

**Grades 2-6**



LAURA CANDLER'S  
**GRAPHIC  
ORGANIZERS**  
FOR **READING**

TEACHING TOOLS ALIGNED  
WITH THE COMMON CORE

**INCLUDES**

- **Graphic organizers for EVERY Common Core Standard, Grades 2-6**
- **Tips for creating mini-lessons**
- **Graphic organizers that support reading in the content areas**
- **New ways to use multi-purpose graphic organizers**
- **Dozens of unique graphic organizers for Informational Text and Literature**



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## ABOUT THIS SAMPLER



Thanks for downloading this sampler of *Laura Candler's Graphic Organizers for Reading: Teaching Tools Aligned with the Common Core*. This e-book includes selected pages from each chapter in *Graphic Organizers for Reading*, but unlike the pages in most preview versions, these can be saved and printed. You'll find the complete Table of Contents, selected pages from Chapter 1, a sample Common Core Standards & Graphic Organizer chart, and two complete graphic organizer lessons.

*Graphic Organizers for Reading* is available in both print and digital form. This 29-page sampler was created from the digital version which includes several unique features designed to make it extremely user-friendly. In the full digital version, clicking on any of the entries in the Table of Contents will automatically move you to that specific page in the book. Likewise, clicking on any of the graphic organizers in the Common Core charts will automatically move you directly to the corresponding page. Clicking on any of the websites cited in the book will link you directly to that website on the Internet. Any linked text is shown in blue. In this version, the only links that are active are those linked to pages that can be found in the sampler.

Another exciting feature in the digital version is that many of the graphic organizers have been reformatted to make them larger, providing more space for student writing. When a book is published in print, the margins must be wide enough to allow for trimming and binding. However, e-books are free from these restrictions, so we modified many of the graphic organizers to fill the pages.

If you like this *Graphic Organizers for Reading* sampler, you'll find information about how to purchase the complete book (digital download, printed book, or both) at [www.GOforReading.com](http://www.GOforReading.com). At that site, you'll see thumbnails of some of the graphic organizers in the book and learn about site licensing options. Thanks again for taking time to download and review this sampler!



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## INTRODUCTION



**G**raphic organizers come in all shapes and sizes, from poster-sized charts to folded pieces of paper that tuck into your pocket. But whatever they look like, all graphic organizers serve the same general purpose: to help organize and conceptualize information. They are tools to help connect new ideas to previously-learned concepts, which results in higher retention of information and leads to new insights.

In my experience as a classroom teacher, I have found graphic organizers to be extremely powerful tools in all subject areas. They are particularly effective for teaching reading strategies and for applying those skills in content areas like science, health, and social studies. Students enjoy creating and completing graphic organizers, and often refer to them during class discussions or when talking about their work with a partner or team. Graphic organizers introduce an element of excitement and fun into any lesson!

Graphic organizers can be included in almost any reading program: the Reading Workshop approach, Literature Circles, small groups and centers, or teaching from a basal reader. They are especially useful for visual learners who need to see new information organized and mapped out in ways that make sense to them.

Graphic organizers can be used to teach almost any reading strategy or skill. Some graphic organizers, like the Character Trait Map, have a specific purpose and are used in a certain way. Others, like the Venn diagram, are more generic and can be adapted for a number of uses.

In *Graphic Organizers for Reading: Teaching Tools Aligned with the Common Core*, you'll find effective strategies for using graphic organizers to meet the Common Core Standards for grades 2 through 6. Almost every state has adopted the Common Core Standards. Every one of the Common Core Standards for Informational Text and Literature can be taught using one or more of the graphic organizers in this book.

One of the best things about using graphic organizers is that they make lesson planning a breeze! Take a look at what you'll learn:

**Chapter 1 – Teaching with Graphic Organizers** – This chapter shows you easy strategies for creating Common Core mini-lessons from nothing more than a graphic organizer and a short reading selection. I’ll walk you through this with an example using a well-known children’s book about the rain forest, *Nature’s Green Umbrella*. At the end of Chapter 1 are grade-level charts that show the Common Core Reading Standards for Informational Text and Literature, and the graphic organizers that can be used to help teach each Standard. Every Common Core Reading Standard has at least one graphic organizer you can use, and many have several you can choose.

**Chapter 2 – Multi-purpose Graphic Organizers** – Seven different multi-purpose graphic organizers are included in this chapter, along with ways to use them specifically for reading instruction. In Chapter 2, you’ll also learn how to teach your students to select the best graphic organizer for a particular text.

**Chapter 3 – Graphic Organizers for Informational Text and Literature** – This chapter has a wealth of specific graphic organizers for teaching informational texts and literature. You can select the graphic organizer that will serve as the best tool for teaching a particular Common Core Reading Standard, or for teaching many reading strategies. The Informational Text graphic organizers can also be used with almost any content text, such as science, social studies, or health.

**Supplementary Online Resources** – Visit (link removed for sample) to find online resources to supplement the text: professional development opportunities, special announcements and offers, and information about obtaining a site license for this book for your school or district.



This book will give you one or more graphic organizers to help teach every Common Core Standard for Reading. It will also guide you through all the steps for using each of the organizers, so you can integrate them into your lesson planning. In no time at all, you and your students will be tapping into the power of graphic organizers!



**CHAPTER 1**



**Teaching with  
Graphic Organizers**

# Teaching with Graphic Organizers



**G**raphic organizers are powerful instructional aids that add an extra dimension to your reading program. But they need to be introduced properly to your students to be fully effective. Although graphic organizers may seem intuitive to adults, students need specific instruction in how to use them. Once they are familiar with a graphic organizer, you can utilize it as part of your reading lessons.

## Graphic Organizers as Teaching Tools for the Common Core Standards

The Common Core State Standards have been widely adopted in the U.S. As of early 2012, 45 states, the District of Columbia, and the U.S. Virgin Islands have adopted the Standards. The Common Core Standards outline *what* to teach, but they don't specify *how* to meet those objectives. As stated on the Common Core State Standards Initiative website, "By emphasizing required achievements, the Standards leave room . . . to determine how those goals should be reached. . . . Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards."

The developers of the Common Core are to be applauded for limiting the Standards to the "what" and not mandating the "how." The classroom teacher will always be the best judge of how to meet his or her students' needs. But now that these Common Core Standards have been accepted, there will naturally be a learning curve for teachers to figure out how to use best practices in education to meet the new objectives.

Think of graphic organizers as your Common Core Standards superheroes that can swoop in to save the day! Because of the adaptability of graphic organizers, you can take any Standard, pair it with a reading selection, and create an effective lesson to meet that objective. It's easy to develop a top-notch reading lesson by choosing the right graphic organizer for the strategy or skill being taught.

In this chapter, I'll walk you through the process of designing a reading lesson. Then I'll explain how to use the graphic organizers in this book to meet Common Core Standards. The chapter continues with a step-by-step example: a lesson for introducing

the Know-Wonder-Learned Chart to your students. At the end of Chapter 1 are charts for each grade, 2 - 6, that list the Common Core Reading Standards along with the graphic organizers you can use to teach them. You might be tempted to skip this chapter to dig into the graphic organizers in Chapters 2 and 3, but spending a few minutes reading this information could save you hours of planning time later. Let's get started!

## Designing an Effective Reading Lesson

Creating an effective reading lesson is easier than you might think. My colleague Pat Calfee introduced me to a simple three-part process that takes the mystery out of lesson design. The entire process can be summarized in six words: "I Do, We Do, You Do."

This lesson framework is based on "gradual release of responsibility" and includes three stages, moving from teacher-directed instruction to independent work.

Possible components of each one of these stages are listed in the chart below. This three-stage progression can form the backbone of any reading lesson plan. It's a simple way for teachers to build reading lessons that will help their students learn and meet the Common Core Standards. The Reading Strategy Lesson Plan form on page 15 is your tool to help you develop lessons for literacy using the many graphic organizers in this book.

Lesson Phase	Lesson Components
<b>I DO</b>	<p style="text-align: center;"><b>Teacher Input</b></p> <ul style="list-style-type: none"> <li>● Teacher introduces and explains the new strategy</li> <li>● Teacher reads the text aloud</li> <li>● Teacher "thinks aloud" to model how to apply the strategy</li> <li>● Teacher demonstrates how to record thinking on a class anchor chart or with a graphic organizer</li> </ul>
<b>WE DO</b>	<p style="text-align: center;"><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>● Students work with the teacher or with other students to practice the skill</li> <li>● May take place in a whole group or a small group setting</li> <li>● May involve partner work or cooperative learning activities</li> <li>● Often involves analysis and discussion among class members</li> </ul>
<b>YOU DO</b>	<p style="text-align: center;"><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>● Students read independently and apply the new reading skill</li> <li>● The reading text may be assigned by the teacher for a particular purpose or may be self-selected</li> <li>● May involve written response in the form of journal writing or completion of a graphic organizer</li> </ul>

# READING STRATEGY LESSON PLAN



Targeted Strategies: \_\_\_\_\_

Lesson Text(s): \_\_\_\_\_

Lesson Time Frame: \_\_\_\_\_

Graphic Organizer and/or Anchor Chart: \_\_\_\_\_

Lesson Plan	Lesson Outline
<p data-bbox="261 737 375 869"><b>I DO</b></p> <p data-bbox="253 926 383 1003">Teacher Input</p>	
<p data-bbox="261 1157 375 1289"><b>WE DO</b></p> <p data-bbox="253 1346 383 1423">Guided Practice</p>	
<p data-bbox="240 1577 396 1709"><b>YOU DO</b></p> <p data-bbox="215 1766 420 1843">Independent Practice</p>	

## COMMON CORE STANDARDS

## GRAPHIC ORGANIZERS TO USE

Key Ideas and Details	
<p><b>RL 2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>News Hound Summary (p. 110) T-chart (p. 40)</p>
<p><b>RL 2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Literary Response Scroll (p. 144) News Hound Summary (p. 110)</p>
<p><b>RL 2.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p>Cause and Effect Rockets (p. 115) Character Feelings Flow Map (p. 132)</p>
Craft and Structure	
<p><b>RL 2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Poetry Peace Map (p. 146) Attribute Chart (p. 76)</p>
<p><b>RL 2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Story Plot Map (p. 139) Summarizing Sequencer (p. 134) Multi-column Chart (p. 44)</p>
<p><b>RL 2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>T-chart (p. 40) Multi-column Chart (p. 44)</p>
Integration of Knowledge and Ideas	
<p><b>RL 2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Story Map (p. 139) Story Plot Map (p. 139) Sequencing Strip (p. 66)</p>
<p><b>RL 2.8</b> (Not applicable to literature)</p>	
<p><b>RL 2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Venn Diagram (p. 49)</p>
Range of Reading and Level of Text Complexity	
<p><b>RL 2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)</p>

## COMMON CORE STANDARDS

## GRAPHIC ORGANIZERS TO USE

Key Ideas and Details	
RI 2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	News Hound Summary (p. 110)
RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Main Idea Neighborhood (p. 93)
RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Cause and Effect Rockets (p. 115) Sequencing Frames (p. 66)
Craft and Structure	
RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Vocabulary Flapper (p. 112)
RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Informational Text Features Search (p. 87) Research and Record (p. 99)
RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Main Idea Neighborhood (p. 93)
Integration of Knowledge and Ideas	
RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Seeing Is Believing (p. 120)
RI 2.8 Describe how reasons support specific points the author makes in a text.	Folded Flapper (p. 58)
RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	Venn Diagram (p. 49)
Range of Reading and Level of Text Complexity	
RI 2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)



**CHAPTER 2**



**Multi-purpose  
Graphic Organizers**

# Multi-purpose Graphic Organizers



**M**ulti-purpose graphic organizers are incredibly versatile teaching tools. The number of ways you can use them is limited only by your imagination. After you understand how they work, it's easy to decide which graphic organizer is best for any type of text. Most of them can be used with both informational text and literature, and quite a few of them are appropriate for a wide range of content areas. This chapter has seven multi-purpose graphic organizers with directions for how to use each one, including a sample lesson. Printer-friendly versions of some graphic organizers can be downloaded at (link removed in sampler). They have the “online” icon at the bottom of the page.

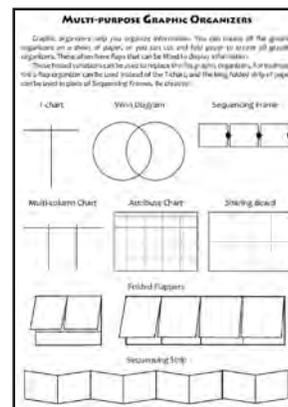


Each graphic organizer includes its “Common Core Connections,” a section that shows how to use the graphic organizer to teach a variety of specific Common Core Standards.

## Multi-purpose Graphic Organizers:

The seven multi-purpose graphic organizers in this chapter are presented in a logical sequence from the simplest to the most complex. You may introduce them in any order you prefer, but if your students have not had any prior experience with these graphic organizers, you may want to follow the sequence below.

- T-charts
- Multi-column Charts
- Venn Diagrams
- Folded Flappers
- Sequencing Frames
- Sharing Boards
- Attribute Charts



# T-charts

The T-chart is the simplest graphic organizer: two columns labeled with topic headers. T-charts are used to organize information as it is recorded. Teachers frequently use T-charts to create “anchor charts” during reading mini-lessons. As they read and discuss a particular text with the class, they record details on an anchor chart that can be saved and used as a reference during a future lesson.

## Fun Introduction:

**List the pros and cons of homework**

Ask your students to think about the pros and cons of doing homework. Create a large class T-chart to use during your discussion. Ask students to write each pro or con of homework on a sticky note and post them on the chart. Challenge your students to find an equal number of pros and cons.

## Purposes

- Sort and classify concepts into two categories
- Identify two sides of an issue

Homework	
Pros	Cons

## Sample Lesson: Fact and Opinion

A T-chart makes an easy way to list facts and opinions found in a reading selection.

- 1** Display the chart on page 41 or draw a T-chart on the board.
- 2** Ask students to draw a similar chart on their own paper.
- 3** Read aloud from an informational article, a book, or a website that includes clear examples of facts and opinions. As you read aloud, ask students to raise their hands when they hear a fact or an opinion. Discuss each statement before having students jot it down on their own charts or before writing it on the class chart.
- 4** Remind students that facts can be verified by measuring, counting, or using reliable sources of data. Opinions tell what someone thinks and frequently include evaluative words like “should,” “best,” or “worst.” The example on page 42 is based on the rain forest, a topic with an abundance of facts and opinions.
- 5** After they practice the skill as a class, give them another text to practice with a partner. Ask students to take turns writing facts and opinions on their chart and provide time for sharing their results with the class at the end of the lesson.

## Common Core Connections

**RL 2.1, RL 3.1** – Use a T-chart to help students ask and answer questions to demonstrate understanding of key details in a text. List questions before reading a book on the left side, and record answers or information learned on the right side.

**RL 2.6** – To analyze character point of view, write two character names at the top of the T-chart as headings. Then list details that give the reader clues about their points of view in the columns under their names.

**RL 4.7** – Create a T-chart to compare a written text with a visual, dramatic, or oral version of the same text. Title one column **Written Text** and the other **Presentation**, and list details showing the connections between the two. Identify where each version reflects specific descriptions and directions in the text.

**RI 4.1, RL 5.1, RI 6.1, RL 6.1** – Use a T-chart to note where a text states something explicitly and where inferences must be drawn. For the column headings, write **Stated in the Text**, and **My Inferences**. List details from the text and inferences from the text accordingly.

**RI 4.9** – Use a T-chart to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Select two texts that are on the same topic, write the titles as column headings, and take notes under each heading. Use the notes as the basis for a written and/or oral report.

# FACT AND OPINION T-CHART

Topic



Facts

Opinions

# FACT AND OPINION

Topic



Tropical Rain Forests

## Facts

- Rain forests receive over 240 inches of rain a year.
- It rains more than 200 days every year.
- Thousands of species of animals and insects live in the rain forest.
- The tropical rain forest has many layers, such as the emergent layer, canopy, understory, and forest floor.
- Products from the rain forest include fruits, nuts, vegetables, and medicine.
- Trees are being cut down for roads, lumber, farming, and mining.
- Astronauts in space can see smoke from rain forest fires.

## Opinions

- The Amazon Rain Forest is the most beautiful place on earth.
- People who live in the rain forests shouldn't cut down the trees to clear land for roads and homes.
- Hunting animals to sell for their fur is wrong.
- Destruction of tropical rain forests is one of our biggest environmental challenges.
- The sweetest pineapples come from the tropical rain forest.
- Big companies are greedy when they cut down the trees to make room for cattle farms.



**CHAPTER 3**



**Graphic Organizers  
for Informational Text  
and Literature**

# Graphic Organizers for Informational Text and Literature



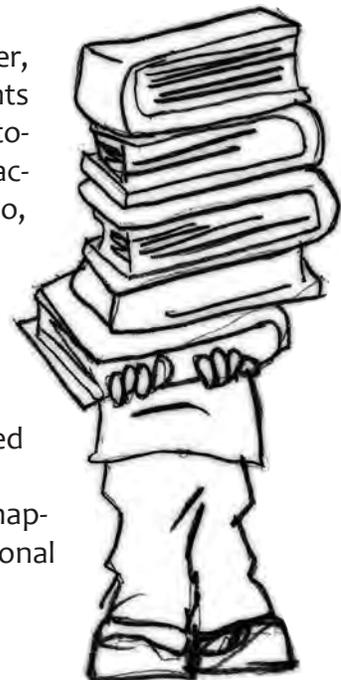
**T**he 23 graphic organizers in this chapter have specific uses for informational text and literature. The first five can be used for informational text. The next eight graphic organizers work well with both informational text and literature. The last ten apply to literature.

I've included the following information for each graphic organizer:

- Common Core Standards met by using the organizer
- Whether the organizer is for informational text, literature, or both
- Targeted reading strategies
- Suggested texts that work well with the graphic organizer
- General description and overview
- Step-by-step techniques for teaching the graphic organizer

If your students have never used a particular graphic organizer, it's best to introduce it to your whole class first. Then have students work with a partner to complete one after reading a selection together. Finally, assign the graphic organizer for independent practice. Refer to Chapter 1 for more detailed information on the "I Do, We Do, You Do" technique for introducing graphic organizers to your class (p. 14). Spending a minimum of several days on each graphic organizer will ensure that your students understand how to use the graphic organizer, as well as learn the reading strategy and meet the Common Core Standard. All the suggested texts in this chapter are listed in the Bibliography of Suggested Texts on page 152.

The following list shows all the graphic organizers in this chapter, and indicates whether they are appropriate for informational text, literature, or both.



## Informational Text

- Informational Text Features Search
- Informational Text Structures
- Main Idea Neighborhood
- Biographical Bits
- Research and Record

## Both

- On Target Questions
- KWL and KWLS Charts
- News Hound Summary
- Vocabulary Flapper
- Cause and Effect Rockets
- It All Adds Up
- Seeing Is Believing

## Literature

- Character Trait Map
- Stick Figure Character Map
- Character Feelings Flow Map
- Summarizing Sequencer
- Story Map Variations
- Step-by-Step Predictions
- Literary Response Scroll
- Poetry Peace Map
- Poetic Reflections

**CHARACTER TRAIT MAP**

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

1 Write the name of one character in the octagon.  
2 Write one character trait in each of the four ovals.  
3 Write one supporting detail in the rectangles next to each oval.

A graphic organizer for character analysis. It features a central octagon for the character's name, four ovals for character traits, and four rectangles for supporting details. The title and name fields are at the top.

**LITERARY RESPONSE SCROLL**

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

Title: \_\_\_\_\_

Summary: \_\_\_\_\_

Theme, Moral, or Lesson: \_\_\_\_\_

My Personal Response: \_\_\_\_\_

A graphic organizer shaped like a scroll. It has fields for the title, a summary, the theme or moral, and a personal response. The title and name/date fields are at the top.

**STORY PLOT MAP**

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

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

1. Beginning

2. Middle

3. Climax

4. Conclusion

A graphic organizer for story structure. It is divided into four sections: Beginning, Middle, Climax, and Conclusion. Each section has a small illustration and a text box for notes. The title and author fields are at the top.

**IT ALL ADDS UP**

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

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

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

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

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

A graphic organizer for inference and prediction. It consists of four rows, each with a box for 'Details from the Text', a plus sign, a cloud for 'Ideas from My Brain', an equals sign, and a box for 'Inference or Prediction'.

# Cause and Effect Rockets

Common Core Standards:  
 Informational: **RI 2.3, RI 3.3,**  
**RI 3.8, RI 5.3**  
 Literature: **RL 2.3, RL 3.3**

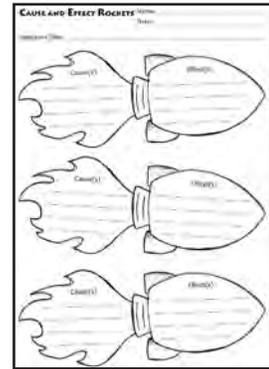
## Reading Strategies

- Identify cause and effect relationships
- Recognize that a single event may have multiple causes and effects

When we name two events, how can we tell the cause from the effect? We know that the cause comes first and the effect is the result of what happened. However, sometimes the effect is stated in a selection before we find out its cause. One way to teach this concept is to ask your students to think about what happens when a rocket takes off. First, the fuel is ignited and begins burning, and then the rocket blasts off. Most narratives include many cause and effect relationships as the plot develops. This graphic organizer also works well with news articles where the reader can often find multiple causes and effects.

## Suggested Texts

*The Teacher from the Black Lagoon*  
*Nothing Ever Happens on 90th Street*



## Step by Step:

- 1** The first time you introduce Cause and Effect Rockets, use a text that has at least three fairly clear cause and effect relationships. Read the text aloud and ask the students to help you find the cause and effect relationships as you record them.
- 2** Later, model how to use it with texts that include an event with one cause and many effects, or one effect and many causes.
- 3** Use this graphic organizer on a regular basis to give students an opportunity to explore the complexity of cause and effect relationships.

## LAURA'S Tips

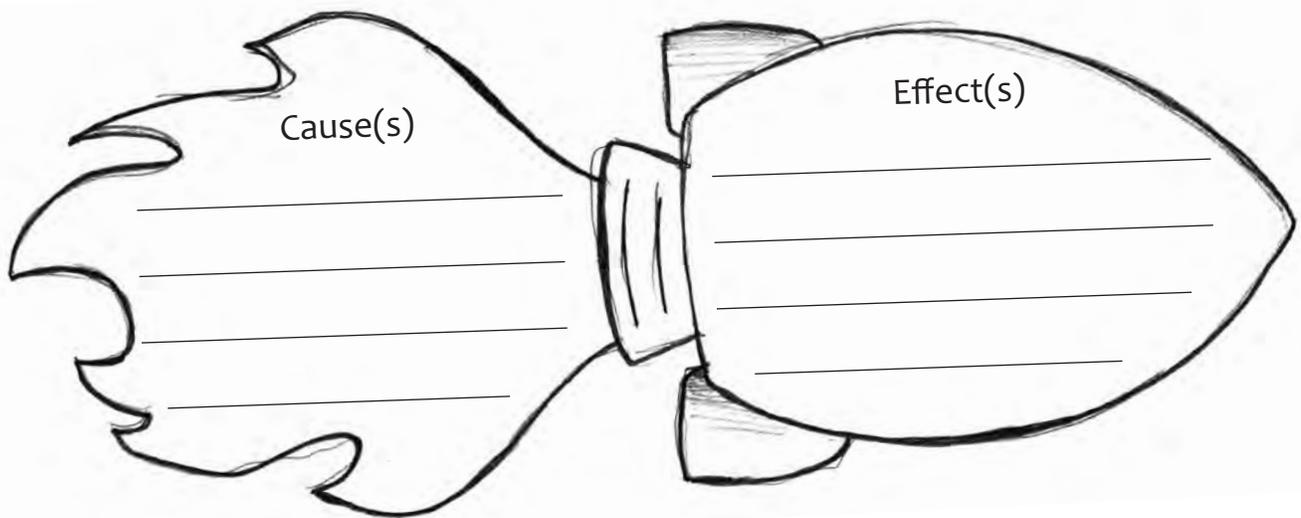
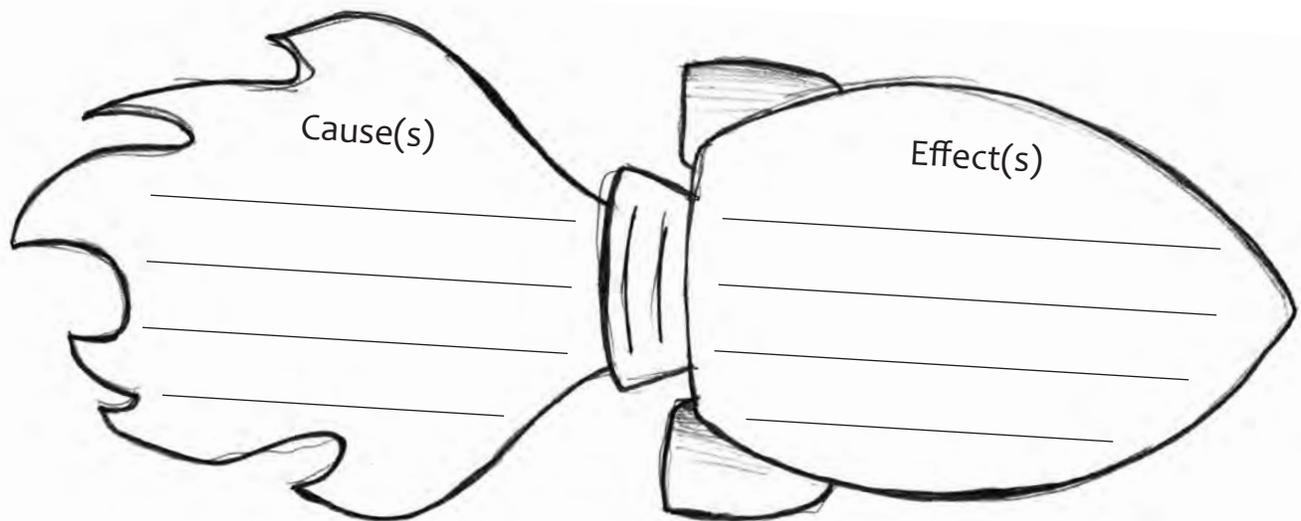
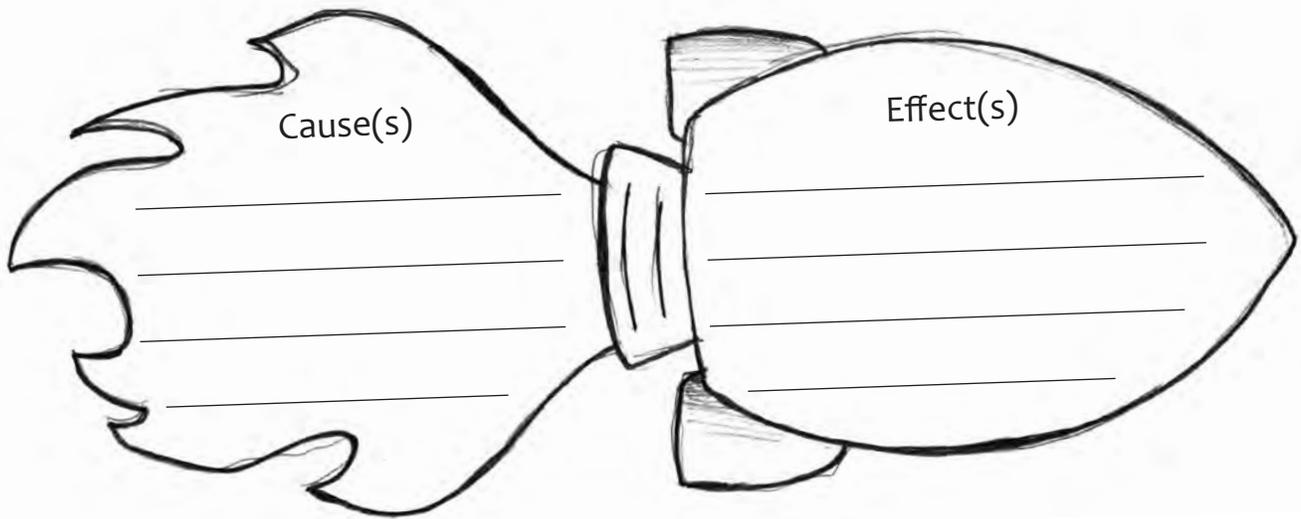
Sometimes an effect becomes the cause of another event taking place, so it's fine for students to rewrite the effect from one rocket in the flame of the next rocket. Also, remember that causes and effects aren't always one-to-one relationships; sometimes a single cause will have multiple effects or a single effect may have multiple causes.

# CAUSE AND EFFECT ROCKETS

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

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

Selection Title: \_\_\_\_\_



## BIBLIOGRAPHY OF SUGGESTED TEXTS

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**L**aura Candler is a teacher with 30 years of classroom experience in grades 4 through 6. She has a Master’s Degree in Elementary Education, National Board Certification as a Middle Childhood Generalist, and was a Milken Family Foundation Award winner in 2000.

Laura is the author of books and materials that help teachers implement new teaching strategies. Her work bridges the gap between educational theory and practice. Through her materials and her dynamic, interactive workshops, she gives teachers the tools they need to implement teaching strategies immediately.

Laura’s materials are “field tested, teacher approved.” They have been used by thousands of real teachers in real classrooms all over the world. Laura modifies and adapts her programs based on the experience of those teachers.

For more information and resources, go to Laura Candler’s Teaching Resources website at [www.lauracandler.com](http://www.lauracandler.com).

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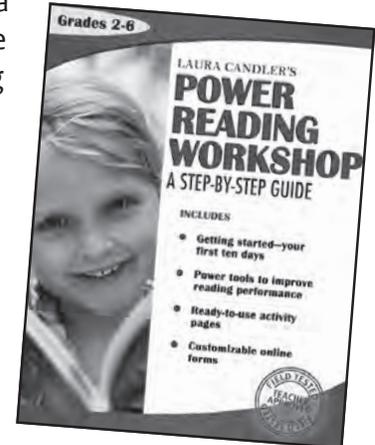
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