a glossary.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for information from an index and a glossary.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Index and Glossary Chart** - Have students complete the “Index and Glossary Chart” graphic organizer.
2. Have the students share their results with the rest of the class.

Index and Glossary Chart

Name _____ Date _____

Passage _____

Pick four entry words from the index. Write them in the boxes below along with the page(s) found in the passage. Find the entry word on one of the pages listed and write the sentence that includes the entry word on the lines provided below.

Index Entry Word:	Page(s) Found in Passage:	Sentence:

Pick four entry words from the glossary. Write them in the boxes below along with the page(s) found in the passage. Find the entry word in the glossary and write what it means on the lines provided below.

Glossary Entry Word:	Page(s) Found in Passage:	Sentence:

How to Map

Before Reading

1. Tell students that some nonfiction passages tell how to do or make something. They are written in an order that helps the reader start, work on, and complete the making or doing of something. Several examples may include how to build a doghouse, a birdhouse, a paper airplane, or how to wrap a gift.
2. It is important that readers are able to follow the order of the directions of something being done or made. This helps the reader understand the passage.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you tell the order of something being done or made.
4. Have the students help you put information from the passage on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for the directions of something being done or made.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for directions of something being done or made.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **How to Map** - Have students complete the “How to Map” graphic organizer.
2. Have the students share their results with the rest of the class.

How to Map

Name _____

Date _____

Passage _____

Read the passage that tells how to do or make something. Fill in the boxes below with the directions on how to do or make something from the passage in the order in which they take place.

1st**2nd****3rd****4th****5th****6th****7th****8th**

K-W-L Chart

Before Reading

1. K-W-L (What I **K**now, What I **W**ant to Know, What I **L**earned) Charts can be used to activate student background knowledge, get students to think about what information they want to find out from a passage (set the purpose for reading), and to show what information the students were able to get from a passage.
2. The **K** part of a K-W-L Chart is usually filled out before the passage is read. You can write down what you already know about a topic or have the students volunteer what they know. Do not list too many things.
3. The **W** part of a K-W-L Chart is usually filled out before the passage is read, as well. You can write down what you want to learn about the topic from the passage or the students can volunteer what they would like to know from the passage. Sometimes you may want to put in several set questions. For example, What does _____ look like? What does a _____ eat? Where does a _____ live?
4. The **L** part of a K-W-L Chart is usually filled out after the passage has been read. You may write down what you learned from the passage or ask the students to volunteer what they learned from the passage.
5. A completed K-W-L Chart about a passage can serve as a graphic organizer to aid in the retelling of a nonfiction passage. The students can use the information from the **L** part of the chart to help with retelling the passage.
6. Tell students that you are going to show them how to use a K-W-L Chart. Make a transparency of the K-W-L Chart below. Put it on an overhead machine. Pick a short nonfiction passage that you can read to the class. Use the K-W-L Chart transparency to model for the students about how to use a K-W-L Chart.
7. Read the title of the short nonfiction passage to the students. Write several sentences in the “K” portion of the chart. Write things that you already know about the topic of the passage. You may also have students volunteer things they already know and write some of these on the transparency.
8. Then think of things that you would want to find out about the topic from the passage. Write these as questions in the “W” part of the chart. You may also want to have students volunteer things that they would like to know about from the passage.
9. Read the passage to the students. Have them listen for answers to the questions that you came up with earlier. Also have them listen for new things that they might find out about the topic.

10. After reading the passage, ask the students if any of the questions that were written on the transparency were answered in the passage. If so, write the answers in the “L” portion of the transparency. If not, talk with the students about where they could look to find the answers to these questions. Also, ask the students if they found out anything new. Include this information in the “L” part of the transparency.

11. Tell the students that they will be listening to or reading a passage and looking for information to add to a K-W-L Chart of their own.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for information that they can add to their own K-W-L Chart.

2. Read the title of passage to the students. Have them write down things that they already know about the topic on the “K” part of their graphic organizer. Then have them write down any questions that they have about the topic that they want to have answered from the passage. Have the students read the passage or you read it to them.

After Reading

1. K-W-L Chart - Have students complete the “K-W-L Chart” graphic organizer. Have the students write any answers to their questions from the passage in the “L” part of the graphic organizer. Also have the students write any new things that they found out from the passage in the “L” part of the graphic organizer.

2. Have the students share their results with the rest of the class.

K-W-L Chart

Name _____ Date _____

Passage _____

Read the title of the passage. Write information that you already know in the “K” part. Write questions that you would like to find the answers to from the passage in the “W” part. Read the passage. Write answers to the questions and new information that you found out from the passage in the “L” part.

What I learned	
What I want to know	
What I know	