

Ready-to-Use

INTERGALACTIC CLOSE READING

Graphic Organizers



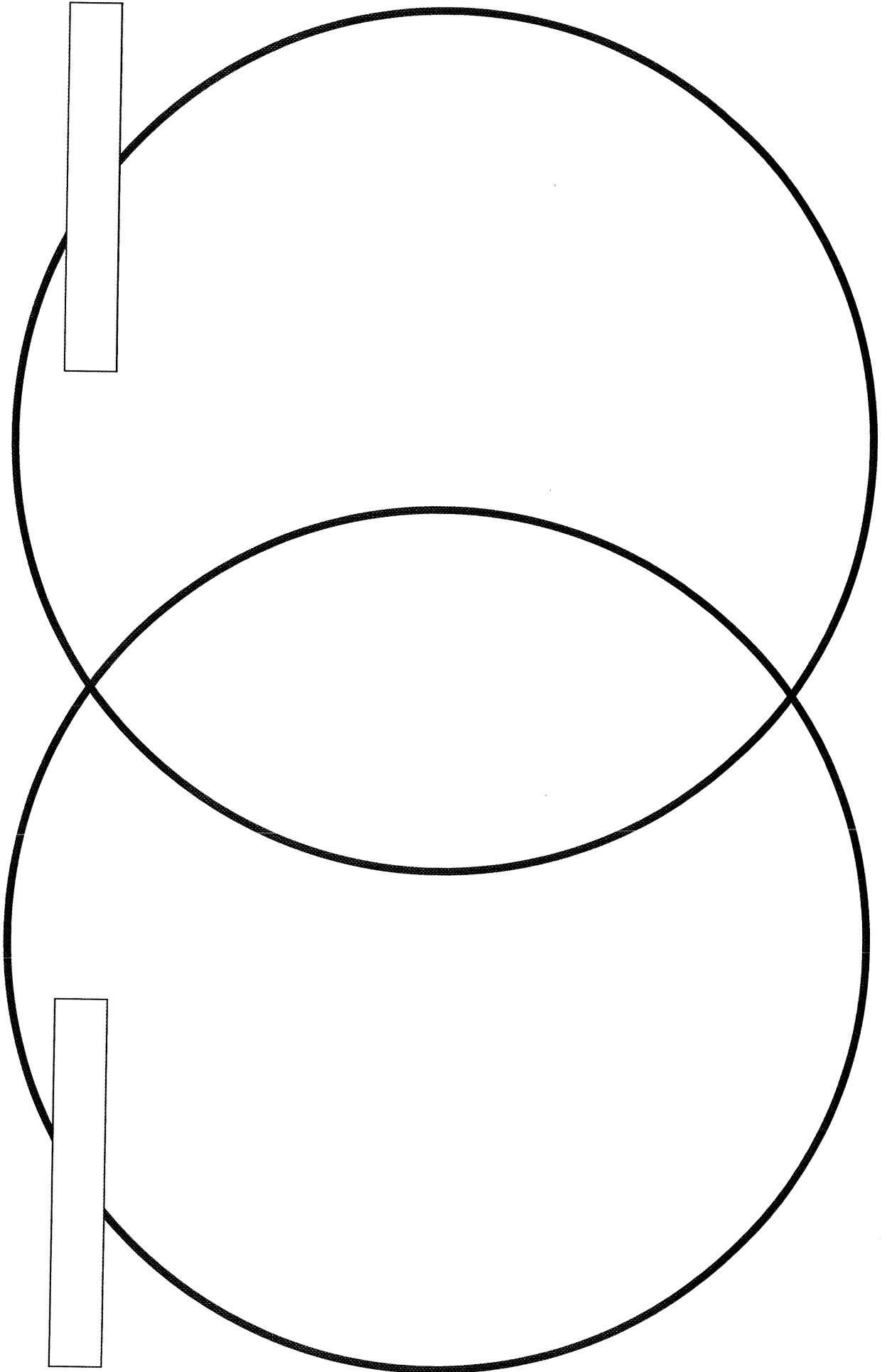
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JUSD Instructional Coach at the Secondary Level

Professional Development

December 9, 2015

COMPARING TEXT TYPES



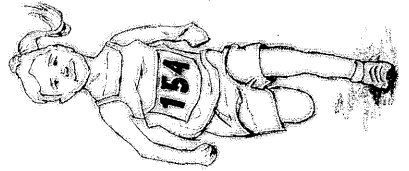
LITERARY CONNECTIONS

Text: _____

My Name: _____

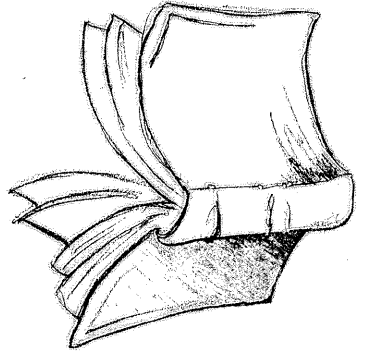
TEXT TO SELF

How can you connect this text to something you have experienced yourself?



TEXT TO TEXT

How can you connect this text to another you have read? Have you read something similar or another book by this author?



TEXT TO WORLD

How can you connect the events in this text to something in the real world?



Title: _____ Date: _____

INFORMATIONAL TEXT FEATURES SEARCH

Title: _____		
Page #	Text Feature	How It Helps Comprehension

Title: _____		
Page #	Text Feature	How It Helps Comprehension

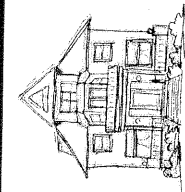
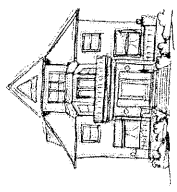
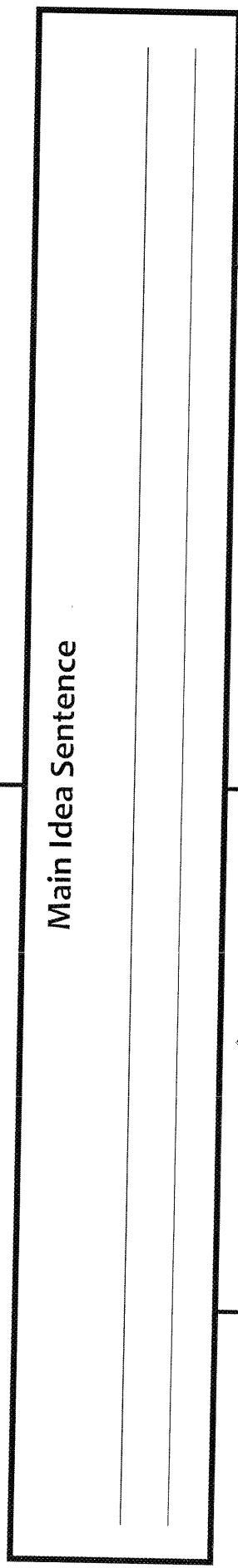
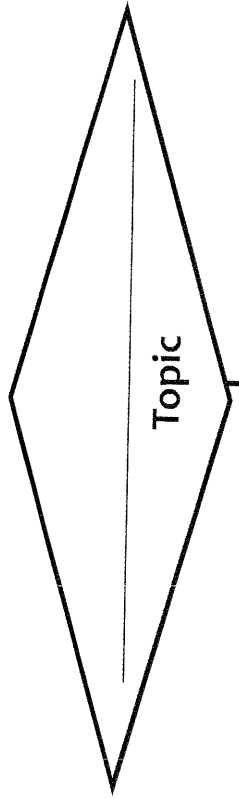
- | | | | |
|---------------|--------------|---------------|-----------------------------|
| bibliography | glossary | Internet link | subheading |
| bold print | graph | italic print | table of contents |
| bullet points | heading | map | timeline |
| caption | illustration | photograph | use of color |
| diagram | index | sidebar | website interactive element |

INFORMATIONAL TEXT STRUCTURES

Structure	Clues	Examples
Description or List		
Cause and Effect		
Compare and Contrast		
Problem and Solution		
Chronological or Sequential Order		
Question and Answer		
Topics and Subtopics		
Other		

MAIN IDEA NEIGHBORHOOD

Title: _____ Name: _____



Supporting Detail

Supporting Detail

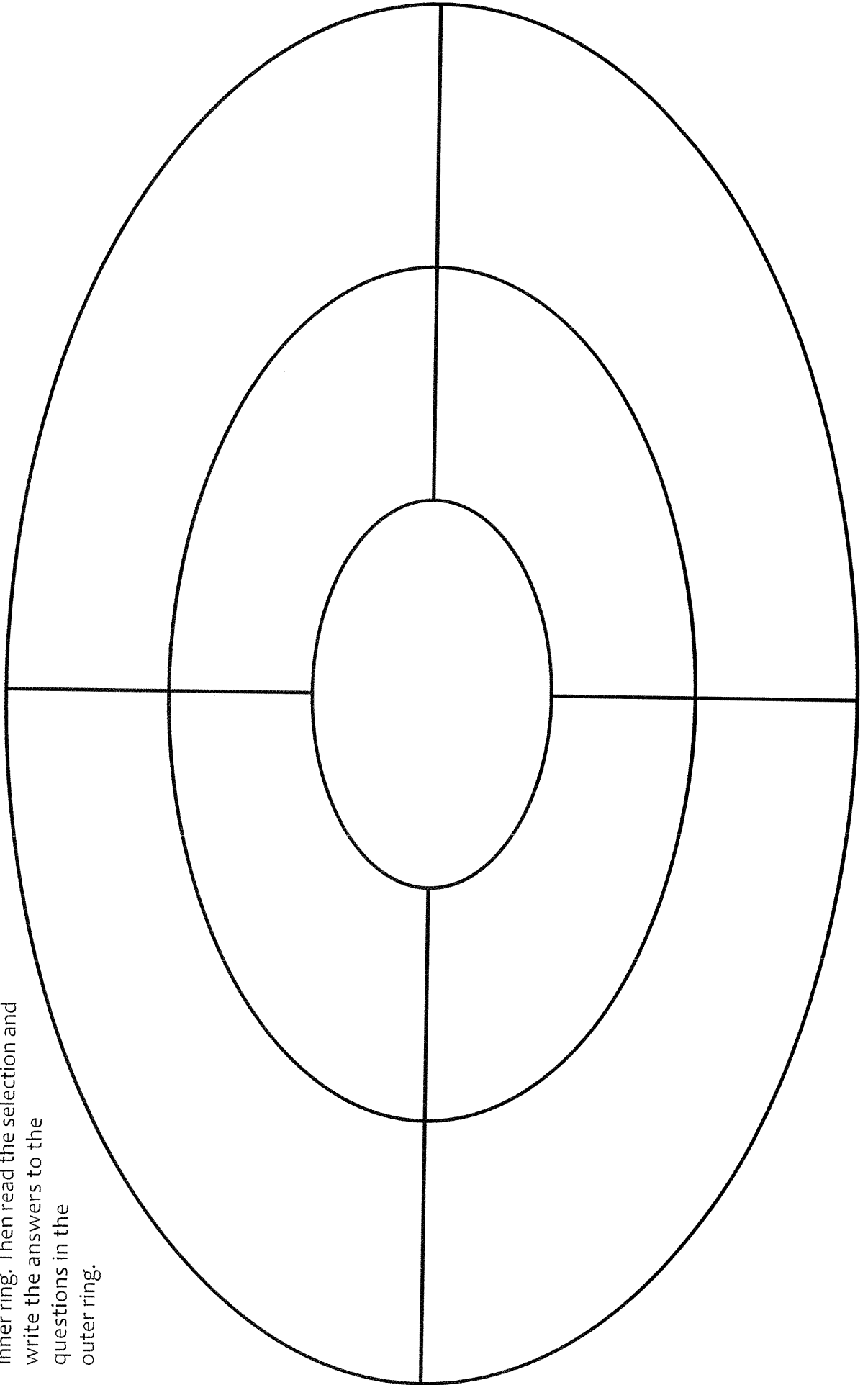
Supporting Detail

ON TARGET QUESTIONS

Title: _____

Date: _____

Write the selection title in the middle. Use the sub-headings to write four questions in the inner ring. Then read the selection and write the answers to the questions in the outer ring.

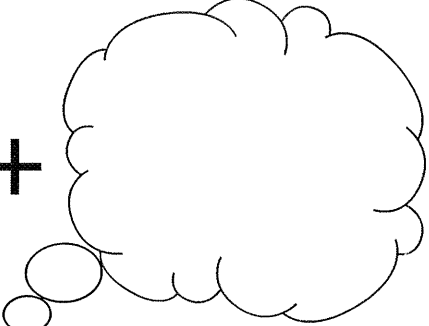


Name: _____ Date: _____

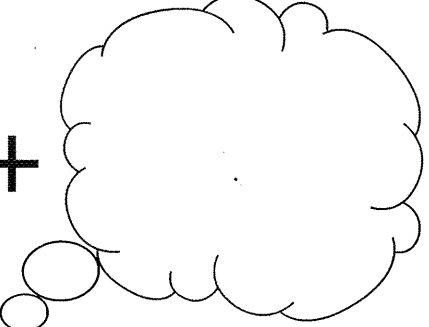
Title: _____

IT ALL ADDS UP

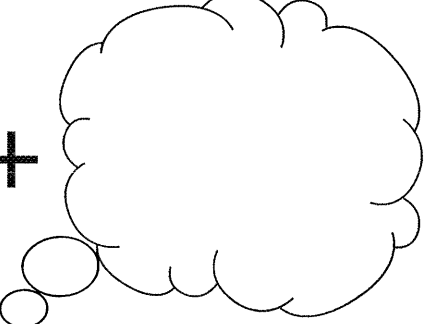
1. Details from the Text Ideas from My Brain Inference or Prediction

	+		=	
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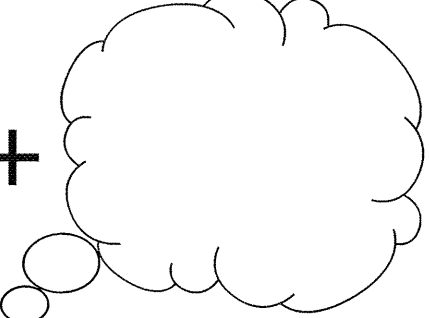
2. Details from the Text Ideas from My Brain Inference or Prediction

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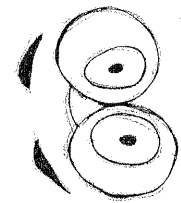
3. Details from the Text Ideas from My Brain Inference or Prediction

	+		=	
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4. Details from the Text Ideas from My Brain Inference or Prediction

	+		=	
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SEEING IS BELIEVING

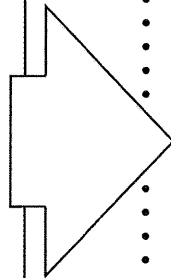


Name: _____

Date: _____

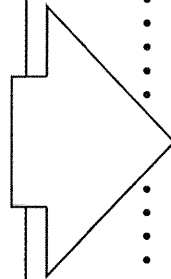
Title: _____

Visual Elements



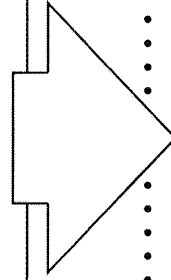
Effects

Visual Elements



Effects

Visual Elements



Effects

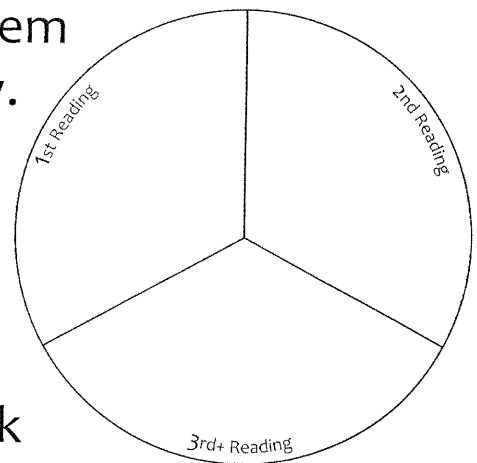
POETRY PEACE MAP

What are your thoughts after each reading?

1st Reading - Read the poem one time slowly and carefully. What do you think the poem is about? Record your thoughts.

2nd Reading - Read the poem again and really think about what it means. Do you see anything you missed the first time? Look for symbolism and figurative language. Is there a deeper meaning? If you haven't changed your opinion from your first reading, record examples of figurative language and imagery.

3rd+ Reading - Read it again, as many times as needed to understand the poem fully. Record any additional thoughts or feelings about the poem. What techniques did the poet use to convey his or her message?

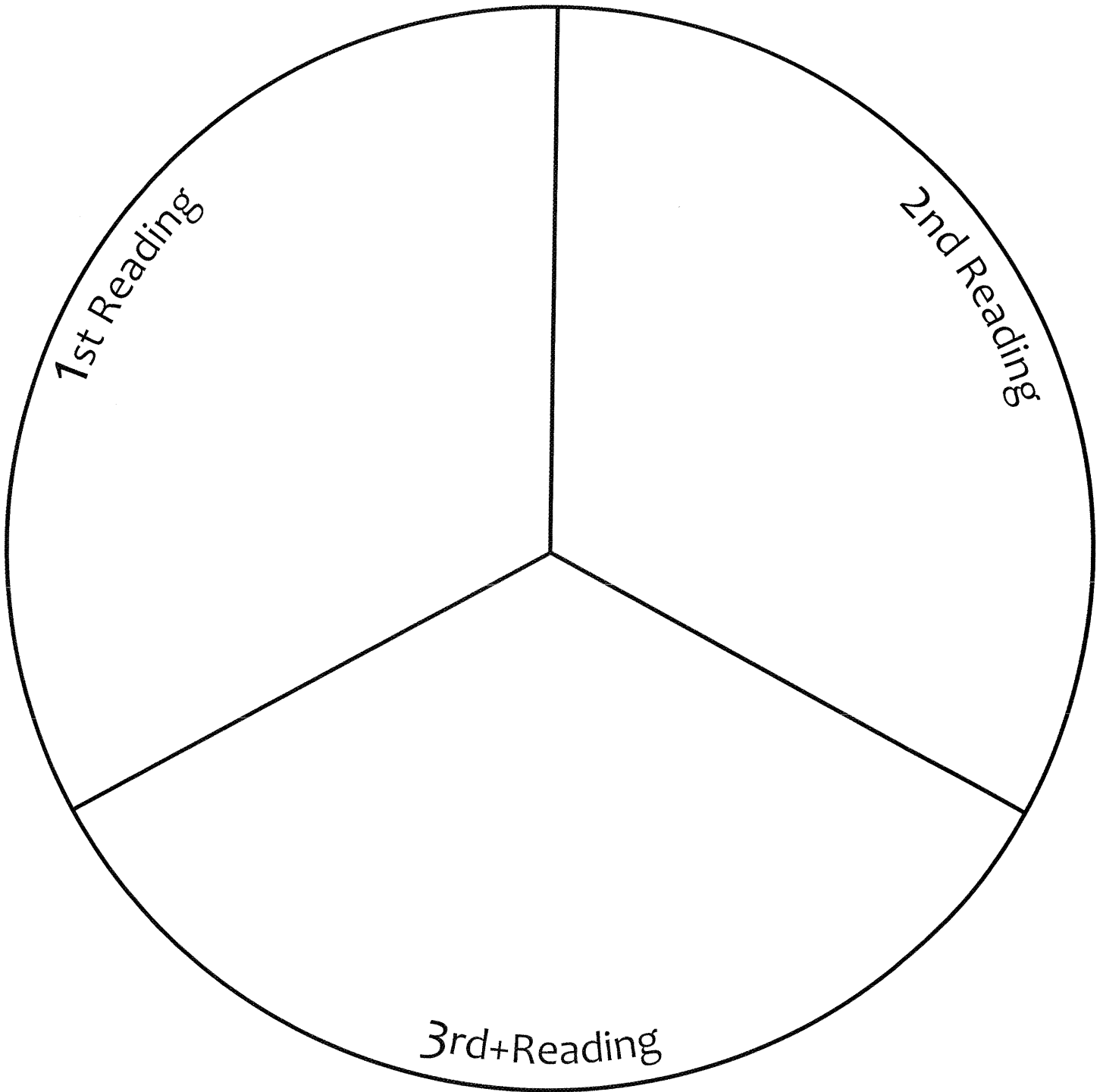


Name: _____ Date: _____

POETRY PEACE MAP

Title: _____

What are your thoughts after each reading?

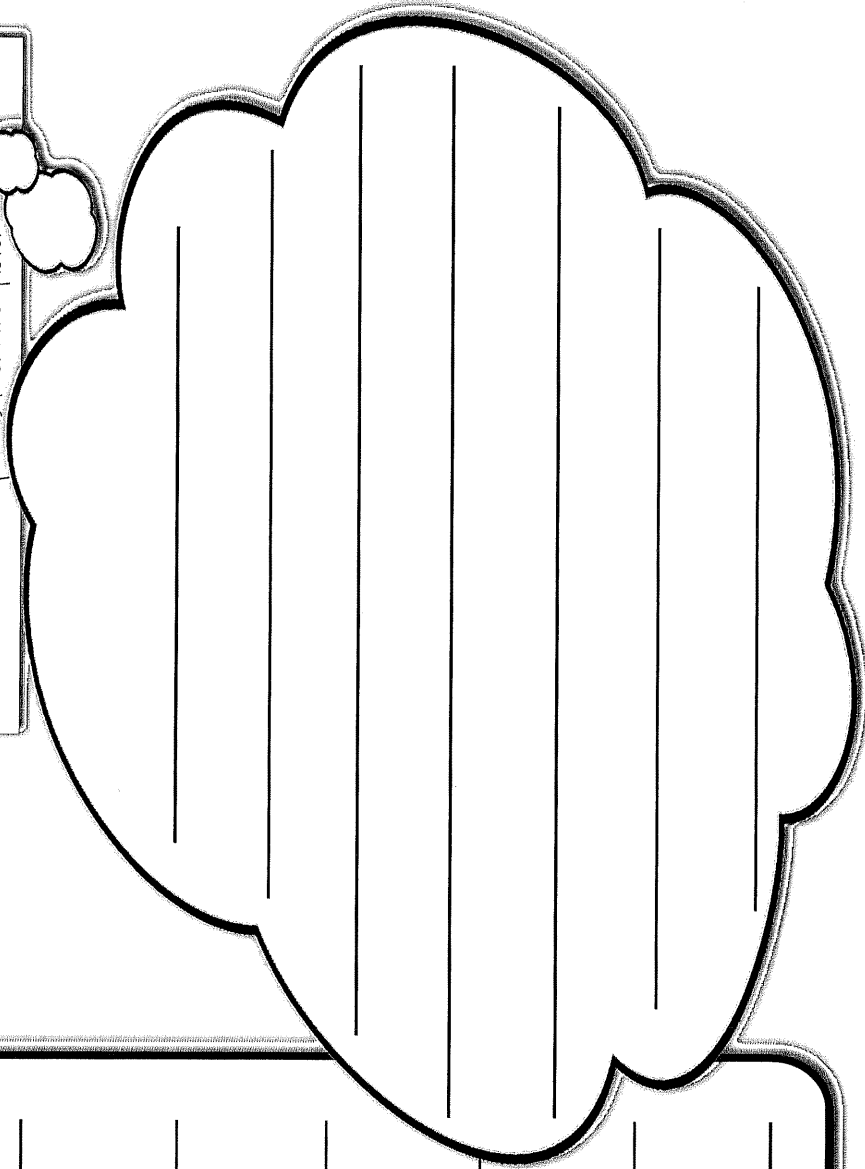


1. What was said?

Write the quote from the text in the bubble.

2. What was implied?

In the thought bubble, write what was inferred (or implied, but not spoken) from the quote.



3. How do you know?

Write examples of clues from the text that allowed you to draw those conclusions.

A large rectangular box with rounded corners and a double-line border. The interior is filled with horizontal lines for writing.

Four horizontal lines for writing, located to the right of the main writing area.

Individual Analysis for Literary Non-Fiction

Idea from the speech, story, article: _____

Analysis of an Idea (CCS RI.3)	
Idea	
How does this person (or group of people) feel about this idea?	
How does this idea affect the person (or group of people)?	
How does the idea affect others? Give evidence from the text.	

Author's Word Choices - Connotative Meanings (CCS RL4; RI4)

<p>Example passage/quote or word</p>	
<p>Literal meaning</p>	
<p>Connotative meaning (What emotion does it evoke?)</p>	
<p>How it affects the tone</p>	
<p>How it contributes or influences the overall meaning</p>	

Author's Choices in Text Structuring: Comparing Two Texts for Structure (CCS RL.5; RI.5)

Type of Text Structure	Find an example from one of the pieces of literature that uses this type of text structure. Write the title below.	How does this structure contribute to the overall meaning and style of the piece?
Chronological Order		
Compare & Contrast		
Cause & Effect		
Problem & Solution		
Main Idea		

Analyzing the Point of View (CCS RI.6)

List 3 details that indicate the author's point of view/purpose and attitude toward the topic.

- Evaluate whether the author is writing to persuade, inform, or entertain the reader.

What kind of tone, through the use of specific words or phrases, does the author create?

- Look for words that have specific connotations.
- Look for any biased language.

#1



#2



#3



Analyzing the Point of View (CCS RL6; RI6)

Identify details that indicate characters' beliefs and their reasons for acting or feeling as they do.

Identify details suggesting the *writer's* attitudes.

Draw a conclusion from these details about the values and basic beliefs of the different characters and of the writer.

Comparing Two Works Using Different Artistic Mediums of Same Subject (CCS RL7; RI7)

Literary Work:

Title of Work in Other Artistic Medium:

Subject:

Subject:

Key Details:

Key Details:

What the author emphasizes of subject matter:

What the artist emphasizes of subject matter:

What is absent in the treatment of the subject matter:

What is absent in the treatment of the subject matter:

What you like about the treatment of subject in this work:

What you don't like about the treatment of subject in this work:

What you like about the treatment of subject in this work:

What you don't like about the treatment of subject in this work:

Subject matter of both works:

**Comparing Two Works Using Different Artistic Mediums of Same Subject
(CCS RL7; RI7)**

Key details of text:

What the writer emphasizes about this subject:

What the writer leaves out:

Overall impression of subject matter:

Key details of artwork:

What the artist emphasizes about this subject:

What the artist leaves out:

Overall impression of subject matter:



The Movie vs. The Novel (CCS RL7; RI7)

Name: _____

1. How do the images on the screen compare to your own interpretation of the setting?

2. How do the events shown in the movie compare to the events in the novel?

3. How do the depictions of the characters from the novel compare to the movie's depictions of the characters?

4. What differences do you notice between the novel and the movie?

5. Why do you think these changes were made?

The Movie vs. The Novel
Continued...

Name: _____

6. How does the dialogue between characters in the movie differ from the dialogue in the novel? Which quotes are the same?

7. Which scenes were you hoping to see in the movie but didn't?

8. Why do you think they were omitted?

9. Which scenes were you pleased to see included in the movie?

10. Do you think the author would be pleased with what she/he sees on the screen? Why or why not?

What is the author's claim?

What are the author's key points to support the claim?

#1

#2

#3

Answer Yes or No by checking the appropriate box.

YES NO

Do these points relate to the claim?

Are they convincing?

Do they provide enough evidence to support the claim? If not, explain:

Is the claim and are the supporting reasons and details valid? Explain why or why not:

Conceptual Framework for Media Education *

	QUESTIONS TO ASK
<u>MEDIA IMAGE</u>	
INDUSTRY	Who's in charge?
	What do they want of me; why?
	What else do they want?
	HOW DO I KNOW?
PRODUCT	What kind of text (genre) is this?
	Are genre conventions followed or broken?
	How is this message constructed?
	HOW DO I KNOW?
AUDIENCE	Who is this intended for?
	What assumptions does the text make about the audience?
	Who am I supposed to be in relation to this text?
	HOW DO I KNOW?
VALUES	How real is this text?
	How/where do I find the meaning?
	What values are presented?
	What is the commercial message?
	What is the ideology of this text?
	What social/artistic/political messages does the text contain?
	HOW DO I KNOW?
PREDISPOSITION	Do I agree with (assent to) this text's message?
	Do I disagree with (resist) this text's message?
	Do I argue/negotiate with the message of this text?
	HOW DO I KNOW?
SKILLS	What skills do I need to apply to this text?
	How do I deconstruct/reconstruct this text?
	What new skills does this text demand of me?
	HOW DO I KNOW?
<u>RECEIVER</u>	
	What does all this mean in the end?
	HOW DO I KNOW?

**WHAT REALLY COUNTS IS WHAT WE MAKE OF THE TEXT IN THE END.
ALL LEARNING IS AN ACT OF CONSTRUCTION.**

*Adapted by the author from *Screening Images: Ideas For Media Education*, Chris M. Worsnop, Wright Communications, 1999

20 Reasons to Study the Media

1. Like history, because the media interpret the past to us to show us what has gone into making us the way we are.
2. Like geography, because the media define for us our own place in the world.
3. Like civics, because the media help us to understand the workings of our immediate world, and our individual roles in it.
4. Like literature, because the media are our major sources of stories and entertainment.
5. Like literature, because the media require us to learn and use critical thinking skills.
6. Like business, because the media are major industries and are inextricably involved in commerce.
7. Like language, because the media help define how we communicate with each other.
8. Like science and technology, because the media always adopt the leading edge of modern technological innovation.
9. Like family studies, because the media determine much of our cultural diet and weave part of the fabric of our lives.
10. Like environmental studies, because the media are as big a part of our everyday environment as are trees, mountains, rivers, cities and oceans.
11. Like philosophy, because the media interpret our world, its values and ideas to us.
12. Like psychology, because the media help us (mis)understand ourselves and others.
13. Like science, because the media explain to us how things work.
14. Like industrial arts, because the media are carefully planned, designed and constructed products.
15. Like the arts, because the media bring us pleasure, and we experience all the arts through the media as no other age has ever done.
16. Like politics, because the media bring us political and ideological messages all the time - yes - all the time.
17. Like rhetoric, because the media use special codes and conventions of their own languages that we need to understand and control—or we stand in danger of being controlled by them.
18. Like drama, because the media help us understand life by presenting it as larger-than-life, and compel us to think in terms of the audience.
19. Like Everest, because they are there.
20. BECAUSE THE MEDIA GO TO GREAT LENGTHS TO STUDY US.

“Instead of asking always for an essay, teachers could consider the following alternative formats for student reporting - almost 200 of them. The media are part of all learning.”

abstract	diorama	interview	periodical	saying
ad campaign	directions	introduction	photo-montage	scenario
adaptation	directive	invitation	photograph	script
address	discussion	invoice	play	semantic
advertisement	display	job description	plot diagram	organizer
animation	docudrama	joke	poem	sign
announcement	drama	journal article	postcard	simulation
anthology	drawing	journal	poster	skit
autobiography	editorial	label	précis	slogan
bibliography	electronic mail	lecture	preface	sociogram
bill board	epigram	letter to the editor	problem solving	song
biography	epitaph	letter list	profile	speech
brainstorming	ESSAY	log	program	statement
brochure	eulogy	magazine	project	story board
calculation	executive	manual	prologue	story-telling
campaign	summary	map	proposal	story-writing
caption	ezone	memoir	prospectus	summary
cartoon	fashion design	memorandum	publishing	survey
cartoon strip	fiction	menu	puppetry	table
character	film	message	puzzle	tableau
sketch	filmography	mime	query	telegram
chart	foreword	minutes	quest	test
collage	game	model	question list	title
column	graffiti	monolog	question	transformation
commercial	graph	music	questionnaire	travelog
costume	greeting card	news report	quiz	treatment
crossword	guest speaker	news article	quotation	trip
cut-line	guidebook	newsletter	radio report	uniform
debate	guidelines	newspaper	receipt	video
dedication	handbill	note making	recipe	visit
definition	handbook	note taking	report	visitor
demonstration	headline	one-sheet	research paper	viva voce
design	horoscope	organizer	resource list	waybill
desk-top	how-to guide	painting	résumé	website
publishing	improvisation	pamphlet	review	word search
diagram	inscription	parable	riddle	word-we
dialog	instructions	paragraph	role-play	
diary	interpretation	paraphrase	routing slip	

Lesson 1: Defining Media

Activity 1 – Print vs. Digital Newspapers

Compare and contrast print and digital coverage from the same newspaper for the same day. What differences did you find if any? How are the publications the same?

Print	Similarities	Digital

Follow up: What do you think about your experience with each? Explain.

Lesson 1: Defining Media

Activity 3 – Newspapers vs. Other Media

Choose any media channel to compare and contrast with newspapers (print or digital).

Newspaper Characteristics	Similarities	Other Media _____ Characteristics

Follow up: What are the strengths and weaknesses of each of these media channels?

Lesson 2: What is the Message?

Activity 1 – Purpose of the Message

After looking through newspapers (in print or digital), list one media message that appeals to you for each category below. Identify who constructed the message.

Purpose	Message	Who constructed it?
To express opinion or point of view		
To educate using factual content and information		
To persuade to buy or think a certain way		
To entertain		

Follow up: Compare the messages you selected with other students in your class. Why do you think some students selected different messages than yours? Why do you think some students selected different messages? Discuss your conclusions with the class.

Lesson 3: What Makes News?

Activity 2 – Hard News vs. Soft News

Identify 1 hard news and 1 soft news story from the newspaper. Write the headline and brief summary of each below. For each, explain why you think the story you selected is hard or soft news.

Hard News	Soft News
Headline:	Headline:
Summary:	Summary:
Why is this article a hard news story?	Why is this article a soft news story?

Follow up: Now you be a “reporter” and write about something in your school. Is your story a hard or soft news story?

Lesson 5: Informational Graphics

Activity 1 – Understanding the different types of news graphics

Looking through print or digital editions of the newspaper, find examples of informational graphics from the list below. Write a brief description for each and indicate where you found it (Publication name, page number and date) If possible save the clippings to share with your teacher and classmates. Do you notice any patterns in why one type of graphic may have been versus another?

Bar or line graph	Pie chart
Illustration	Cross-section
Map	Flow chart

Follow up: From the examples you've selected, can you think of another way to illustrate the information presented? If so, do you think your concept would work better? Why or why not?

Lesson 6: Fact vs. Opinion

Activity 2 – Analyzing Opinion Writing

Read the editorial page of the newspaper carefully. Select an editorial, an opinion column and a letter to the editor to analyze. Try to find examples of each on the same topic, if possible.

	Editorial	Opinion	Column	Letter to the Editor
What is the topic?				
What is the writer's position?				
What facts are presented?				
What examples are provided?				
What opinions are expressed?				
What words indicate the writer's opinion?				

Which example of opinion writing did you find the most effective? Why?

Did any of the pieces cause you to think more about your own opinion on the topic? Why?

This activity was originally developed for High Five curriculum guide for the Newspaper Association of America Foundation with support from the John S. and James L. Knight Foundation.