Really Good Stuff® **Instructional Guide**

Comprehension Graphic Organizers Dry-Erase Boards

This Really Good Stuff® product includes:
- 3 Two-sided Dry Erase Boards, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Comprehension Graphic Organizers Dry Erase Boards**—a hands-on, visual reference tool consisting of six different reading comprehension graphic organizers.

Meeting the Standards

This Really Good Stuff® **Comprehension Graphic Organizers Dry Erase Boards** align with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Key Ideas and Details

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

Range of Reading and Level of Text Complexity

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Displaying the *Comprehension Graphic Organizers Dry Erase Boards*

Before introducing the **Comprehension Graphic Organizers Dry Erase Boards**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at reallygoodstuff.com. You may choose to display the Boards on a chart stand as you demonstrate how to use each one, or utilize the **Desktop Pocket Chart Stand™** (item #151116). Be sure to use only dry erase markers on the Boards to preserve their Write Again® wipe-off laminate surface.

Introducing the *Comprehension Graphic Organizers Dry Erase Boards*

Gather students around the **Comprehension Graphic Organizers Dry Erase Boards**. Explain that graphic organizers help them put information in order and stimulate thinking skills before, during, and after reading an informational text, story, play, or poem. Next, show them each of the Boards, briefly describing its purpose and discussing its value. Use the Boards to complete the activities below with individual students, small groups, or for center work.

Four Square Graphic Organizer

Direct the class's attention to the Four Square Dry Erase Board, and tell students that they will be helping you complete this graphic organizer. Then read aloud a short informational text. Solicit a student volunteer to identify the main idea. Write his or her answer in the middle oval on the Board. Then ask other students to provide four supporting details for the main idea and write in their answers in the remaining four squares on the Board. Review the completed graphic organizer. For independent practice, have students complete the graphic organizer as individuals, in a group, or at a center using additional informational texts, stories, plays, or poems. Copy and distribute the Four Square Graphic Organizer Reproducible for additional independent work.

Variation: Use this graphic organizer for vocabulary instruction. Write a word in the middle oval and solicit a student volunteer to supply the definition. Write the definition in the upper left-hand box. Next, ask another student volunteer to come up with a sentence using the new word. Write the sentence in the upper right-hand box.

All instructional guides can be found online.

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Comprehension Graphic Organizers Dry-Erase Boards

Discuss possible synonyms and antonyms for the word with the class. Choose one synonym to write in the lower left-hand box and one antonym to write in the lower right-hand box.

Main Idea Graphic Organizer

Make copies of reading selections for students to use for independent practice; pick one of them to use as a model that has a clear main idea and supporting details. Read the article to the class. Direct students' attention to the *Main Idea Dry Erase Board*. Solicit student volunteers to answer the Who?, What?, When?, Where?, How?/Why? questions and write their replies in the boxes provided on the *Board*. After reviewing their replies, ask students to identify the Main Idea. For additional practice, have students complete the graphic organizer as individuals, in a group, or at a center using the additional reading selections. Copy and distribute the *Main Idea Graphic Organizer Reproducible* for additional independent work.

Story Web Graphic Organizer

Read aloud a short fictional story. Direct students' attention to the *Story Web Dry Erase Board*. Write the title of the story in the center circle of the web. Label the remaining circles with the words *Characters, Setting, Problem,* and *Solution*. Have students share ideas for filling in each circle. Once the *Board* is complete, demonstrate how to use the organizer to retell a story. For additional practice, have students complete the graphic organizer as individuals, in a group, or at a center using classroom books. Copy and distribute the *Story Web Graphic Organizer Reproducible* for additional independent work.

Variation: Use the *Story Web Dry Erase Board* to describe a character from a story. Write the character's name in the middle circle. Have students write words that describe the character in the remaining circles. You can also use the organizer to build inferring skills. Write a specific character trait in the middle circle. Then ask students to find evidence in the text that supports this trait to complete the remaining circles, be it actions that describe the trait or words the character has said.

Text Structure Graphic Organizer

Use the *Text Structure Dry Erase Board* to help readers define the problems and solutions. Select an informational text that features problems and solutions. Make copies of the text available for students. Read the text with the class, asking and answering questions about the content. Solicit student volunteers to identify the problems and solutions. Record their answers on the *Board*. Discuss the completed graphic organizer with students. For additional practice, have them complete the graphic organizer as individuals, in a group, or at a center using classroom books. Copy and distribute the *Text Structure Graphic Organizer Reproducible* for additional independent work.

Variation: Use this graphic organizer to model a cause/effect structure in an informational text. Select an appropriate text and follow the same procedure as above.

Sequencing Organizer

Have the class read a short story that features strong sequencing, and then direct students' attention to the *Sequencing Dry Erase Board*. Instruct students to think about the most important events in the story. Solicit a student volunteer to tell you what happened first and record it on the *Board*. Then surprise students by asking how the story ended. Record the answer in the box labeled Finally. Elicit suggestions to complete the Next, Then, After That, and Later boxes to complete the organizer. Reinforce the transition words when using the completed organizer to retell the story to the class. For additional practice, have students complete the graphic organizer as individuals, in a group, or at a center using books from your reading center. Copy and distribute the *Sequencing Graphic Organizer Reproducible* for additional independent work.

Story Map Organizer

Demonstrate story retelling using the *Story Map Dry Erase Board*. Name a familiar story to the class, asking students to focus on what happened in the beginning, middle, and end and asking their help to complete the graphic organizer. Remind students that the beginning of a story usually names the main character, gives the setting, and states the problem. The middle of the story usually reveals the most important event that is intrinsic to solving the problem, and the end of the story describes the solution to the problem and possibly how the main character felt at the end. Solicit student volunteers to draft one or two sentences for each of the boxes on the *Board*. Once the graphic organizer is complete, reread the text in each of the boxes and ask students if their class retelling is a good map of the story. For additional practice, have them complete the graphic organizer as individuals, in a group, or at a center using classroom books. Copy and distribute the *Story Map Graphic Organizer Reproducible* for additional independent work.

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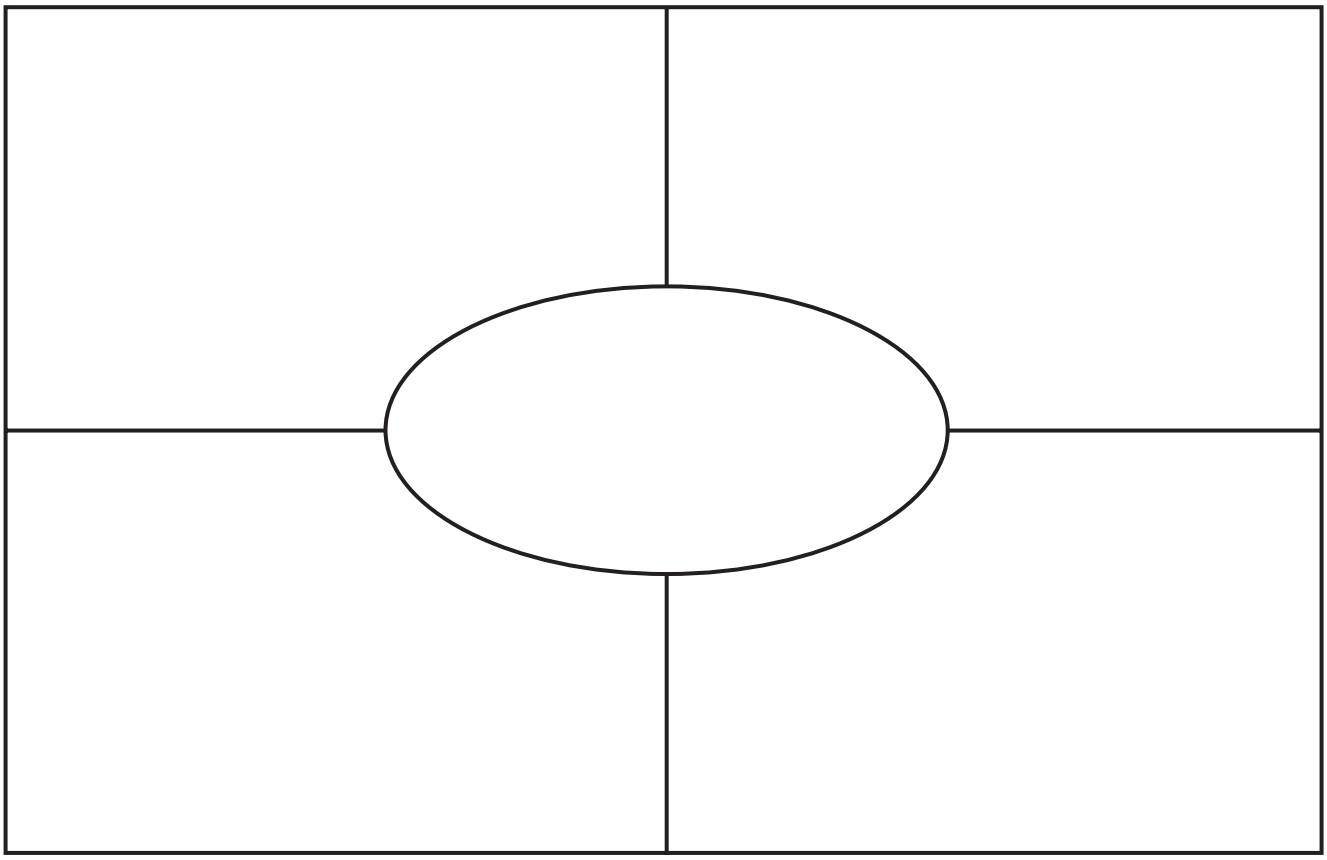
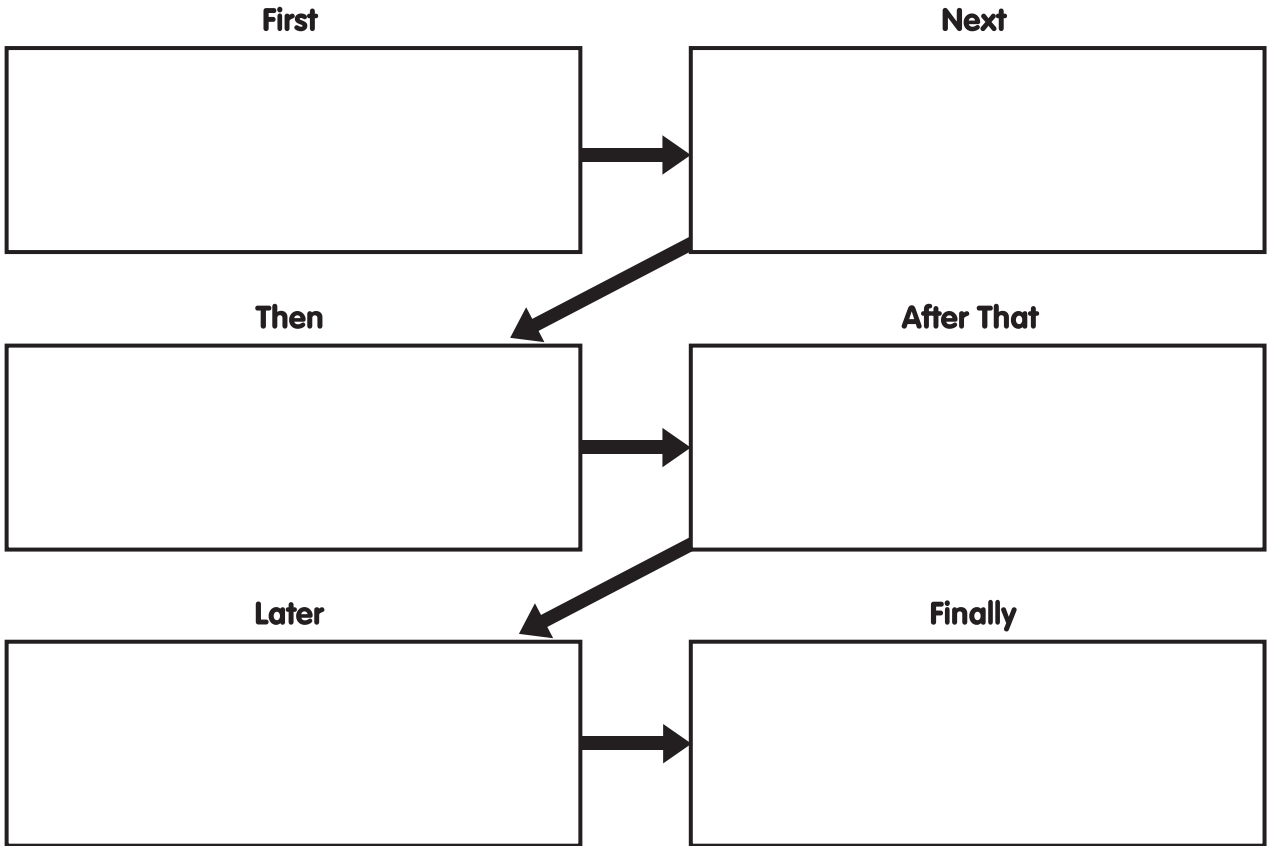
Four Square Graphic Organizer Reproducible

Name: _____



Sequencing Graphic Organizer Reproducible

Name: _____



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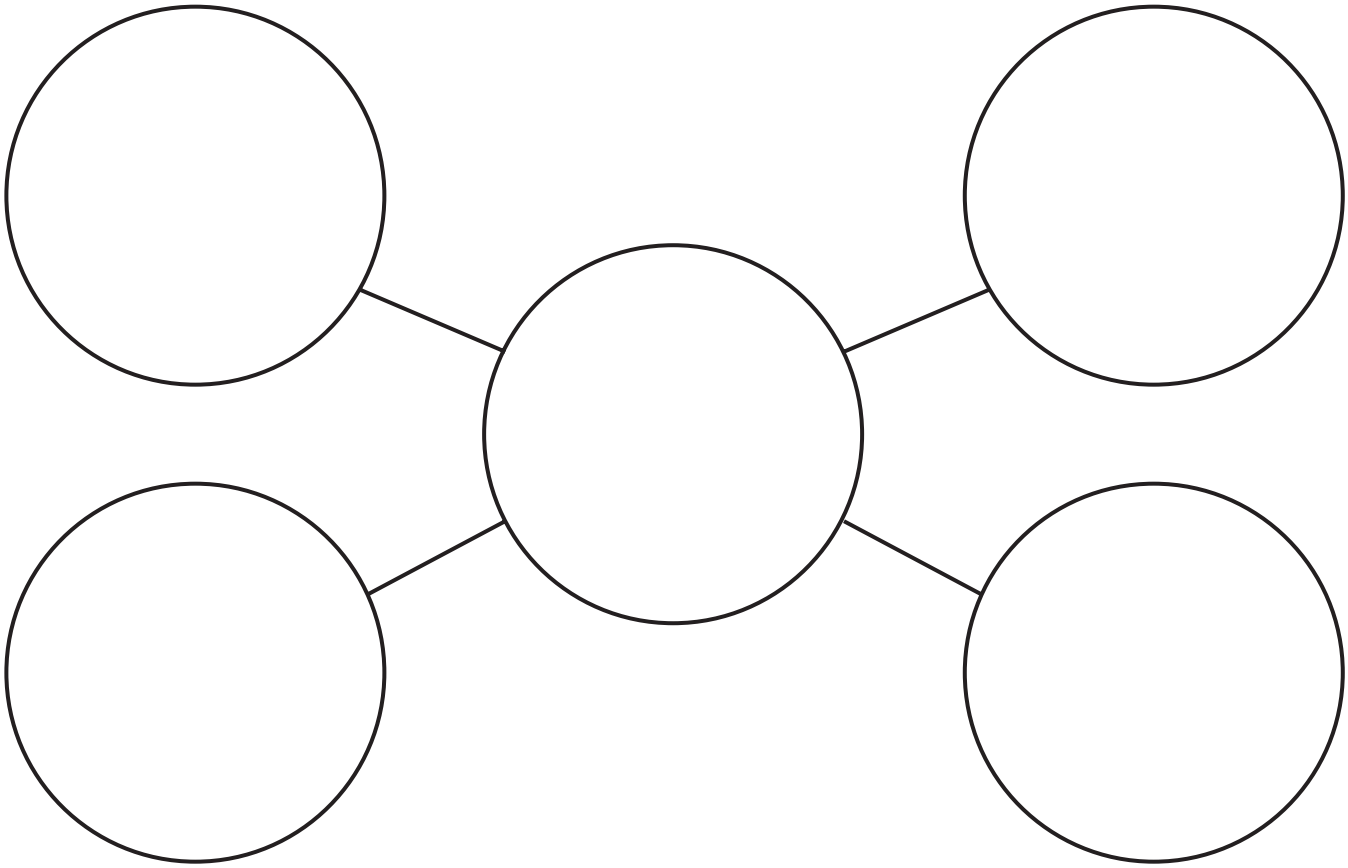
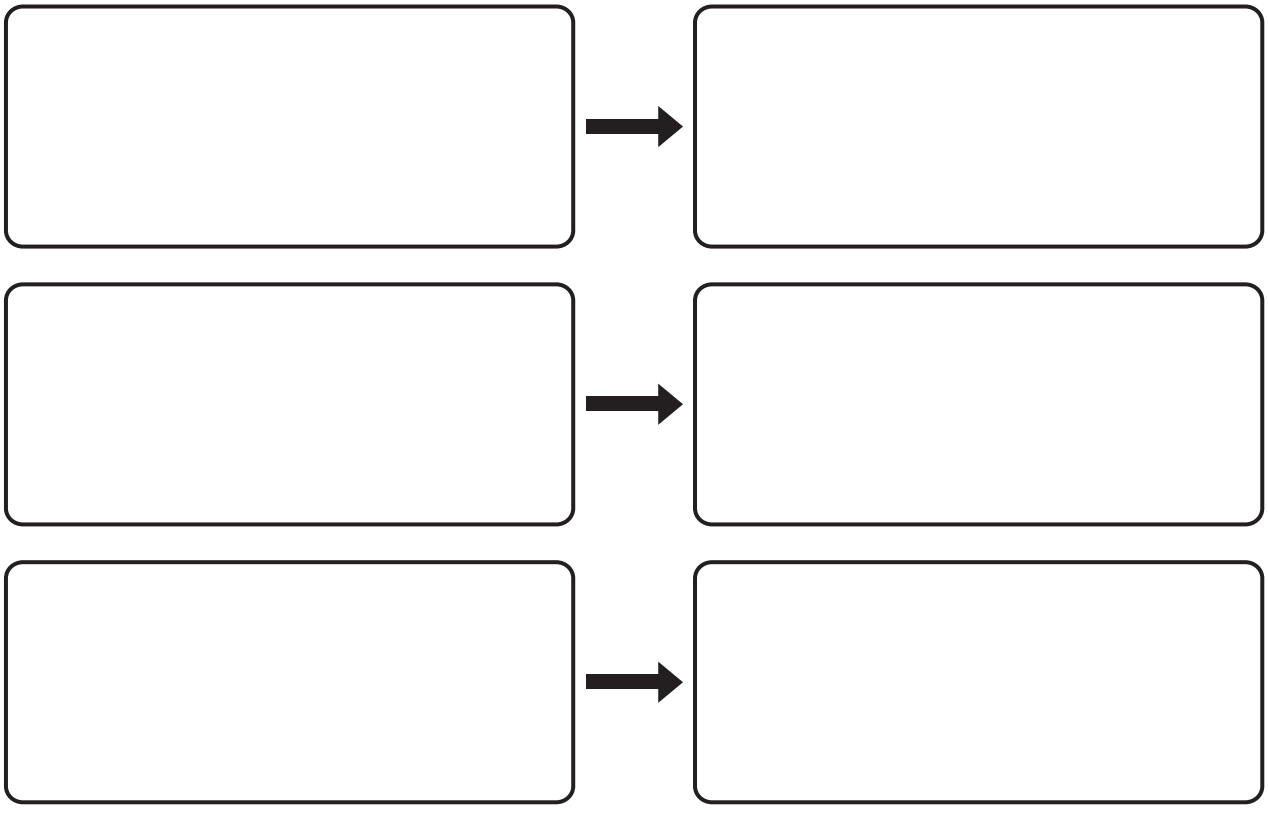
Story Web Graphic Organizer Reproducible

Name: _____



Text Structure Graphic Organizer Reproducible

Name: _____



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Name: _____

Title:

Beginning:

Middle:

End:

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Name: _____

Main Idea

Who?

What?

When?

Where?

How?/Why?

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Main Idea Graphic Organizer Reproducible