

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

COMMON CORE

  
**Grab-and-Go!**<sup>TM</sup>  
Resources

## Additional Resources

**Includes:**

- Reading Log
- Vocabulary Log
- Listening Log
- Proofreading Checklist
- Proofreading Marks
- Writing Conference Form
- Writing Rubric
- Instructional Routines
- Graphic Organizer  
Blackline Masters

GRADE

**5**

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Name \_\_\_\_\_

# Reading Log

Title \_\_\_\_\_ Author \_\_\_\_\_

## Independent Reading Record

Date/Amount of Time \_\_\_\_\_ Pages \_\_\_\_\_

Date/Amount of Time \_\_\_\_\_ Pages \_\_\_\_\_

Date/Amount of Time \_\_\_\_\_ Pages \_\_\_\_\_

Date/Amount of Time \_\_\_\_\_ Pages \_\_\_\_\_

Date/Amount of Time \_\_\_\_\_ Pages \_\_\_\_\_

## Summary

This book is about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Questions for Discussion

What was your favorite part of the book? \_\_\_\_\_

\_\_\_\_\_

What did you enjoy about the author's writing? \_\_\_\_\_

\_\_\_\_\_

Was there something that you did not understand? If so, discuss. \_\_\_\_\_

\_\_\_\_\_

Would you recommend this book to a friend? Why or why not? \_\_\_\_\_

\_\_\_\_\_

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

# This Week's Words

Choose six vocabulary words from a book you read this week. Write new sentences using these words. Make sure the vocabulary words have the same meaning as they have in the book.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

# More Words

Make a list of other new words you learned this week, either at school or at home. Write a sentence using one of these words.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ |       |

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

# Listening Log

Title \_\_\_\_\_ Author/Speaker \_\_\_\_\_

## Set a Purpose

Purpose for listening \_\_\_\_\_  
\_\_\_\_\_My purpose for listening was met.

I learned that \_\_\_\_\_

My favorite part was \_\_\_\_\_

**OR**My purpose for listening was not met because \_\_\_\_\_  
\_\_\_\_\_

## Listen Attentively

**To listen attentively, I (check all that apply):**

- set a purpose for listening and keep it in mind
- take notes to ask questions later
- look directly at the speaker/reader
- pay attention to pictures or props

## Notes and Questions for Discussion

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

# Proofreading Checklist

**Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check mark in the box next to the question.**





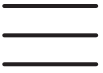







- 1. Did I indent each paragraph?
- 2. Does each sentence tell one complete thought?
- 3. Do I have any run-on sentences?
- 4. Did I spell all words correctly?
- 5. Did I use capital letters correctly?
- 6. Did I use punctuation marks correctly?
- 7. Did I use commas and apostrophes correctly?

**Is there anything else you should look for? Make your own proofreading checklist.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

# Proofreading Marks

| Mark  | Explanation   | Examples   |
|---|---|--|
|    | Begin a new paragraph. Indent the paragraph.                        |  The boat finally arrived. It was two hours late. |
|    | Add letters, words, or sentences.                                   | <i>best</i><br>My friend ate lunch with me <sup>o</sup> <u>tday</u> .  |
|    | Take out words, sentences, and punctuation marks. Correct spelling. | We <del>looked at and</del> admired <del>the model</del> airplanes.  |
|    | Change a lowercase letter to a capital letter.                      | New York <u>city</u> is exciting.  |
|  | Change a capital letter to a lowercase letter.                      | The <del>F</del> ireflies blinked in the dark.   |
|  | Add quotation marks.  | <sup>“</sup> Where do you want the piano? <sup>”</sup> asked the movers.   |
|  | Add a comma.  | Carlton <sup>,</sup> my cat <sup>,</sup> has a mind of his own.  |
|  | Add a period.   | Put a period at the end of the sentence <sup>.</sup>   |
|  | Reverse letters or words.   | R <u>ead</u> (carefully) the instructions.)  |
|  | Add a question mark.  | Should I put the mark here?  |
|  | Add an exclamation mark.  | Look out below!  |



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

# Writing Conference Form

**Writing assignment:** \_\_\_\_\_



**Read your draft and complete items 1–2.**

1. What part of your draft do you feel is well done?

---

2. What part of your draft would you like to improve?

---



**Meet with a partner and use questions 3–6 to discuss each other's writing.**

3. What is the most important idea in your writing?

---

---

4. How could you change your writing to make it easier for your reader to understand?

---

---

5. What are some examples of strong word choices?

---

---

6. I will improve my draft by \_\_\_\_\_

---

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

# Writing Rubric

A rubric is a chart that helps you when you write and revise.

Score 6 tells you what to aim for in your writing.

|                | <ul style="list-style-type: none"> <li>• Focus</li> <li>• Support</li> </ul> | <ul style="list-style-type: none"> <li>• Organization</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Word Choice</li> <li>• Voice</li> </ul>   | <ul style="list-style-type: none"> <li>• Conventions</li> <li>• Sentence Fluency</li> </ul>   |
|----------------|--|---|--|---|
| <b>Score 6</b> | My writing is focused and supported by facts or details.                     | My writing has a clear introduction and conclusion. Ideas are clearly organized.                    | Ideas are linked with words, phrases, and clauses. Words are specific. My voice connects with the reader in a unique way.  | My writing has no errors in spelling, grammar, capitalization, or punctuation. There are a variety of sentences.                                      |
| <b>Score 5</b> | My writing is mostly focused and supported by facts or details.              | My writing has an introduction and a conclusion. Ideas are mostly organized.                        | Most ideas are linked with words, phrases, and clauses. Words are specific. My voice connects with the reader.             | My writing has few errors in spelling, grammar, capitalization, or punctuation. There is some variety of sentences.                                   |
| <b>Score 4</b> | My writing is mostly focused and supported by some facts or details.         | My writing has an introduction and a conclusion. Most ideas are organized.                          | Some ideas are linked with words, phrases, and clauses. Some words are specific. My voice connects with the reader.        | My writing has some errors in spelling, grammar, capitalization, or punctuation. There is some variety of sentences.                                  |
| <b>Score 3</b> | Some of my writing is focused and supported by some facts or details.        | My writing has an introduction or a conclusion, but might be missing one. Some ideas are organized. | Some ideas are linked with words, phrases, or clauses. Few words are specific. My voice may connect with the reader.       | My writing has some errors in spelling, grammar, capitalization, or punctuation. There is little variety of sentences.                                |
| <b>Score 2</b> | My writing is not focused and is supported by few facts or details.          | My writing might not have an introduction or a conclusion. Few ideas are organized.                 | Ideas may be linked with words, phrases, or clauses. Few words are specific. My voice may connect with the reader.         | My writing has many errors in spelling, grammar, capitalization, or punctuation. There is little variety of sentences. Some sentences are incomplete. |
| <b>Score 1</b> | My writing is not focused or supported by facts or details.                  | My writing is missing an introduction and a conclusion. Few or no ideas are organized.              | Ideas may not be linked with words, phrases, or clauses. No words are specific. My voice does not connect with the reader. | My writing has many errors in spelling, grammar, capitalization, or punctuation. There is no variety of sentences. Sentences are incomplete.          |

## Instructional Routine 1:

# Syllable Division VCCV Pattern

**Purpose:** Use this routine to teach students how to read words with the VCCV syllable pattern.

|   |   |   |
|---|---|---|
| 1 | <ul style="list-style-type: none"> <li>Write a word with a VCCV pattern, but do not read the word aloud.</li> </ul>   | napkin  |
| 2 | <ul style="list-style-type: none"> <li>Remind students that each syllable in a word has a vowel sound.</li> <li>Have students identify the vowels in the word.</li> <li>Write a <i>V</i> under each vowel.</li> </ul>   | <p><b>Look at this word. Which letters are vowels?</b><br/><i>a, i</i></p> <p>napkin<br/>v v</p>  |
| 3 | <ul style="list-style-type: none"> <li>Have students identify the consonants between the vowels.</li> <li>Write a <i>C</i> under each consonant.</li> </ul>   | <p><b>Which letters are consonants that fall between the vowels?</b> <i>p, k</i></p> <p>napkin<br/>vc cv</p>  |
| 4 | <ul style="list-style-type: none"> <li>Point out the VCCV pattern.</li> <li>Explain that when dividing a VCCV word, the syllables are divided between the two consonants.</li> <li>Draw a slash between the two consonants in the word and between the <i>C</i>'s in the VCCV pattern.</li> </ul> | <p><b>When you see a vowel-consonant-consonant-vowel pattern, divide the word into syllables between the two consonants.</b></p> <p>nap/kin<br/>vc/cv</p>   |
| 5 | <ul style="list-style-type: none"> <li>Have students sound out each syllable and blend the syllables to read the word.</li> </ul>   | <p><b>Let's blend the syllables to read the word:</b><br/><i>/n/ /ă/ /p/ /k/ /i/ /n/.</i></p> <p><b>What's the word?</b> <i>napkin</i></p>                  |
| 6 | <ul style="list-style-type: none"> <li>If students have difficulty reading the syllables correctly, remind them that each syllable has a CVC pattern, so the vowels are short.</li> </ul>   | <p><b><i>Nap</i> has a short <i>a</i> sound. <i>Kin</i> has a short <i>i</i> sound. When you put the two syllables together, you get <i>napkin</i>.</b></p> |

## Instructional Routine 2:

## Syllable Division VCV Pattern

**Purpose:** Use this routine to help students recognize the VCV syllable pattern.

|   |  |  |
|---|--|--|
| 1 | <ul style="list-style-type: none"> <li>Write a word with a VCV pattern, but do not read the word aloud.</li> </ul>   | <i>moment</i>  |
| 2 | <ul style="list-style-type: none"> <li>Remind students that each syllable in a word has a vowel sound.</li> <li>Have students identify the vowels. Write a <i>V</i> under each vowel.</li> </ul>   | <p><b>Look at this word. Which letters are vowels?</b><br/><i>o, e</i></p> <p><i>moment</i><br/>V V</p>  |
| 3 | <ul style="list-style-type: none"> <li>Have students identify the consonant between the vowels.</li> <li>Write a <i>C</i> under the consonant.</li> </ul>  | <p><b>Which consonant letter falls between the vowels?</b> <i>m</i></p> <p><i>moment</i><br/>V C V</p>   |
| 4 | <ul style="list-style-type: none"> <li>Point out the VCV pattern.</li> <li>Explain that in a VCV word, the syllables are usually divided before the consonant.</li> <li>Draw a slash before the consonant.</li> <li>Explain that the first syllable is an open syllable and the vowel sound is long.</li> </ul>  | <p><b>When you see a vowel-consonant-vowel pattern, divide the word into syllables before the consonant.</b></p> <p><i>mo/ment</i><br/>V/ C V</p>  |
| 5 | <ul style="list-style-type: none"> <li>Have students sound out each syllable and blend the syllables to read the word.</li> </ul>  | <p><b>Let's blend the syllables to read the word:</b><br/><i>/m/ /ō/ /m/ /ě/ /n/ /t/, moment.</i></p> <p><b>What's the word?</b> <i>moment</i></p>   |
| 6 | <ul style="list-style-type: none"> <li>Repeat the process with a VC/V word, such as <i>finish</i>.</li> <li>Explain that if the word does not make sense, students should divide the word after the consonant.</li> <li>Draw a slash after the consonant. Explain that this is now a closed syllable and the vowel is short.</li> <li>Have students sound out each syllable and blend the syllables to read the word.</li> </ul> | <p><i>fi/nish</i>      <i>/f/ /i/ /n/ /i/ /sh/</i><br/><i>v/cv</i></p> <p><b>Does <i>/f/ /i/ /n/ /i/ /sh/</i> make sense?</b> <i>no</i></p> <p><i>fin/ish</i><br/><i>vc/v</i></p> <p><b>Let's break the syllable after the consonant, like this. The first syllable is now a closed syllable. The vowel sound is short.</b></p> <p><i>/f/ /i/ /n/ /i/ /sh/, finish</i></p> <p><b>Does <i>finish</i> sound like a word you know?</b> <i>yes</i></p> |

## Instructional Routine 3:

## Syllable Division VCCCV Pattern

**Purpose:** Use this routine to help students recognize the VCCCV syllable pattern.

|   |   |  |
|---|---|--|
| 1 | <ul style="list-style-type: none"> <li>Write a word with a VCCCV pattern, but do not read the word aloud.</li> </ul>  | surprise   |
| 2 | <ul style="list-style-type: none"> <li>Remind students that each syllable in a word has a vowel sound.</li> <li>Have students identify the vowels in the word.</li> <li>Write a <i>V</i> under each vowel.</li> </ul>   | <p><b>Look at this word. Which letters are vowels?</b><br/><i>u, i, e</i></p> <p>surprise<br/>V V V</p>  |
| 3 | <ul style="list-style-type: none"> <li>Have students identify the consonants between the vowels in the middle of the word.</li> <li>Write a <i>C</i> under each consonant.</li> </ul>   | <p><b>Which letters are consonants that fall between the vowels?</b> <i>r, p, r</i></p> <p>surprise<br/>VCCCV</p>  |
| 4 | <ul style="list-style-type: none"> <li>Point out the VCCCV pattern.</li> <li>Explain that a VCCCV word always has two blended consonants and is divided into syllables either before or after the blended consonants.</li> <li>Ask students what the blended consonants are, and draw a slash between the syllables.</li> </ul> | <p><b>Words with a vowel-consonant-consonant-consonant-vowel pattern always have two blended consonants. Divide the word into syllables either before or after these two consonants in the same syllable.</b></p> <p>sur/prise<br/>vc/ccv</p> <p><b>What are the two blended consonants in this word?</b> <i>The p and r are blended consonants.</i></p> |
| 5 | <ul style="list-style-type: none"> <li>Have students sound out each syllable and blend the syllables to read the word.</li> <li>Have students adjust the pronunciation of the syllables as necessary to get a real word.</li> </ul>   | <p><b>Let's blend the syllables to read the word:</b><br/><i>/s/ /ə r/ /pr/ /i/ /z/, surprise.</i></p> <p><b>What's the word?</b> <i>surprise</i></p>  |

## Instructional Routine 4:

## Syllable Division VV Pattern

**Purpose:** Use this routine to help students recognize the VV syllable pattern.

|   |  |   |
|---|--|---|
| 1 | <ul style="list-style-type: none"> <li>Write a word with a VV pattern, but do not read the word aloud.</li> </ul>  | giant   |
| 2 | <ul style="list-style-type: none"> <li>Remind students that each syllable in a word has a vowel sound.</li> <li>Have students identify the vowels in the word.</li> <li>Write a <i>V</i> under each vowel.</li> </ul>  | <p><b>Look at this word. Which letters are vowels?</b></p> <p><i>i, a</i></p> <p>giant<br/>v v</p>  |
| 3 | <ul style="list-style-type: none"> <li>Point out the VV pattern.</li> <li>Explain that sometimes two vowels together make one sound.</li> <li>Explain that in a VV word, each vowel makes its own sound. The word can be divided between the vowels.</li> <li>Ask students what the vowels are, and draw a slash between the syllables.</li> </ul> | <p><b>Words that have two vowels together sometimes make the sound of the first vowel, as in <i>read</i> and <i>boat</i>. Words with a vowel-vowel pattern have vowels that each make their own sounds. Divide the word into syllables between the vowels.</b></p> <p>gi/ant<br/>v v</p> <p><b>What are the two vowels in this word?</b> <i>The i and a are the vowels.</i></p> |
| 4 | <ul style="list-style-type: none"> <li>Have students sound out each syllable and blend the syllables to read the word.</li> <li>Have students adjust the pronunciation of the syllables as necessary to get a real word.</li> </ul>  | <p><b>Let's blend the syllables to read the word:</b></p> <p><i>/ji/ /ant/, giant</i></p> <p><b>What's the word?</b> <i>giant</i></p>   |

## Instructional Routine 5:

# Choral Reading

**Purpose:** Use this routine to provide students with opportunities to build fluency.

|   |  |  |
|---|--|--|
| 1 | <ul style="list-style-type: none"> <li>Have students turn to the appropriate page in the text.</li> </ul>        | <b>We will read together. Be sure you are on the page that we will be reading.</b> |
| 2 | <ul style="list-style-type: none"> <li>Read the text aloud with students.</li> </ul>                             | <b>As I read the text, you will read along with me.</b>                            |
| 3 | <ul style="list-style-type: none"> <li>Model accuracy, appropriate rate and phrasing, and expression.</li> </ul> | <b>Listen to how my voice sounds as I read. Try to make your voice match mine.</b> |

## Instructional Routine 6:

# Echo Reading

**Purpose:** Use this routine to provide students with opportunities to build fluency.

|   |  |  |
|---|--|--|
| 1 | <ul style="list-style-type: none"> <li>Have students turn to the appropriate page in the text.</li> </ul>  | <b>You will listen as I read. Then you will read with me. Be sure you are on the page that we will be reading. Put your finger on the beginning of the first sentence.</b> |
| 2 | <ul style="list-style-type: none"> <li>Read a section of the text aloud as students track the print. Model accuracy, appropriate rate and phrasing, and expression.</li> </ul> | <b>As I read the text, use your finger to follow along. Listen to how my voice sounds as I read.</b>   |
| 3 | <ul style="list-style-type: none"> <li>Reread the section. Have students track the print and read along with you as you read.</li> </ul>                                       | <b>Now read along with me. Try to make your voice match mine.</b>  |
| 4 | <ul style="list-style-type: none"> <li>Continue the process with several more sections of the text.</li> </ul>   |  |

## Instructional Routine 7:

# Repeated Reading

**Purpose:** Use this routine to provide students with opportunities to build fluency.

|   |  |  |
|---|--|--|
| 1 | <ul style="list-style-type: none"> <li>Select a short passage for students to read.</li> </ul>   |  |
| 2 | <ul style="list-style-type: none"> <li>Read the passage aloud once for comprehension.</li> <li>Model accuracy, appropriate rate and phrasing, and expression.</li> </ul>                     | <b>Listen as I read the text aloud. Pay attention to the speed at which I read and how my voice changes.</b>                                 |
| 3 | <ul style="list-style-type: none"> <li>Have students whisper-read the passage aloud.</li> </ul>  | <b>Now using a whisper, read the passage aloud to yourself. Practice reading at a good speed and try to read all of the words correctly.</b> |
| 4 | <ul style="list-style-type: none"> <li>Listen to monitor students' reading. If a word is misread, read the word correctly and have the student repeat the word before continuing.</li> </ul> |  |
| 5 | <ul style="list-style-type: none"> <li>Have students reread the passage until the desired level of fluency is achieved.</li> </ul>   |  |



## Instructional Routine 8:

# Partner Reading

**Purpose:** Use this routine to provide students with opportunities to build fluency.

|   |  |  |
|---|--|--|
| 1 | <ul style="list-style-type: none"> <li>• Have students work in pairs to read.</li> </ul>                               | <b>Take turns reading the pages of this text.</b>  |
| 2 | <ul style="list-style-type: none"> <li>• Tell students how to read so their partner can hear them.</li> </ul>          | <b>As you read, be sure to speak loudly enough so your partner can hear you. Make your voice sound natural, like you are talking.</b>  |
| 3 | <ul style="list-style-type: none"> <li>• Tell students how to listen and provide feedback to their partner.</li> </ul> | <p><b>As you listen to your partner read, ask yourself these questions:</b></p> <ol style="list-style-type: none"> <li><b>1. Is my partner reading too slowly or too quickly?</b></li> <li><b>2. Is my partner pausing for commas and periods?</b></li> <li><b>3. Is my partner reading the words correctly?</b></li> <li><b>4. Does my partner sound like he or she is talking?</b></li> </ol> <p><b>Give your partner feedback about his or her reading.</b></p> |
| 4 | <ul style="list-style-type: none"> <li>• Have students repeat the process.</li> </ul>                                  |  |

## Instructional Routine 9:

# Vocabulary in Context Cards

**Purpose:** Use this routine to help students deepen their understanding of vocabulary words.

|   |   |  |
|---|---|--|
| 1 | <ul style="list-style-type: none"> <li>• Display the <b>Vocabulary in Context Card</b> and read aloud the word.</li> <li>• Have students repeat the word.</li> <li>• Discuss the phonics and structural cues, including sound/spelling patterns.</li> </ul> | <p><b>This word is <i>create</i>.</b><br/> <b>What's the word?</b> <i>create</i></p>   |
| 2 | <ul style="list-style-type: none"> <li>• Read aloud the explanation under <i>What Does It Mean?</i> on the back of the card.</li> </ul>   | <p><b>When you <i>create</i> something, you make it.</b></p>   |
| 3 | <ul style="list-style-type: none"> <li>• Have students read aloud the sentence on the front of the card.</li> <li>• Use the picture and the sentence together to help students understand the word.</li> </ul>  | <p><b>Some artists create things out of junk. This statue was made of recycled trash.</b><br/> <b>What do the picture and the context sentence tell us about the word?</b></p> |
| 4 | <ul style="list-style-type: none"> <li>• Point out any Spanish cognates.</li> </ul>   | <p><b>The Spanish cognate of <i>create</i> is <i>crear</i>.</b></p>  |
| 5 | <ul style="list-style-type: none"> <li>• Read aloud the sentences under <i>Think About It</i> on the back of the card.</li> </ul>   | <p><b>What would you like to create?</b></p>   |
| 6 | <ul style="list-style-type: none"> <li>• Have students use the word in sentences.</li> </ul>  | <p><b>Now use <i>create</i> in a sentence.</b> <i>Possible response: I like to create funny songs.</i></p>   |
| 7 | <ul style="list-style-type: none"> <li>• Give partners or small groups one or two <b>Vocabulary in Context Cards</b>.</li> <li>• Help students, as necessary, as they begin working on the <i>Talk It Over</i> activity on the back of the card.</li> </ul> |  |
| 8 | <ul style="list-style-type: none"> <li>• Have students complete the activities for all of the lesson's cards during the week.</li> </ul>  |  |

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

# Column Chart: \_\_\_\_\_

**Title or Topic** \_\_\_\_\_

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

# Column Chart: \_\_\_\_\_

Title or Topic \_\_\_\_\_

| Character Detail   | My Own Experience | Inference About Character |
|--------------------|-------------------|---------------------------|
| character<br>_____ |                   |                           |
| character<br>_____ |                   |                           |
| character<br>_____ |                   |                           |

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

# Feature Map: \_\_\_\_\_

Title or Topic \_\_\_\_\_

|  |  |  |  |
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|  |  |  |  |

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

# Flow Chart: \_\_\_\_\_

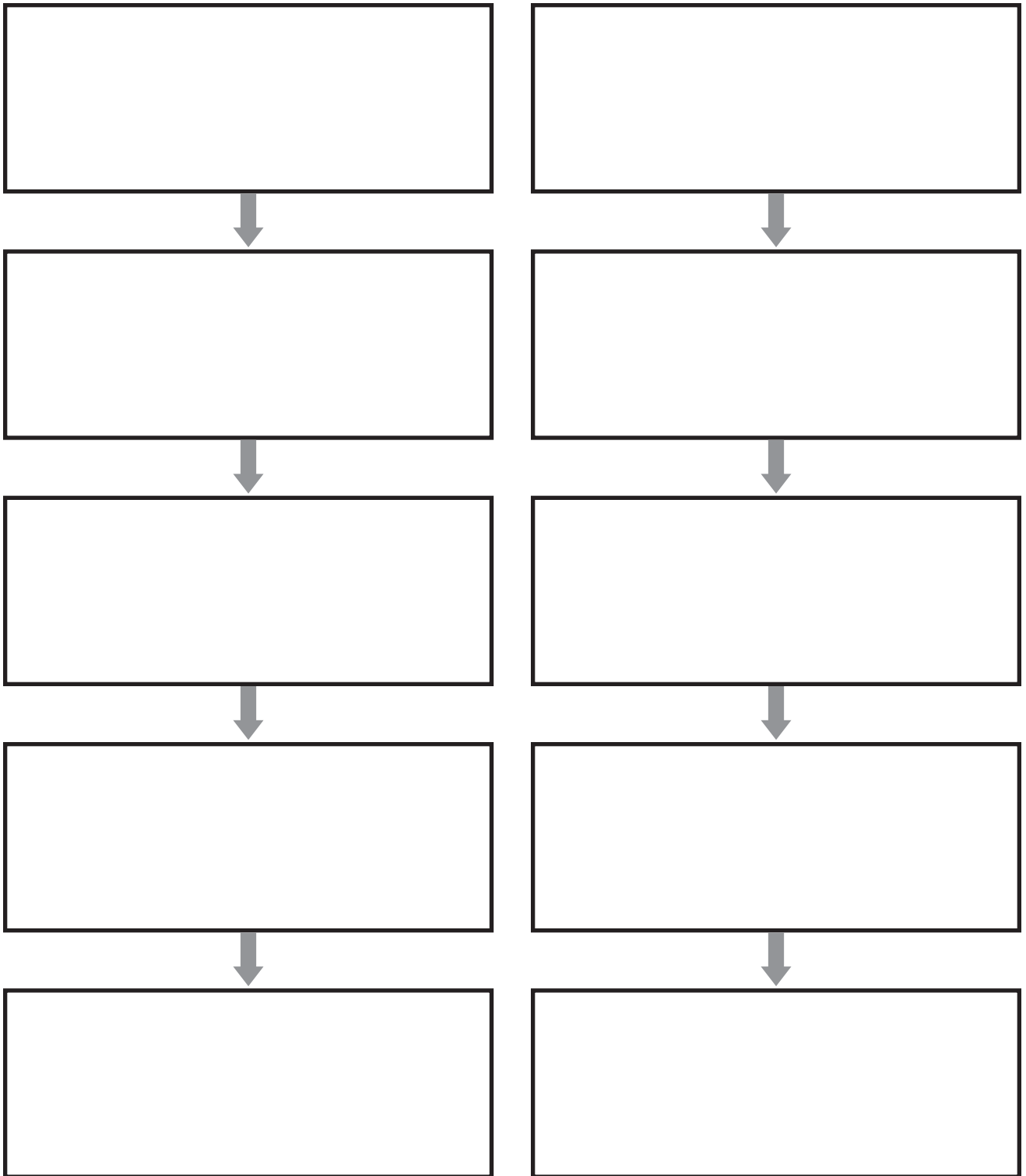
Title or Topic \_\_\_\_\_



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

# Flow Chart: \_\_\_\_\_

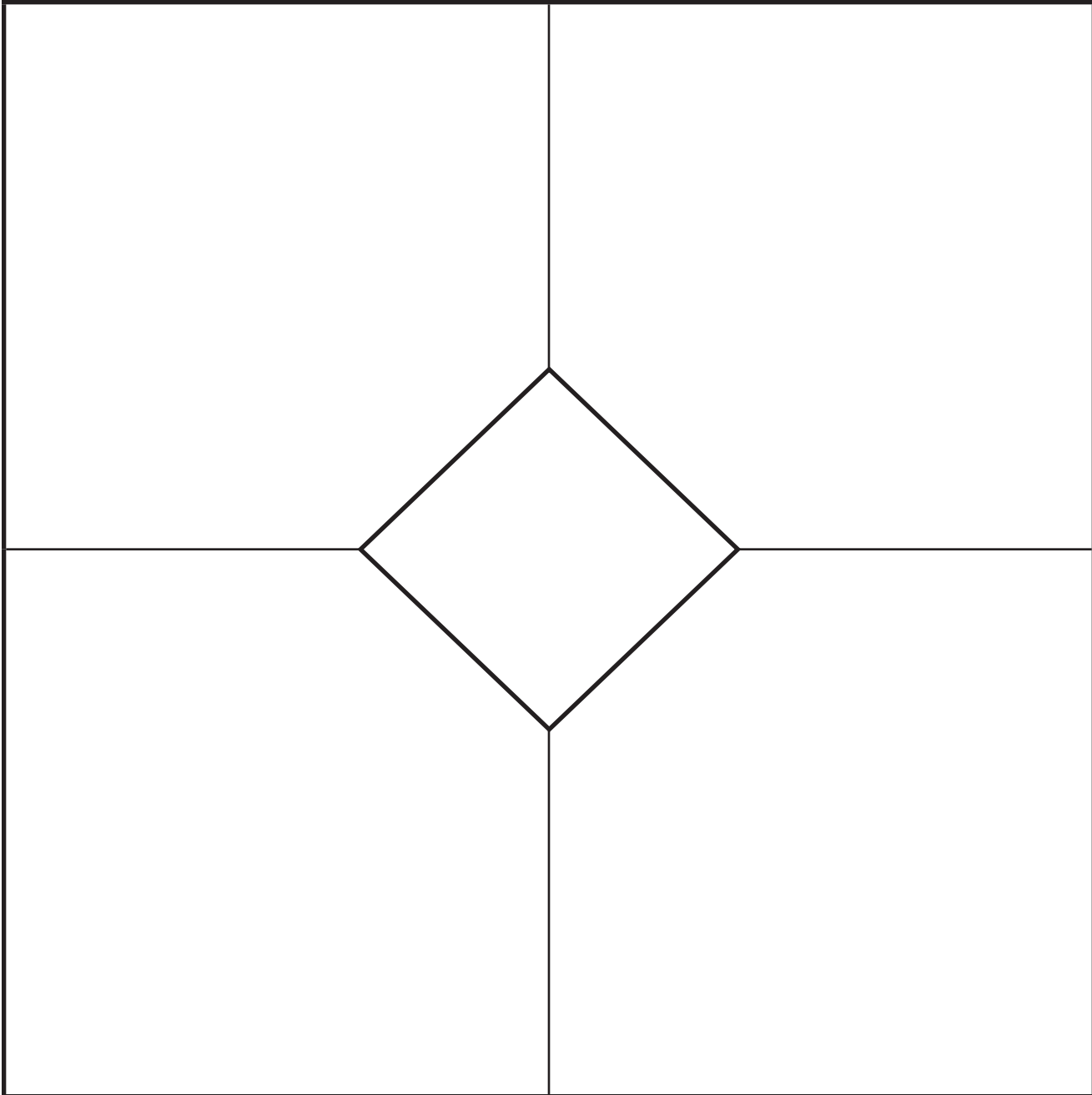
Title or Topic \_\_\_\_\_



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

# Four-Square Map: \_\_\_\_\_

Title or Topic \_\_\_\_\_





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

# Idea-Support Map: \_\_\_\_\_

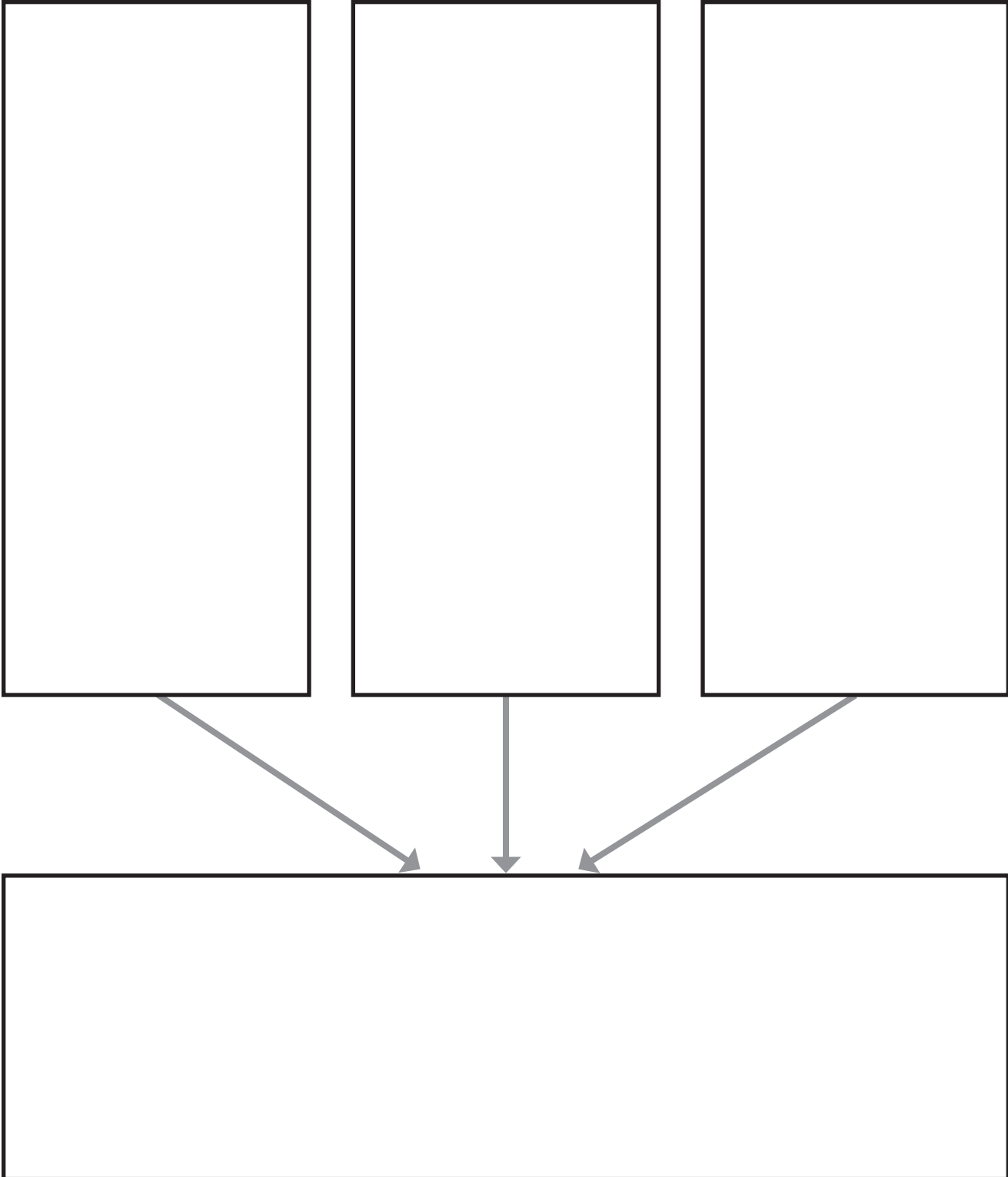
Title or Topic \_\_\_\_\_



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

# Inference Map: \_\_\_\_\_

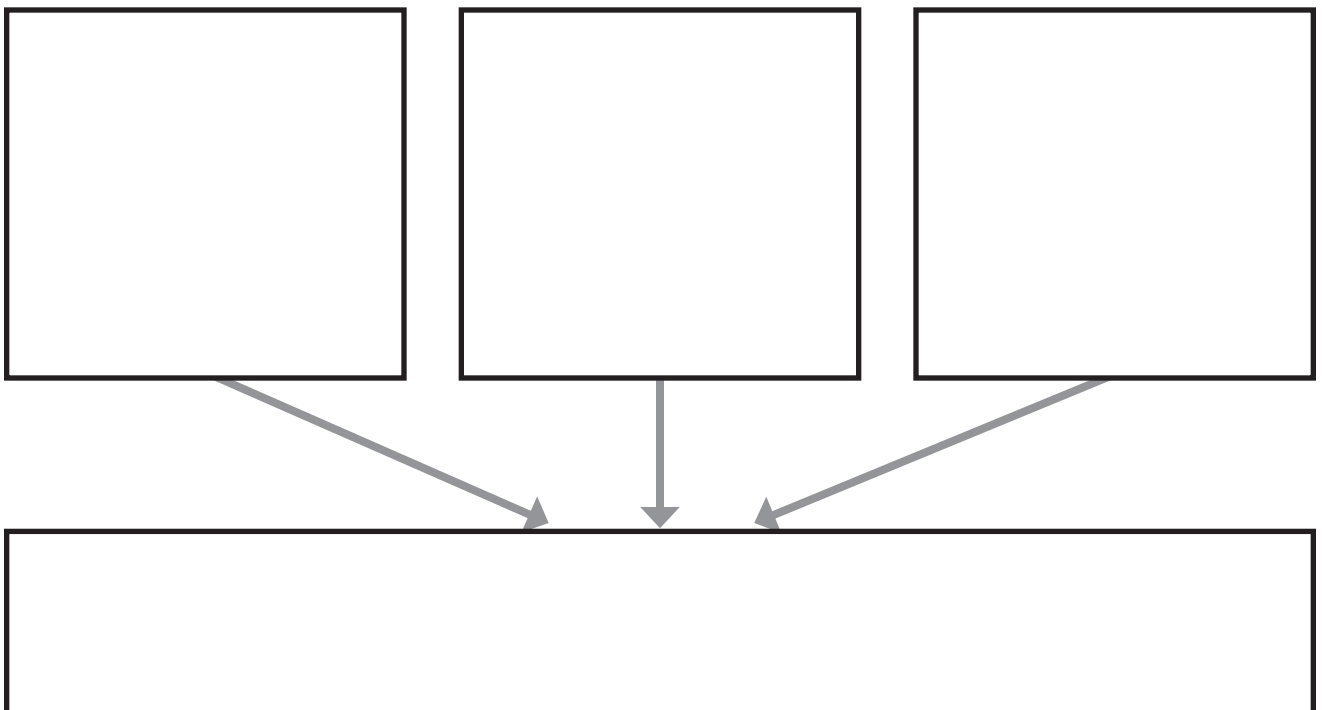
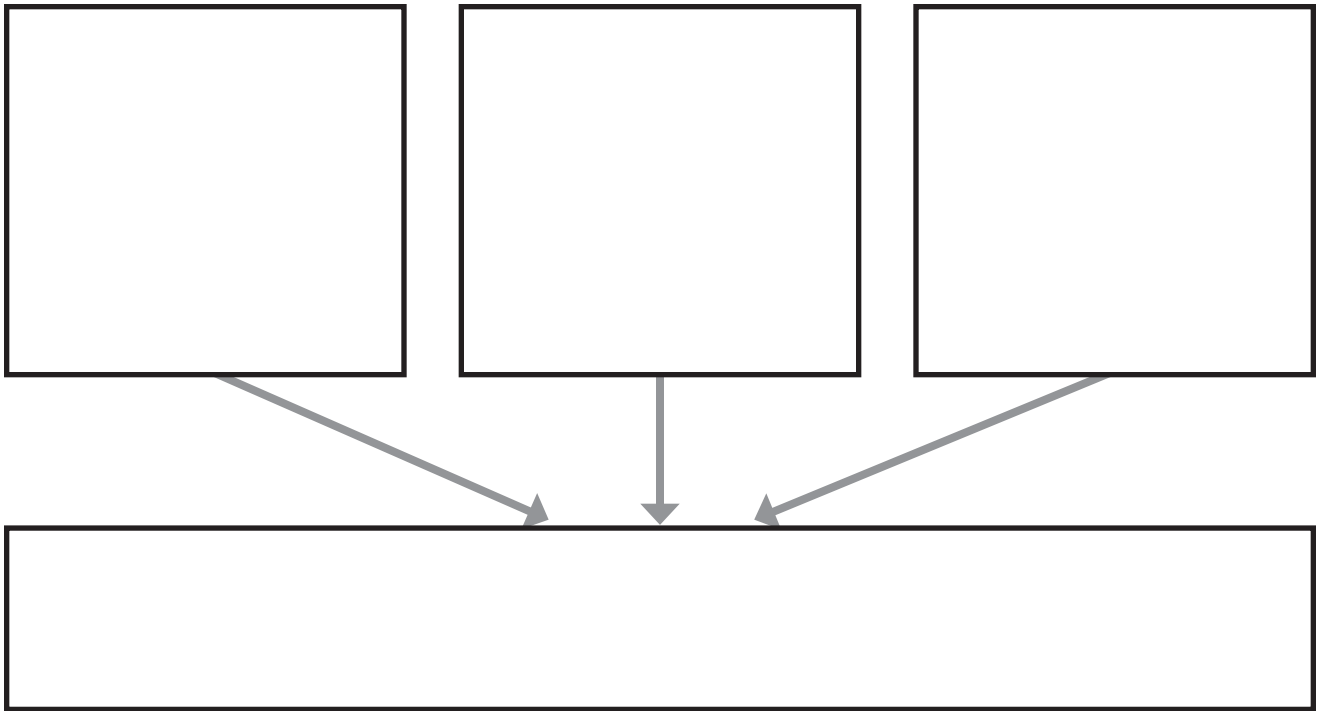
Title or Topic \_\_\_\_\_



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

# Inference Map: \_\_\_\_\_

Title or Topic \_\_\_\_\_



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

# Story Map: \_\_\_\_\_

Title \_\_\_\_\_

|   |                   |
|---|-------------------|
| <b>Setting</b>  | <b>Characters</b> |
| <p style="text-align: center;"><b>Plot</b></p> <p><b>Beginning</b></p><br><br><br><br><br><br><br><br><br><br><p><b>Middle</b></p><br><br><br><br><br><br><br><br><br><br><p><b>End</b></p> |                   |

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

**Story Map:** \_\_\_\_\_**Title** \_\_\_\_\_

| <b>Setting</b>   | <b>Characters</b> |
|--|-------------------|
| <p data-bbox="834 667 915 716" style="text-align: center;"><b>Plot</b></p> <p data-bbox="250 751 529 800"><b>Problem (Conflict)</b></p> <p data-bbox="250 1024 350 1066"><b>Events</b></p> <p data-bbox="250 1696 574 1745"><b>Solution (Resolution)</b></p> |                   |

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

**T-Map:** \_\_\_\_\_

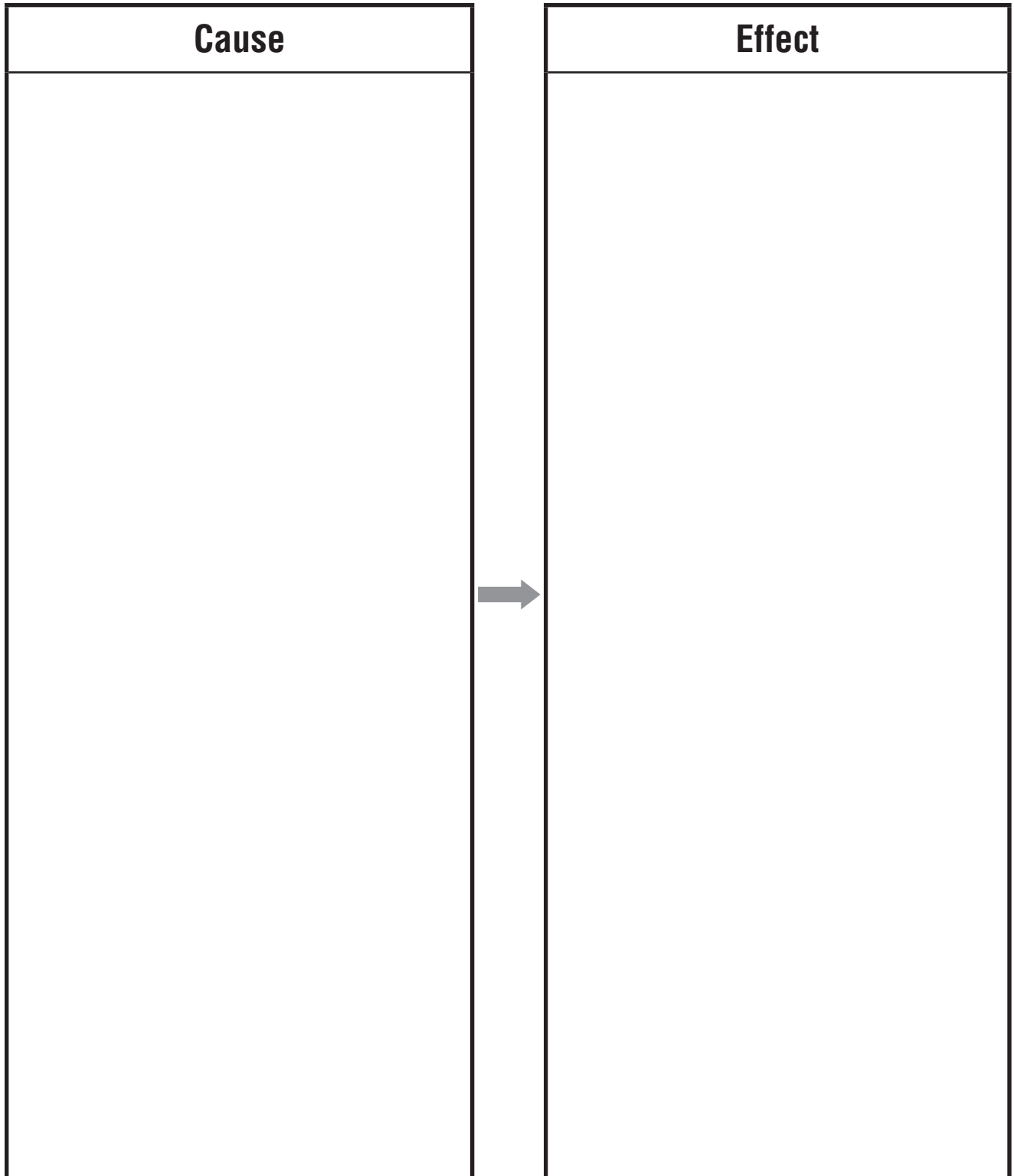
**Title or Topic** \_\_\_\_\_

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

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

**T-Map:** \_\_\_\_\_

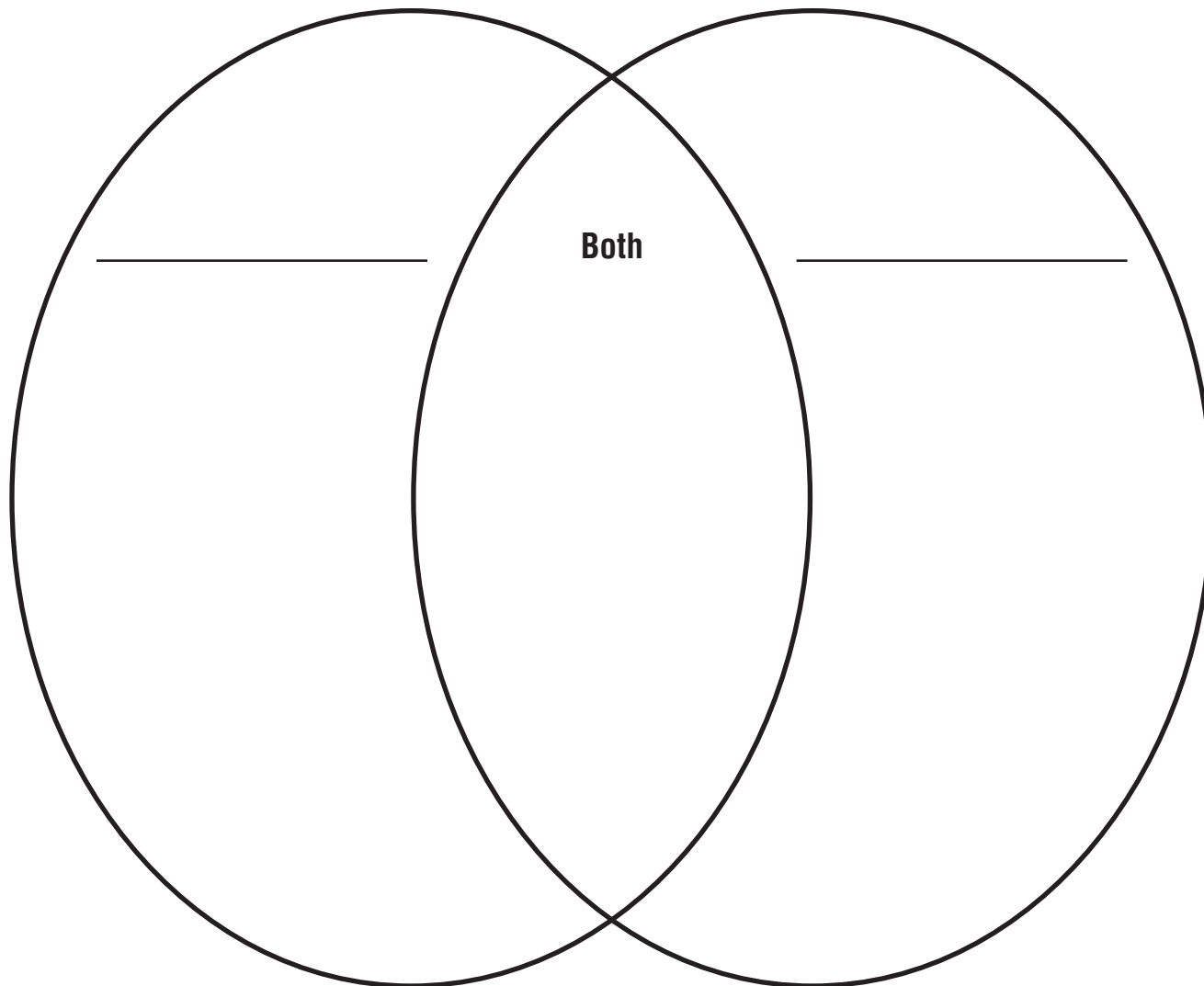
**Title or Topic** \_\_\_\_\_



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

# Venn Diagram: \_\_\_\_\_

Title or Topic \_\_\_\_\_

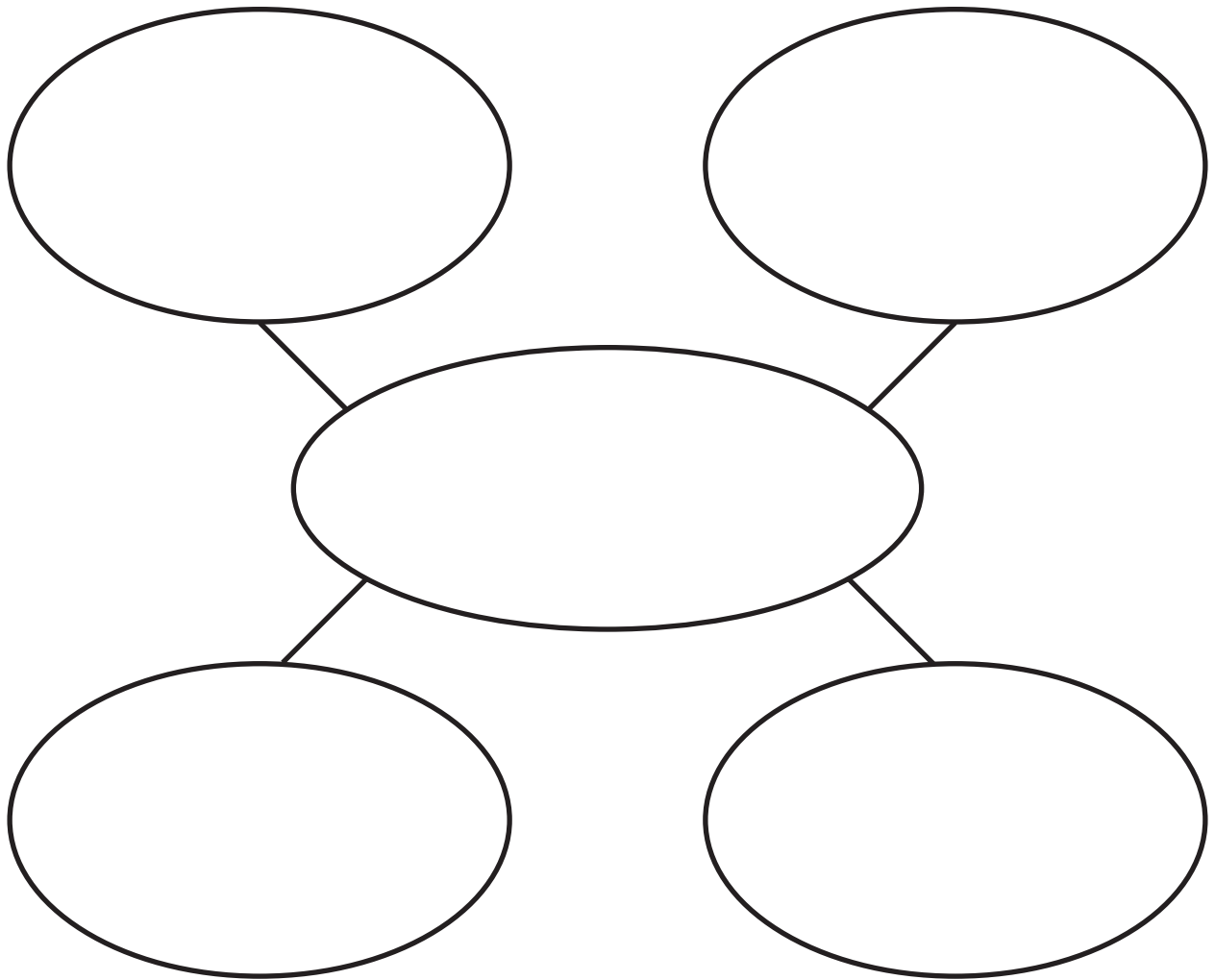




Name \_\_\_\_\_ Date \_\_\_\_\_


**Web:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_



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