

# Nine Event Sequence Chain



1. 2. 3.

4. 5. 6.

7. 8. 9.

# Time Line



# Using Context Clues



## New Word

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What I Think It Means

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Definition or Synonym

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Making Inferences: Reading Between the Lines



**Question:** (from the book, our group, or my teacher)

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**What I know from the *book*:**

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**What I know from *my brain*:**

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**My Inference:** \_\_\_\_\_

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# Fact or Opinion?



**DIRECTIONS:** Use the graphic organizer below to help you identify statements of fact and statements of opinion in your reading selections. Be sure to explain *how you can tell* whether the statement is a fact or an opinion.

STATEMENT	FACT OR OPINION?	HOW CAN YOU TELL?



# Character Analysis



**Selection Title** \_\_\_\_\_

<b>Character:</b>	<b>Passages:</b>
Words	
Actions	
Appearance	
Thoughts	
Effects on Other People	
Direct Characterization	
Analysis of Character	

# Characterization



## Dialogue

(What does the dialogue reveal about him or her?)

## Physical Description

(What does he or she look like?)

## Thoughts

(What is he or she thinking?)

Character Name:

## Actions

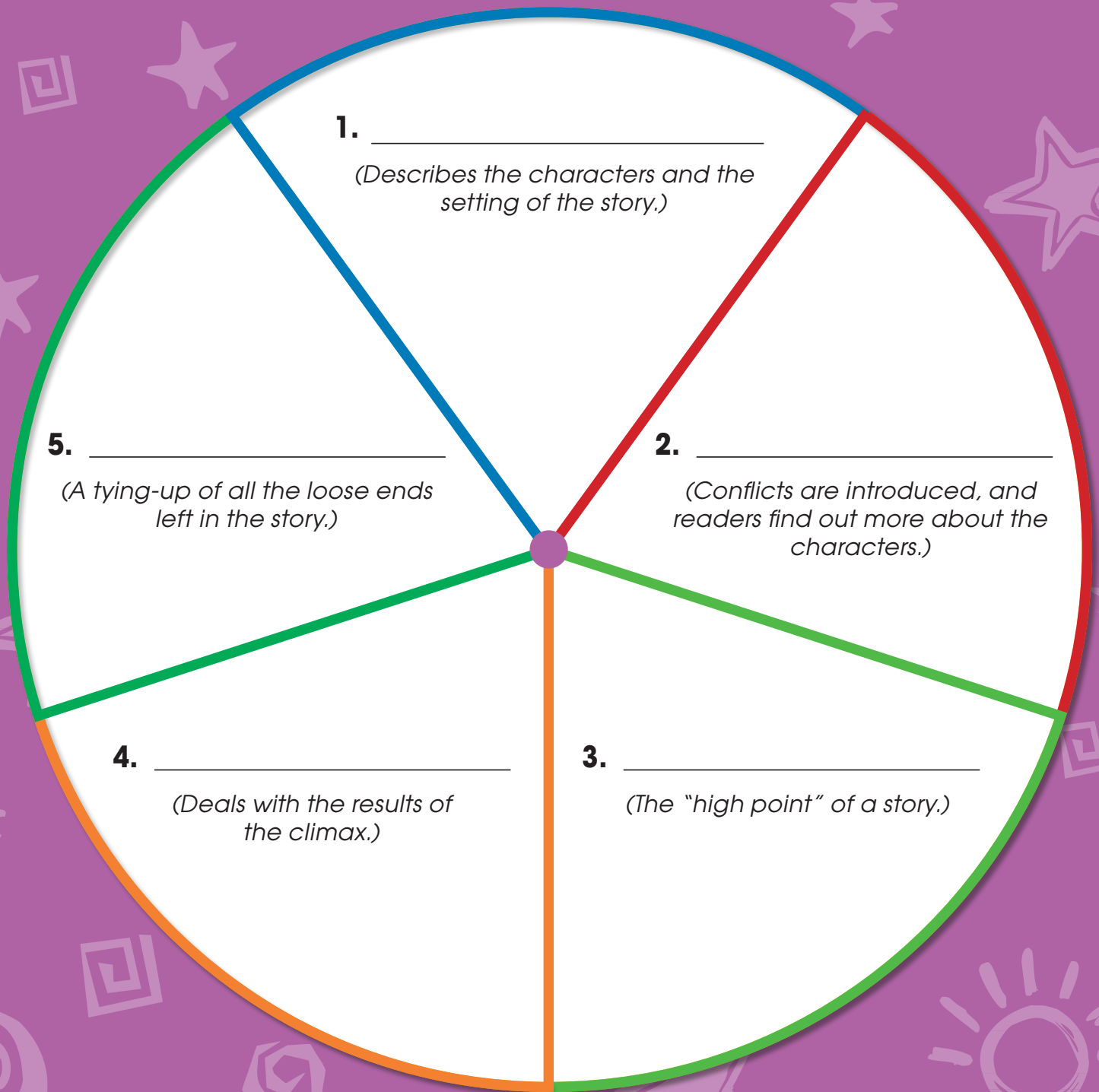
(What do actions reveal about him or her? Include gestures, motions.)

## Reactions of Others

(What do others think of him or her?)



# Five Stages of Plot Development



# Theme Chart



Title	
Main Characters	
Main Conflict	
Main Theme	
Beginning of Theme	
Development of Theme	
Climax of Theme	
Resolution of Theme	

# Literary Point Of View



Examples of the Author's Opinions, Ideas, and Thoughts

**CHARACTER'S  
NAME**

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**POINT OF VIEW**

Person

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# Foreshadowing Chart



Event	Clue it would happen	Page # of clue

# Critical Thinkers



## Critical thinkers are:

- curious about the world.
- creative questioners.
- frequently asking “why?” and seeking reasons to defend a position.
- interested only in credible sources of information.
- able to take into account the total situation or context when interpreting something.
- relevant thinkers who stick to the main point.
- always looking for alternative explanations, positions, or arguments.
- open-minded and who seriously consider points of view other than their own.
- willing to change a position when the evidence is sufficient to make them do so.
- able to withhold judgment when the evidence is insufficient.
- eager to seek precision.
- able to realize the limits of knowing; hence they look for probability rather than proof.
- able to realize the role of personal bias in the process of knowing something.
- able to deal in an orderly manner with the parts of a complex whole and anticipate the next step in a process.
- sensitive to the feelings, levels of knowledge, and degree of sophistication of others when presenting their findings.
- able to apply critical thinking abilities to a wide variety of subjects.



# Making Decisions



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

**My Problems** →

**I Think That** →

**I'll Find Out By** →

**I Found That** →

**Conclusions** →

# Class Decision Chart



**Decision to be made:**

**Qualities**

**Possible Solutions**

**Score**

|--|--|--|--|--|

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

**Final decision:**

# Prediction With Evidence



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**I predict that:**

**Evidence #1**

Source:

**Evidence #2**

Source:

**Evidence #3**

Source:

**Evidence #4**

Source:

**Evidence #5**

Source:



# Who, What, When, Where, Why & How



**Who**

**What**

**When**

**Where**

**Why**

**How**

# Text & Subtext: Drawing Inferences



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

**What the text says, in your own words**

**Quotation**

**What the subtext is**

**What the text says, in your own words**

**Quotation**

**What the subtext is**