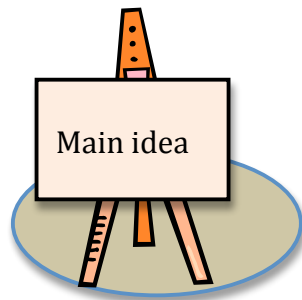# ANCHOR CHARTS FOR READING SKILLS

These materials were designed as supplemental instruction for several FCAT tested skills. There is a one-page definition in student-friendly language, explaining each skill. The following page is to be enlarged and used as an anchor chart. The chart delineates the steps a reader can take to complete each skill.

The teacher may use this document to introduce, review, or reinforce each tested benchmark. The materials are to enhance and extend classroom instruction. The document can be used in a whole group or small group setting. The anchor charts may be placed on hangers, magnets, and other devices to display as the teacher models. They should remain accessible to serve as a visual for students.

Main idea

DEFINITIONS and ANCHOR CHARTS FOR READING SKILLS

TO COMPARE AND CONTRAST

To compare things, you look for things that are alike (the same) and different (not alike). If you are just contrasting, you are explaining how things are different. You compare and contrast almost every day. For example, when you go to the cafeteria you have choices on the menu. You compare both choices when deciding which one to eat. In fact, you probably compare and contrast when choosing the exact chocolate chip cookie you want. Which one is biggest? Which has the most chocolate chips?

The words alike, similar, same, such as, compare, and comparison may indicate that the writer is comparing. The words unlike, different, different than and difference may note a contrast.

LET'S COMPARE AND CONTRAST

Look for details about one _____.

   (character, setting, event, fact)

Look for details about one _____.

   (character, setting, event, fact)

Notice things that are **alike.**

Notice things that are **different.**

Paraphrase or retell.

How are the things similar and different?

WHAT IS CAUSE AND EFFECT?

Cause/effect relationships help us understand how events are related to one another. Cause/effect relationships help explain why things happen. Cause is the reason something happens. An effect is the thing that happens as a result of the cause.

Sometimes there are several causes or effects. And sometimes a cause becomes an effect and then an effect becomes a cause. Look for the relationship and connection between events to determine the cause and effect.

UNDERSTANDING CAUSE AND EFFECT
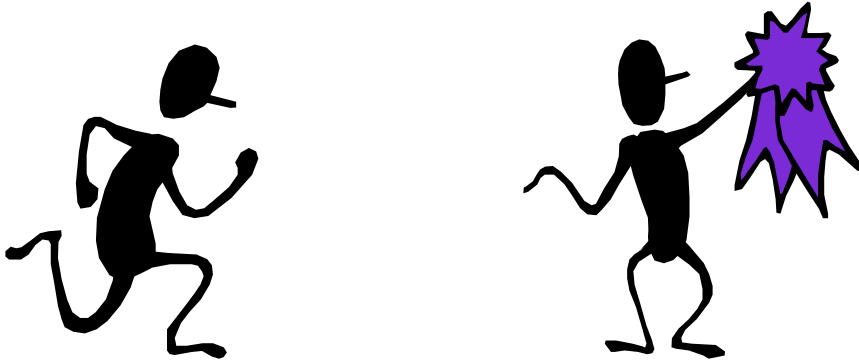
Look for key words
because, the reason for, on account of, led to, due to, since, as a result, so…then, finally, consequently, therefore, for this reason

Sometimes there are no key words.
THINK ABOUT IT and
Try to add the word "because".

You may make connections, visualize, and predict to help determine the cause and/or effect.

Ask questions
"What happened?" to identify the effect.
"Why did it happen?" to identify the cause.

ABOUT AUTHOR'S PURPOSE

Authors write for a reason. This reason is called the author's purpose or objective (intent/ aim/ goal). The authors keep their audience in mind when composing their story or piece. The language they use conveys the author's purpose. The language creates a feeling and develops the author's reason for writing.

FIGURING OUT AUTHOR'S PURPOSE

When you read, **think of the feeling** you get.

If you **smile or laugh,** the author wants **to entertain** you.

If you read about **facts** and real things, the author wants **to teach, tell or inform** you.

The author may share an opinion and try **to persuade or convince** you.

There are a lot of **clue words:**

to entertain	*to convince*	*to inform*	*to encourage*
to make	*to teach*	*to thrill*	*to explain*
to show	*to warn*	*to tell*	*to compare*
to describe	*to persuade*	*to give*	*to alert*

Ask:

Why did the author write this piece?
**What is the author's message?**

THINKING ABOUT CHRONOLOGICAL ORDER

Chronological order or sequence refers to time and order of events or steps in a process. The order of events may lead to a problem, the plot, or, at last, a resolution. The sequence of the story is important to understanding the events and characters. Remembering the order of things helps the reader understand what is happening in the story.

Sometimes the order gives you steps to follow and/or directions. The order may explain the process and how things in real life happen. For example: a seed is planted in the soil. The seed sprouts. As the seed grows, a plant gets more leaves and a flower blossoms.

To determine chronological order it helps to visualize and question. Picture it in your head. What happens first? Then what happens? What event follows? What happened before?

DETERMINING CHRONOLOGICAL ORDER
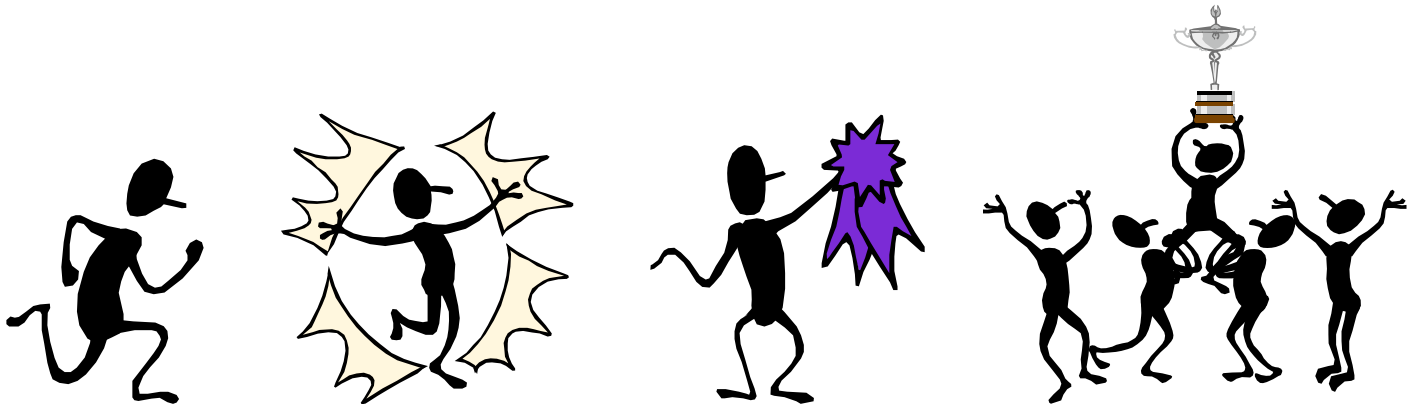
Ask is this:
- **a story**
- **how-to directions**
- **real-life events**

Look for key words?

before, after, first, next, last, finally, following, when, in the morning, months, seasons, o'clock, numbers

Number things in the order that they happened.

Ask:
- **What was first?**
- **What followed?**
- **What happened next?**
- **What came after?**
- **What came before?**

ALL ABOUT MAIN IDEA

The main idea is the big point that the writer is communicating to the reader. It is the controlling idea. All the other supporting details in the text or within a paragraph should tell us more about the main idea. Often the reader can approach the main idea just by looking at the title. For example, a passage titled: "Why Students Deserve More Recess" will include reasons for that idea. Sometimes the main idea is stated and other times the main idea is not really written and it is implied or hidden.

Try to see main idea as the heart of the text or paragraph. It should be big enough to include everything in the reading passage. It is the central message and all the details point to the heart.

DETERMINING THE MAIN IDEA

Skim and explore the text.

Ask: what is the topic?

Make a hypothesis.
>   Write a sentence that could be the main idea.

Read and check.

Confirm.
>   Do the sentences support the hypothesis?
>   Do I need to change my hypothesis?

The reader may also go from part to whole.

Look at the parts.

Find the common link.

Look for repeated words, phrases, and ideas.

Create a main idea sentence.

UNDERSTANDING THE STORY STRUCTURE

Story Structure is the organization of a fiction tale. It includes the setting, characters, events, problem, and resolution. All non-fiction stories have these story elements. Noting the setting (where the story occurs) and the characters (people, animals, and things) will help the reader follow the story. The events and problem make the story exciting. The resolution is near the end when the story winds down and comes to a conclusion.

FIGURING OUT THE STORY STRUCTURE
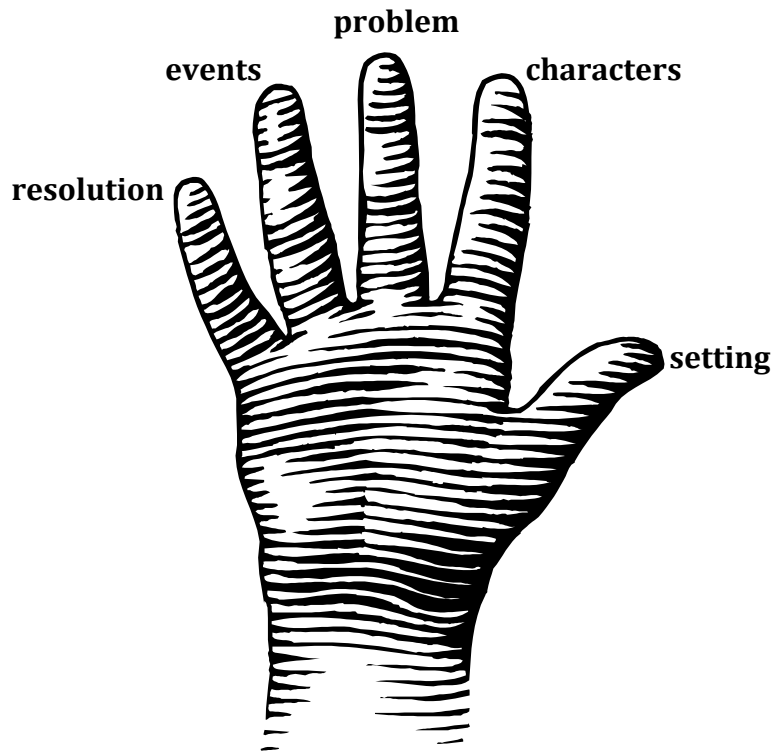
The **setting** is where the story takes place.

Most **characters** are introduced in the beginning.

Without a **problem** there is no story!
The problem is what makes the story interesting and exciting.

Near the end the problem is solved.
This is called the **resolution, solution, or conclusion.**

Can you retell the story?
 Include all the story elements.

A CLOSE LOOK AT REFERENCE AND RESEARCH

When you are curious about something and you want to learn more about it, you do research. You use reference materials and search for information.

When you gather the information, you are doing research. To tell everyone what you know, you share your information. This is titled reference and research. The reference is the materials you read to gather information. These materials may be books, websites, pictures and captions, charts, diagrams, maps, and other graphic aids. You pull information from multiple places and resources. Then you paraphrase the information, stating it in your own words.

PRACTICING REFERENCE & RESEARCH
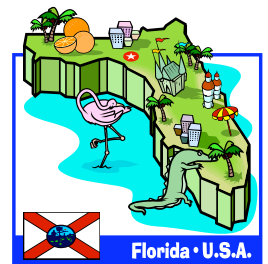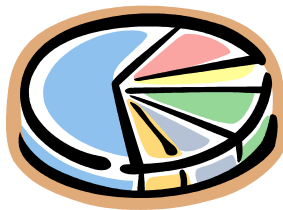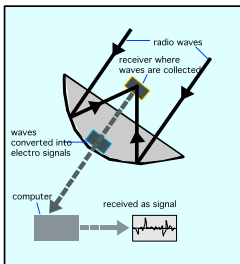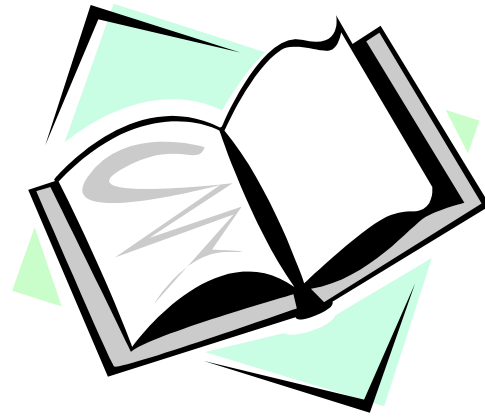
Identify your **"research"** topic.

Then **scan for information.**

Collect information **from more than one place.**

Notice all the information:
Pictures, captions, charts, tables, diagrams, and more.

**Ask:**
   What does the resource tell me?
   What are the details and facts?
   What information do I get from **both sources**?

EXTENDING LEARNING:

After the skills have been introduced, taught, and practiced, the teacher may utilize graphic organizers to record information. The graphic organizer can be a visual to help students arrange and remember ideas. Any graphic organizer✳ that matches the skill can be used. After recording information, students should interpret the information and write a statement
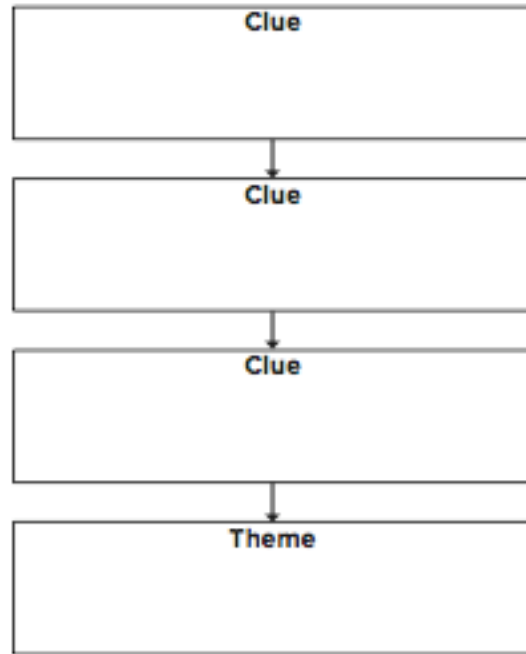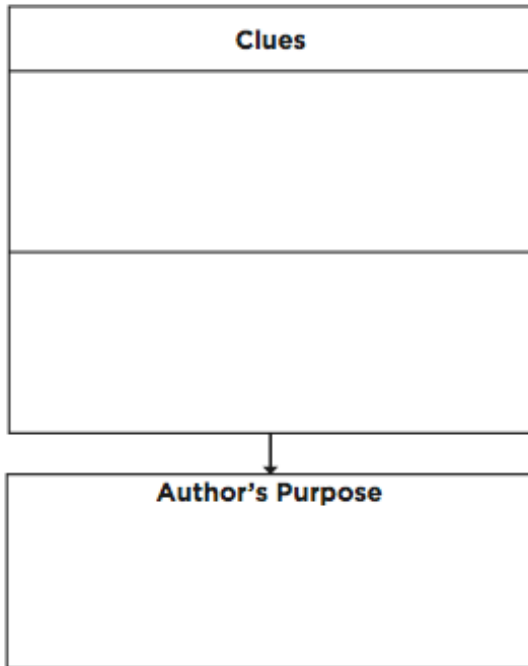
COMPARE & CONTRAST

Both
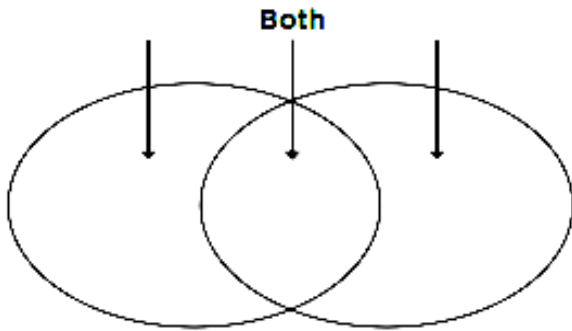
Alike	Different

CAUSE & EFFECT

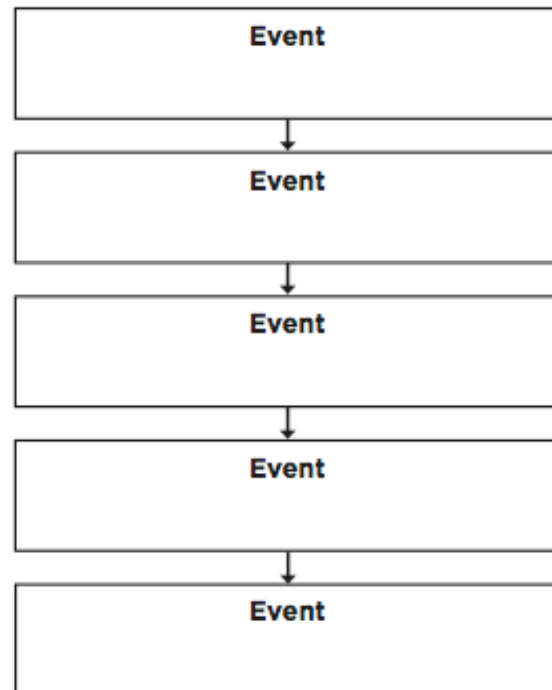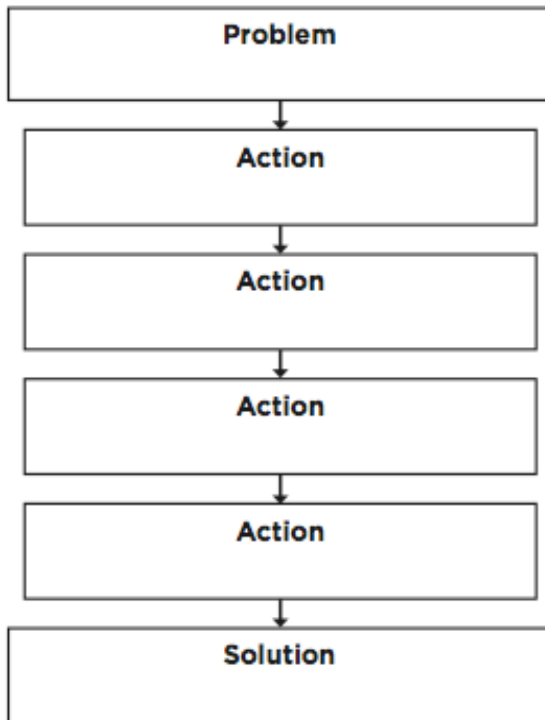| Cause	→	Effect

Cause	Effect
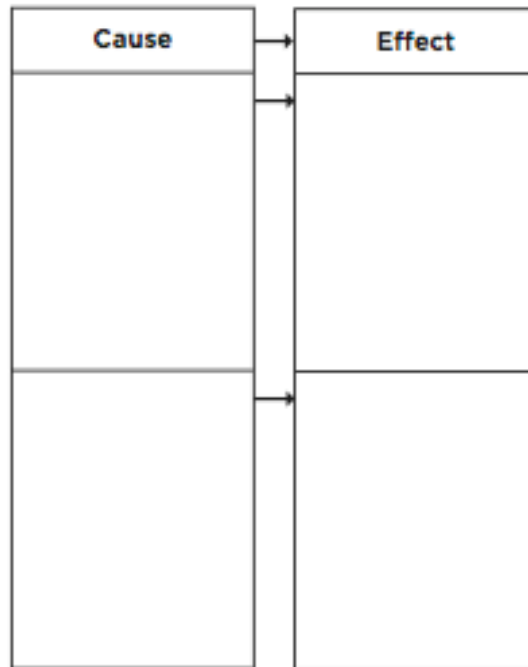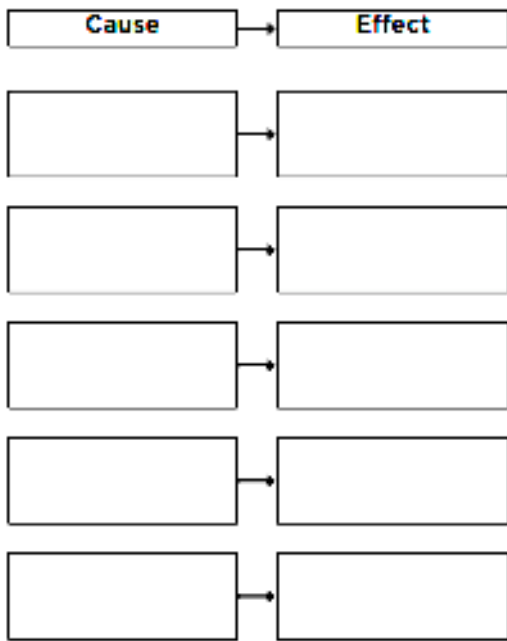
✳*GRAPHIC ORGANIZERS ARE MACMILLAN TREASURES TRANSPARENCIES*

AUTHOR'S PURPOSE

Clues

↓

Author's Purpose

Clue

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Clue

↓

Clue

↓

Theme

CHRONOLOGICAL ORDER

Problem

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Action

↓

Action

↓

Action

↓

Action

↓

Solution

Event

↓
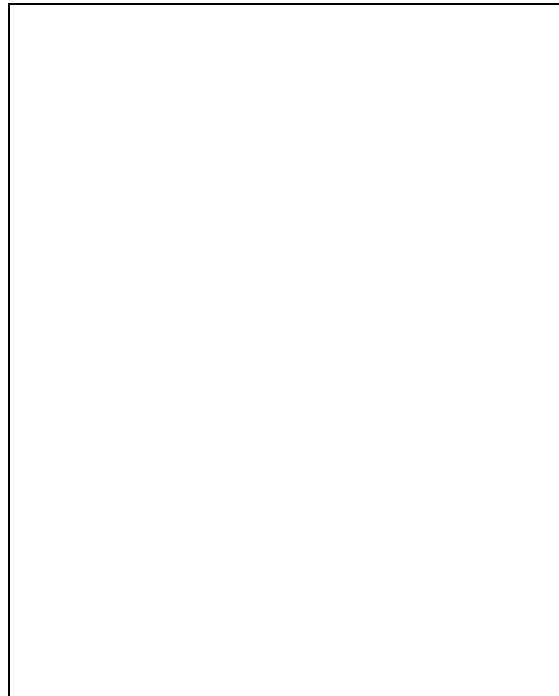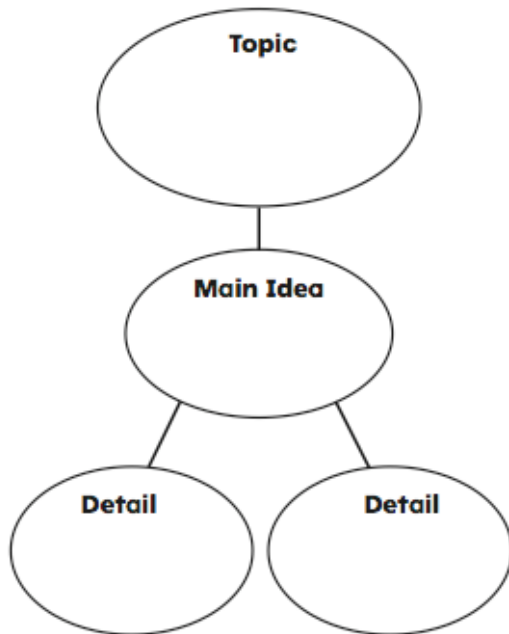
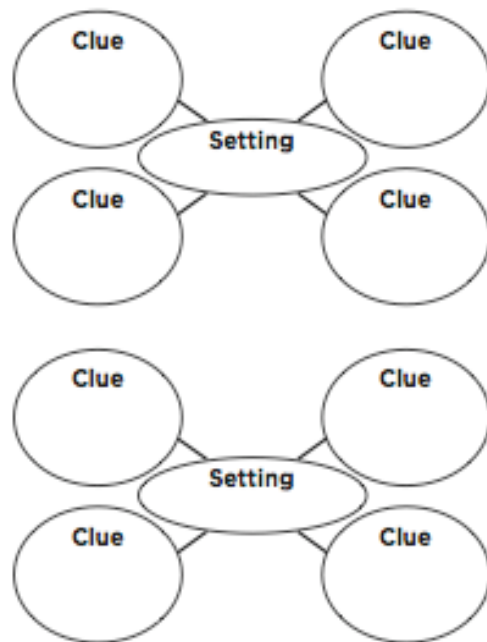| Event |
|---|

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Event

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Event

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Event

GRAPHIC ORGANIZERS ARE MACMILLAN TREASURES TRANSPARENCIES

MAIN IDEA

Topic

Main Idea

Detail

Detail

STORY STRUCTURE

Sequence Chart

Event

↓

Event

Event

↓

Event

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Event

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Event

↓

Event

Clue   **Clue**

Setting

Clue   **Clue**

Clue   **Clue**

Setting

Clue   **Clue**
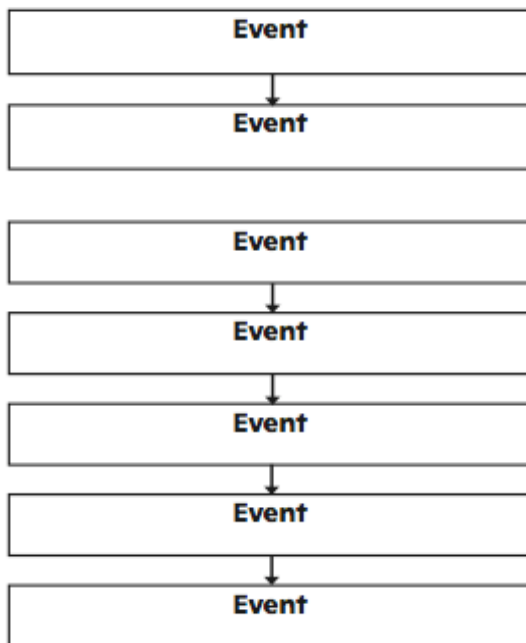
✳GRAPHIC ORGANIZERS ARE MACMILLAN TREASURES TRANSPARENCIES

REFERENCE & RESEARCH

Clue

↓

Clue

↓

Clue

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Conclusion

Clue

↓

Clue

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Clue

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Conclusion

Clue

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Clue

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Clue

↓

Conclusion

✳*GRAPHIC ORGANIZERS ARE MACMILLAN TREASURES TRANSPARENCIES*