



SOLO 6



by Don Johnston

Outline Templates

*Including Outline Templates for
Read:OutLoud 6® and Draft:Builder 6®*

Dozens of outline templates have been included with SOLO 6, Read:OutLoud 6 and Draft:Builder 6. They are shown in this document to provide an overview of what is available. The outline templates can implemented in Read:OutLoud 6 and Draft:Builder 6. To use the templates in Write:OutLoud 6, first add the outline to a Read:OutLoud 6 or Draft:Builder 6 document and then transfer the document to Write:OutLoud 6.

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List of Outline Templates

Note: All outline templates are included with SOLO 6. Those marked with 📖 are included with Read:OutLoud 6. Those marked with 📄 are included with Draft:Builder 6.

Check the website for additional templates at:

www.donjohnston.com/downloads/solo_templates/index.html

Fiction Templates

- Fiction Beginning Middle End 📖 📄
- Fiction Book Report 📖 📄
- Fiction Character Map 📖 📄
- Fiction Compare and Contrast Characters 📖 📄
- Fiction Directed Reading & Thinking Activity (DRTA) 📖
- Fiction GIST 📖
- Fiction Identify Parts of a Paragraph 📖 📄
- Fiction Note Taking with Highlighters 📖
- Fiction Preview Text 📖
- Fiction Story Frame 📖
- Fiction Story Map 📖 📄
- Fiction Vocabulary Study 📖 📄
- Fiction Write a Creative passage 📄

- Non-fiction Questions Facts Connections 📖 📄
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- Non-fiction Write a Descriptive Paragraph 📄
- Non-fiction Write a Persuasive Essay 📄

Non-Fiction Templates

- Non-fiction Before During After 📖 📄
- Non-Fiction Book Report 📖 📄
- Non-fiction Cause and Effect 📖 📄
- Non-fiction Closest-Farthest 📖 📄
- Non-fiction Compare and Contrast 📖 📄
- Non-fiction Directed Reading & Thinking Activity (DRTA) 📖
- Non-fiction GIST 📖
- Non-fiction KWL 📖 📄
- Non-fiction Main Ideas and Supporting Details 📖 📄
- Non-fiction Preview Text 📖 📄
- Non-fiction Process Frame 📖 📄
- Non-fiction Proposition-Support Outline 📖 📄

Style-6 Traits® and Style-CRISS®

- Style-6 Traits® Ideas 📄
- Style-6 Traits® Voice 📄
- Style-6 Traits® Word Choice 📄
- Style-6 Traits® Writing Checklist for Elementary School 📄
- Style-6 Traits® Writing Checklist for Middle School 📄
- Style-CRISS® Authentic Questions 📖
- Style-CRISS® Concept Mapping 📖
- Style-CRISS® Highlighting 📖
- Style-CRISS® Power Notes 📖
- Style-CRISS® Sticky Notes 📖

List of Reading Strategy Lesson Outline Templates

These outline templates were created specifically for reading strategy lessons that are included with Read:OutLoud 6 and SOLO 6. The lesson PDFs were installed on your computer in the DonJohnston folder, in the Support Materials folder. Use the lessons in your classroom or review them for your own lesson ideas.

Strategy Inference

Strategy Inference-Lessons 1 & 2

Strategy Inference-Lessons 3 & 4

Strategy Inference-Lesson 5

Strategy Note Taking

Strategy Note Taking-Lessons 1 & 2

Strategy Note Taking-Lessons 3 & 4

Strategy Note Taking-Lesson 5

Strategy Sequencing

Strategy Sequencing-Lesson 1

Strategy Sequencing-Lesson 2

Strategy Sequencing-Lesson 4

Strategy Sequencing-Lesson 5

☐ Fiction Beginning Middle End

- └─ Beginning
- └─ Middle
- └─ End

☐ Fiction Book Report Notes

- ☐ Title
- ☐ Author
- ☐ Setting
 - ☐ Place
 - ☐ Time
- ☐ Characters
 - ☐ Main Character
 - ☐ Other Characters
- ☐ Conflict
- ☐ Resolution
- ☐ Your Thoughts

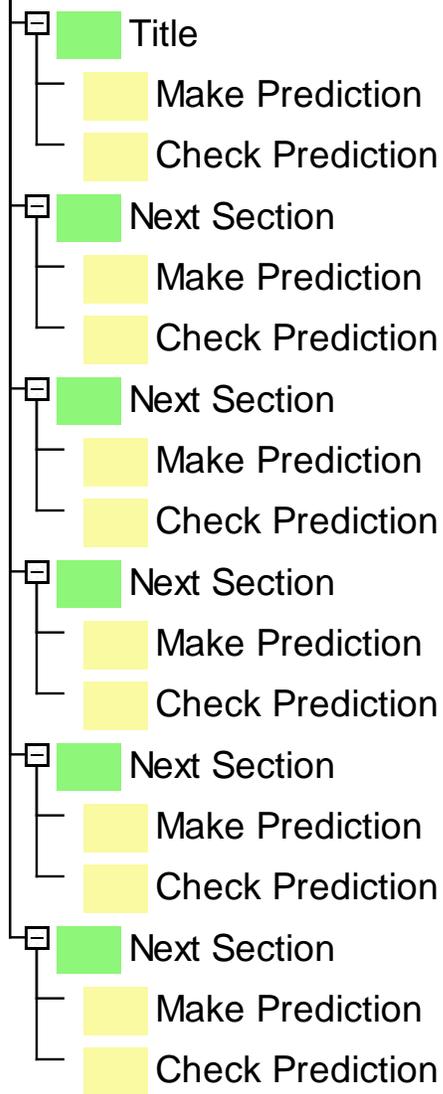
☐ Fiction Character Map

- Character name
- What the character says or does
- What kind of person is the character?

☐ Fiction Compare and Contrast Characters

- ☐ Character 1
 - ☐ Name
 - ☐ Acts like
 - ☐ Looks like
 - ☐ Feels like
 - ☐ Thinks about
- ☐ Character 2
 - ☐ Name
 - ☐ Acts like
 - ☐ Looks like
 - ☐ Feels like
 - ☐ Thinks about
- ☐ What's the same?
- ☐ What's different?

☐ Fiction DRTA



☐ Fiction GIST

- ☐ Highlight 5 to 7 most important words.
- ☐ Write a summary.
 - ☐ 
- ☐ Unassigned Notes

☐ Fiction Identify Parts of a Paragraph

- Topic Sentence
- Body Sentences
- Closing Sentence

☐ Fiction Note Taking with Highlighters

- ■ What makes me think of a question?
- ■ What do I find funny?
- ■ What do I find interesting?
- ■ What do I make connections with?
- ■ What makes pictures come into my mind?

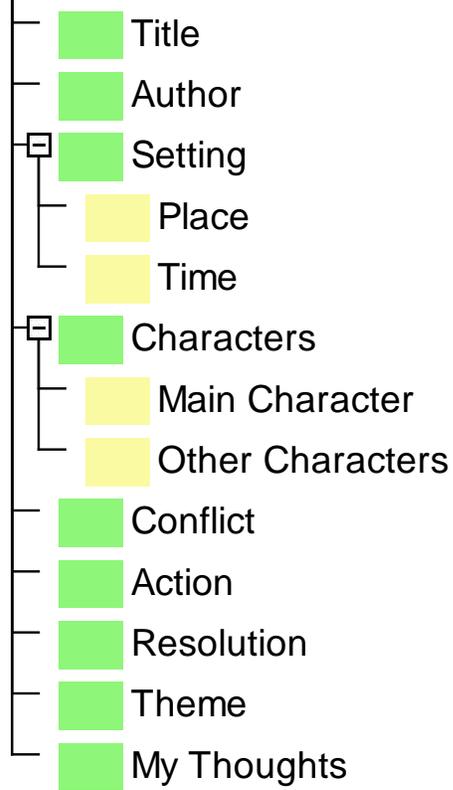
☐ Fiction Preview Text

- Title
- Cover
- Table of Contents
- Introduction
- Pictures and Captions

☐ Fiction Story Frame

- Problem starts when
- After that
- Next
- Then
- Problem solved when
- Story ends with

☐ Fiction Story Map



☐ Vocabulary Study

- Word
- Sentence it's in
- I think it means
- Expert definitions (ask others)
- Antonyms
- Synonyms
- What helps me remember this word

☐ Fiction Write a Creative Passage

☐ 1. Beginning



☐ 2. Middle



☐ 3. End



☐ Non-fiction Before During After

- ☐ Before
- ☐ During
- ☐ After

☐ Fiction Book Report Notes

- ☐ Title
- ☐ Author
- ☐ Setting
 - ☐ Place
 - ☐ Time
- ☐ Characters
 - ☐ Main Character
 - ☐ Other Characters
- ☐ Conflict
- ☐ Resolution
- ☐ Your Thoughts

☐ Non-fiction Cause and Effect

- ☐ Cause
- ☐ Effect

☐ Non-fiction Closest-Farthest

- └─ Closest
- └─ Next Closest
- └─ Next Closest
- └─ Farther
- └─ Farthest

☐ Non-fiction Compare and Contrast

- Topic 1 Characteristics
- Topic 2 Characteristics
- What is the Same?
- What is Different?

☐ Non-fiction Directed Reading & Thinking Activity (DRTA)

- Title
- Headings
- Keywords
- Make Prediction
- Read
- Check Prediction

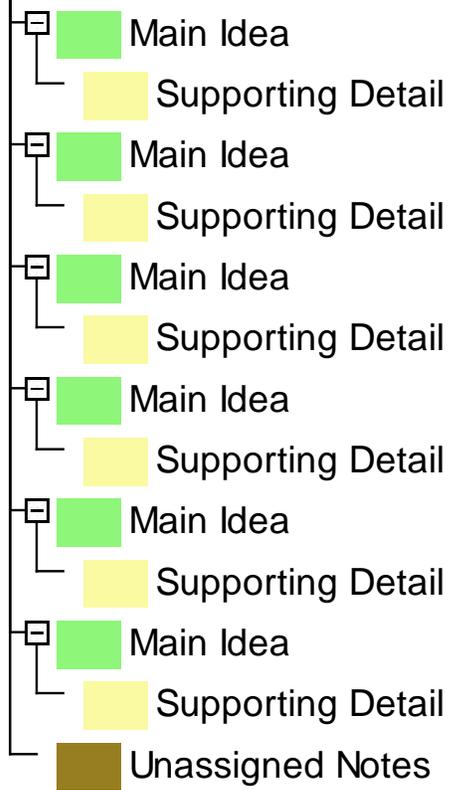
☐ Non-fiction GIST

- ☐ Highlight 5 to 7 most important words.
- ☐ Write a summary.
 - ☐ 
- ☐ Unassigned Notes

☐ Non-fiction KWL

- What I know
- What I want to know
- What I learned

☐ Non-fiction Main Ideas and Support Details



☐ Non-fiction Preview Text

- Title
- Introduction
- Chapter headings
- Chapter questions
- Bolded words
- Graphs and charts
- Pictures and captions

☐ Non-fiction Process Frame

- The first part of the process is
- The next part of the process is
- The third part of the process is
- It is interesting to learn . . .

☐ Non-fiction Proposition-Support Outline

- Topic
- Proposition
- Facts
- Statistics
- Examples
- Expert Authority
- Logic & Reasoning

☐ Non-fiction Questions Facts Connections

- Questions
- Facts
- Connections

☐ Non-fiction Sequence of a Major Event

- ■ Years Before the Event
- ■ Months Before the Event
- ■ Days Before the Event
- ■ On the Day of the Event
- ■ After the Event

☐ Non-Fiction Sequencing 1st, 2nd, 3rd

- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ Then . . .

☐ Non-fiction Sequencing Step-by-step

- └─ First
- └─ Then
- └─ Then
- └─ Then
- └─ Then

☐ Non-fiction SQ3R

- ☐ Survey
 - Title
 - Headings/First Sentences
 - Illustrations
 - First Paragraph
 - Last Paragraph or Summary
- Question
- Read Actively
- Recite Answers
- ☐ Review
 - Summarize

☐ Non-fiction Vocabulary Concept Map

- Word
- Category
- Comparisons
- Properties
- Examples

☐ Non-fiction Vocabulary Study

- Word
- Sentence it's in
- I think it means
- Expert definitions (ask others)
- Antonyms
- Synonyms
- What helps me remember this word

Non-Fiction Write a 3-paragraph Essay

- 1. Introduce your topic
 - My essay is about:
 - Ways to introduce my topic
 - Idea 1:
 - Idea 2:
 - Why this topic is important
 - Reason 1:
 - Reason 2:
- 2. Supporting Details
 - Detail 1:
 - Detail 2:
 - Detail 3:
- 3. Conclusion
 - Summarize
 - One thing to remember:
 - Another thing to remember:
 - Why this is important to ME
 - Reason 1:
 - Reason 2:

Non-Fiction Write a 5-paragraph Essay

1. Introduce your topic

My essay is about:

Ways to introduce my topic

Idea 1:

Idea 2:

Why this topic is important

Reason 1:

Reason 2:

2. Examples and Supporting Details

Example 1:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Example 2:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Example 3:

Supporting Detail:

Supporting Detail:

Supporting Detail:

3. Conclusion

Summarize

One thing to remember:

☐ Non-Fiction Write a Biography Book Report

☐ The Book

- ☐ Title
- ☐ Author
- ☐ Publisher
- ☐ Date the book was published

☐ Early Life

- ☐ Date of birth
- ☐ Place of birth
- ☐ Family
- ☐ Childhood
- ☐ Young adulthood

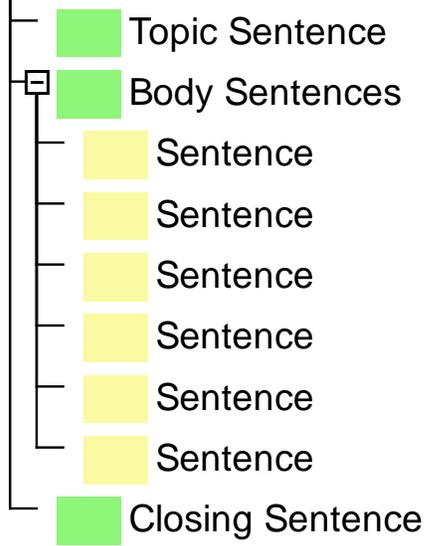
☐ Adult Life

- ☐ Kind of work
- ☐ Why this person was famous or important
- ☐ Important things this person did

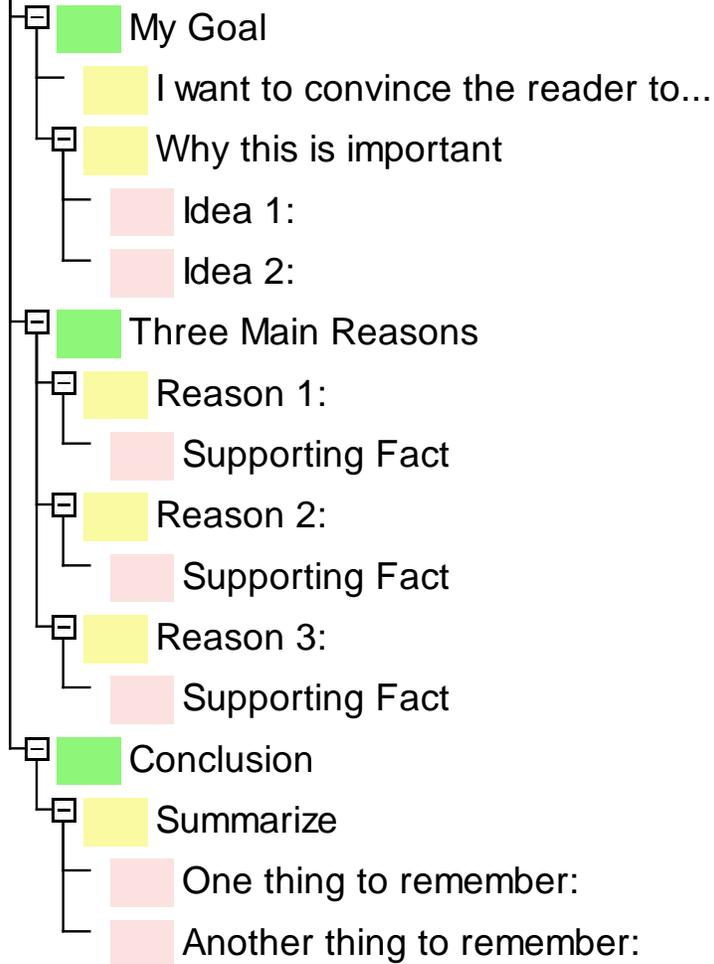
☐ My Opinion

- ☐ What I think about this person
- ☐ What this person did to change the world

☐ Non-Fiction Write a Descriptive Paragraph



Non-Fiction Write a 3-paragraph Persuasive Essay



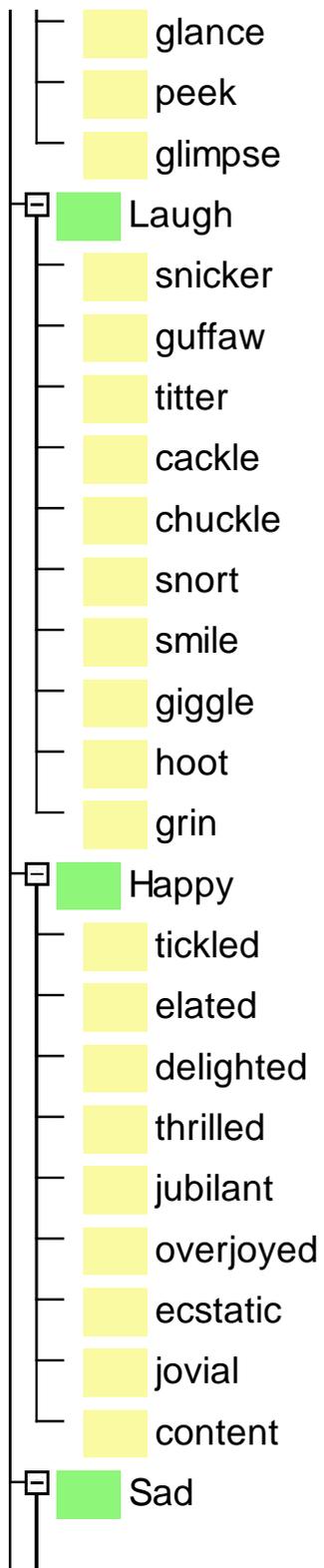
☐ 6 Traits Style - Ideas

- Brainstorm of ideas
- Role of the writer
- Audience for the piece
- Format of the material
- Topic or subject of the piece
- Strong verb to direct the writing

6 Traits® Style - Voice

- ☐ Said
 - ☐ whispered
 - ☐ cried
 - ☐ screamed
 - ☐ hollered
 - ☐ shrieked
 - ☐ bellowed
 - ☐ weeped
 - ☐ howled
 - ☐ wailed
 - ☐ blubbered
 - ☐ shouted
 - ☐ exclaimed
 - ☐ called
 - ☐ yelled
 - ☐ yelped
 - ☐ screeched
- ☐ Went
 - ☐ walked
 - ☐ traveled
 - ☐ skipped
 - ☐ drove
 - ☐ rode
 - ☐ ran

- raced
- tip-toed
- stomped
- strolled
- ☐ Fun
 - wonderful
 - delightful
 - great
 - enjoyable
 - cool
 - best time
 - a ball
 - good time
- ☐ Nice
 - lovely
 - enjoyable
 - pleasing
 - kind
 - cheery
 - amusing
 - happy
- ☐ Look
 - peer
 - gaze
 - stare



- unhappy
- dejected
- miserable
- downhearted
- forlorn
- dispirited
- wretched
- depressed
- pitiful
- disenhearted
- Eat
- devour
- gobble
- chew
- taste
- nibble
- munch
- bite
- snack
- gorge
- wolf
- savor

☐ 6 Traits® Style - Word Choice

Use the green highlighter to grab words or phrases that help you make mental pictures about what you are reading.

For each word you grab, create a list of new words or phrases that create similar mental pictures. Use notes or transfer to Write:OutLoud.

6 Traits Style Writing Checklist for Elementary School

Ideas & Content

- Is my writing easy to understand and interesting?
- Did I write more sentences to give my main ideas more meaning?

Organization (Did I think through the order?)

- Do I think the beginning will make the reader want to keep reading?
- When I read the ending, do any questions come into my head that are not answered in the story?
- Do my ideas appear in the order that I want them to?

Voice (Who am I talking to?)

- Do I know who will be reading my essay?
- Does my writing sound friendly or is it matter-of-fact?

Word Choice (Did I make the best choices?)

- Are my words interesting?
- Did I use a lot of different words?

Sentence Fluency (Did I put my sentences together correctly?)

- Is the meaning of each sentence clear?
- Are all of my sentences complete? Have I checked to make sure there are no sentence fragments or incomplete sentences?

Conventions (Did I follow the rules?)

- Did I use punctuation, spelling and capitalization correctly?
- Did I use grammar appropriately?

6 Traits Style - Writing Practice for Middle School

Ideas & Content

- Is my writing clear, focused and interesting?
- Do my main ideas have supporting details?
- Is the purpose clear?

Organization

- Does the beginning make me want to read more?
- Does the ending leave me with unanswered questions that should be answered?
- Did I change topics smoothly (transition), or are my transitions from one topic to the next choppy?
- Do my ideas appear in an order that will make sense to the readers?

Voice

- Do I know who will be reading my essay?
- Did I make a purposeful choice of the tone I will use so that readers will understand it?
- Is my writing tone consistently friendly and personal (i.e., closeness) or is it matter-of-fact (i.e., academic)?
- Does my writing try to involve the reader in the story?

Word Choice

- Are my words interesting, strong, powerful, and accurate?
- Did I use a wide range of words?
- Do my words create lively images in the reader's mind?
- As I re-read my story, do the words send the message that I want to send?

Sentence Fluency

- Do my sentences flow together easily when I read aloud?
- Should I re-write any sentences to make the meaning more clear?
- Are there any sentence fragments (i.e., incomplete sentences)?
- Are there any boring or confusing sentences?
- Conventions
 - Did I use punctuation, spelling and capitalization correctly?
 - Did I choose good paragraph breaks so that my essay is organized?
 - Did I use grammar appropriately?

☐ CRISS® Style - Authentic Questions

Use your yellow highlighter to select text or words you have questions about. Then create a note to ask your questions.

■ I have a question about . . .

■ I have a question about . . .

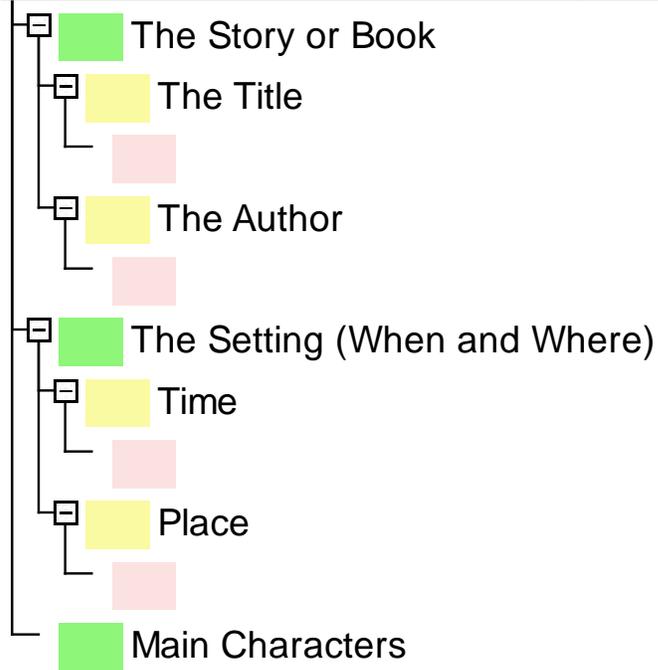
■ I have a question about . . .

■ I have a question about . . .

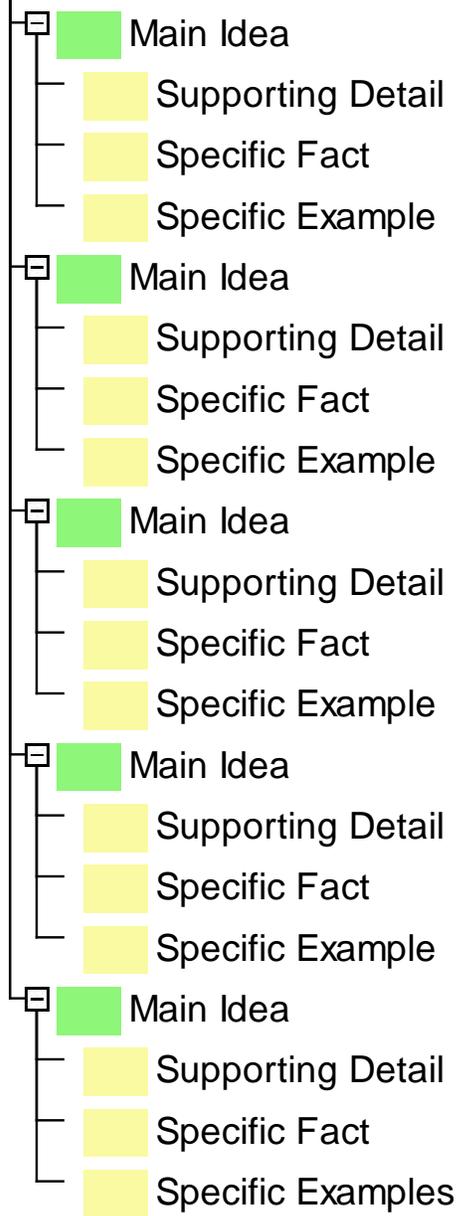
■ I have a question about . . .

■ I have a question about . . .

CRISS® Style - Concept Mapping



CRISS® Style - Highlighting



☐ CRISS® Power Notes

Use this structure to organize your thoughts while reading and/or to develop a paragraph.

- ☐ P1-Green
- ☐ P2-Yellow
- ☐ P3-Pink
- ☐ P4-Blue

☐ CRISS® Style - Sticky Notes

Use your yellow highlighter to grab text that fits under each green category. Add a note with your thoughts, if desired.

■ Questions

■ Humorous

■ Interesting

■ Connections

■ Visualize

☐ Strategy Inference-Lessons 1 & 2

☐ READING OBJECTIVE

- ☐ Describe the two main characters from the book Treasure Island—Long John Silver and Jim Hawkins.

Look at the picture and read the text in "Inference Text 1 & 2." Make inferences about Long John Silver based on what you see and read.

Write your thoughts in notes you create for each yellow subtopic below. Support your inferences with evidence from the picture and text.

☐ Describe Long John Silver

- ☐ What is he doing?
 - ☐  The big pirate with the red hat is probably Long John Silver, because he seems to be the one doing the talking in the picture.
- ☐ What is he thinking?
- ☐ What is he feeling?
- ☐ What kind of a person is he? (good, evil, etc.)
- ☐ Other inferences

For Lesson 2, re-read "Inference Text 1 & 2." Make inferences about Jim Hawkins based on what you see and read. Write your thoughts in notes below.

☐ Describe Jim Hawkins

- ☐ What is he doing?
- ☐ What is he thinking?
- ☐ What is he feeling?
- ☐ What kind of person is he?

□ Strategy Inference-Lessons 3 & 4

Read Inference Text 3, "Civil War Uniforms." Look for important information that will help you answer the Reading Objective question below.

□ READING OBJECTIVE

What challenges did the soldiers in the Civil War face?

Use the green highlighter to add important information to your outline below.

□ "Different regiments in the same army were dressed in different styles or colors."

▮ I think that different regiments were dressed in different styles or colors so they could tell each other apart.

What inferences can you make based on the information you have added to your outline? Write your inferences in a Note below the subtopics.

For Lesson 4, read Inference Text 4, "More About Civil War Uniforms." Add more subtopics and notes to your outline above to answer the reading objective question.

In the Notes below, write a short summary statement about what you learned. Include the facts along with your inferences.

□ SUMMARY

▮ Uniforms presented a challenge to the soldiers who fought in the Civil War...

▮

☐ Strategy Inference-Lesson 5

Read the Reading Objective below.

☐ READING OBJECTIVE

 What characteristics made Jane Goodall successful in her study of the chimpanzees of Gombe, Africa?

Read Inference Text 5, "Jane Goodall and the Chimpanzees of Gombe."
Look for information to help you answer the reading objective question.

Use the green and yellow highlighters to add important information and supporting details from the text to your outline.

Write your inferences in the Notes below the subtopics.

☐  I've been looking for the right person to go to those mountains and study the chimps

☐  I think that Louis might feel that Jane is "the right person" for this project. He is mentioning it to her to see if she will express interest in going.

 Unassigned Notes

☐ Strategy Note Taking-Lessons 1 & 2

☐  READING OBJECTIVE

 "What was it like to grow up in ancient Sparta?"

Read Note Taking Text 1 to learn what it was like to grow up in ancient Sparta.

Use the yellow highlighter to highlight the main ideas in the eText and add them to the outline below.

 "Growing Up Spartan"

Re-read the eText about growing up in ancient Sparta. Use the red highlighter to highlight and add details that support each yellow Main Idea subtopic in the outline below.

 Unassigned Notes

☐ Strategy Note Taking-Lessons 3 & 4

Read Note Taking Text 3, "China." Use the green, yellow and red highlighters to take notes to answer the reading objective question above.

☐ READING OBJECTIVE

 How has ancient Chinese culture influenced our culture today?

☐ "Two great religions developed"

☐  "Taoism"

 "basic principle of all nature."

For Lesson 4, add eText "Note Taking Text 4" to the eText panel on the left.

Read "The Invention of Paper." Use the highlighters to add supporting details to your outline under the subtopic, "Paper."

 Unassigned Notes

☐ Strategy Note Taking-Lesson 5

Questions at the beginning or end of an article can help give you a purpose for reading, or a reading objective.

Use the yellow highlighter to highlight the question at the beginning of Note Taking Text 5, "A Mission to Mars," and add it to your outline below "READING OBJECTIVE."

 READING OBJECTIVE

Read "A Mission to Mars." Use subtopics and notes (as shown below) to record main ideas, supporting details and personal thoughts related to the reading objective.

☐  Main Ideas

☐  Supporting Details

 Use notes to record your own thoughts, questions or reminders to look for additional information.

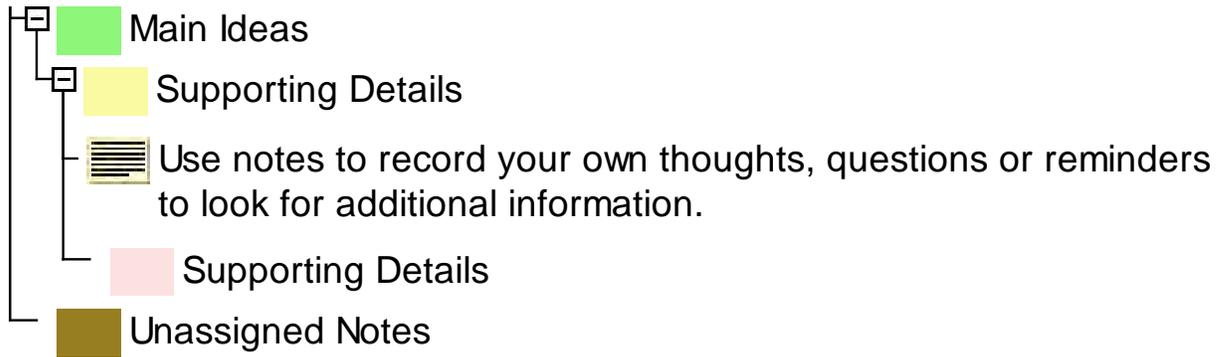
 Supporting Details

Questions at the beginning or end of an article can help give you a purpose for reading, or a reading objective.

Use the yellow highlighter to highlight the question at the beginning of Note Taking Text 5, "A Mission to Mars," and add it to your outline below "READING OBJECTIVE."

 READING OBJECTIVE

Read "A Mission to Mars." Use subtopics and notes (as shown below) to record main ideas, supporting details and personal thoughts related to the reading objective.



☐ Strategy Sequencing-Lesson 1

☐ READING OBJECTIVE

 What happens before and during a volcanic eruption?

Use this Time Sequencing outline to collect and organize information about what happened before and during the eruption of Mount Saint Helens.

Use the yellow highlighter to add information to the appropriate categories below. Arrange yellow subtopics within each category to show the order in which they happened.

 Months before the eruption

 Days before the eruption

 Day of the eruption

 Unassigned Notes

☐ Strategy Sequencing-Lesson 2

Read the Reading Objective question below. Then, read the Sequencing Text 2a to the left, titled "A Monster Volcano" to find answers to the question.

☐ **READING OBJECTIVE**

What happens before and during a volcanic eruption?

Find more information about what happened in the months and days before the eruption of Mt. Pelee. Use the yellow highlighter to add the new information to the outline below.

☐ Months (or years) before

"started giving off toxic gas."

"people saw flashes of fire near the top."

☐ Days before

"smoke poured out of the volcano,"

"mountain started to grow in size."

"Many of the animals that lived on the volcano began to flee."

Day of the eruption

Are all of the yellow subtopics above listed in the correct order--or sequence? If not, move subtopics into the order in which they happened in the text.

For Lesson 3, add Sequencing Text 2b to your lesson. Read about "The City That Didn't Believe." Use the yellow highlighter to add more information to your outline.

Unassigned Notes

☐ Strategy Sequencing-Lesson 4

Read the Reading Objective below. Then read the eText, "Walls of Water," and use the yellow highlighter to highlight information in the text and add it to your outline.

☐ READING OBJECTIVE

 What happens before, during and after a tsunami (a giant ocean wave)?

☐ Before the tsunami

 "there was a huge earthquake"

☐ During the tsunami

 "the tsunami spread out like giant ripples in a pond."

☐ After the tsunami

 "there was nothing left of the town."

Review your outline. Organize the subtopics so that they are in the correct categories and in the correct order (sequence) within each category.

 Unassigned Notes

☐ Strategy Sequencing-Lesson 5

Read the Reading Objective below. Then read the eText, "Traveling Off the Map," and use the yellow highlighter to highlight information in the text and add it to your outline.

☐ READING OBJECTIVE

 What happened before, during and after Meriwether Lewis set off to explore the wilderness of the western United States?

 Before Lewis could plan

 During Lewis's planning

 After Lewis finished planning

Review your outline. Organize the subtopics so that they are in the correct categories and in the correct order (sequence) within each category.

 Unassigned Notes