The Teacher’s **BIG BOOK** of Graphic Organizers

Research has shown that visually organizing information helps students better comprehend newly acquired material. Graphic organizers create a strong visual picture for students and support their ability to learn facts, information, and terms. Students are literally able to see connections and relationships between facts, terms, and ideas.

In this value-packed resource, veteran educator Katherine McKnight shows teachers how to tap into the power of graphic organizers, and offers 100 organizers—more than any other book on the market—that support success in the classroom. All the graphic organizers offered in this book promote active learning, which is central to effective learning. Using the organizers as guides, students are prompted to ask questions and are encouraged to apply critical thinking skills.

Katherine S. McKnight, Ph.D., has been an educator for over 20 years. A former high school English teacher, she currently works as associate professor of Secondary Education at National-Louis University. She also trains educators regularly as a professional development consultant for the National Council of Teachers of English, and presents at educational conferences. She is the coauthor of *The Second City Guide to Improv in the Classroom, Teaching the Classics in the Inclusive Classroom,* and *Help Kids with Reading, Writing, and the Content Areas* during, and after learning activities across the content areas and contains easy-to-follow instructions on how to apply and adapt each organizer. In addition, the author has included helpful strategies for teachers who want to create their own graphic organizers for different grade levels.

The book is filled with dynamic graphic organizers that can be used before, during, and after learning activities across the content areas and contains easy-to-follow instructions on how to apply and adapt each organizer. In addition, the author has included helpful strategies for teachers who want to create their own graphic organizers for different grade levels.

• Build students’ learning skills
• Assess classroom achievement
• Develop vibrant curriculum plans
• Support teaching and student learning skills

The book’s graphic organizers help teachers

Katherine S. McKnight, Ph.D.

**Graphic Organizers**

**BIG BOOK**

**100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas**

1770 Boston Massacre

Sugar Act 1764

1765-Stamp Act

1773 Boston Tea Party

1774 First Continental Congress

1767-Townshend

*SPIDER*

*HAND MODEL*

Lake Michigan:

The only one of the Great Lakes in the United States.

Lake Erie:

The largest of the Great Lakes in the United States.

Lake Huron:

Contains 95% of US freshwater.

Lake Michigan:

The only one of the Great Lakes in the United States.

Lake Erie:

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Contains 95% of US freshwater.
Jossey-Bass Teacher

Jossey-Bass Teacher provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning. We offer classroom-tested and research-based teaching resources for a variety of grade levels and subject areas. Whether you are an aspiring, new, or veteran teacher, we want to help you make every teaching day your best.

From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K-12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.
The Teacher’s Big Book of Graphic Organizers

100 Reproducible Organizers That Help Kids with Reading, Writing, and the Content Areas

KATHERINE S. McKNIGHT
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ACKNOWLEDGMENTS

My journey as an educator began when I was a high school teacher more than twenty years ago. Early on, I knew that best teaching practices were central to successful classroom teaching and learning. I would try anything. Beverly LaCoste, a wonderful educator and my principal for several years, proclaimed, "Katie Mac, I can send you to a conference, and the next day you're trying something new." It's true. I'm a tinkerer. Always looking for another instructional strategy or another idea, I motivate my students who are preparing to become middle school and high school teachers to be eclectic and work to reach all kinds of learners. And eclectic teaching and reaching all types of learners are really what this book is about. The more strategies we employ, the more likely we are to succeed in reaching all our students.

There are many individuals whom I wish to thank who have supported my efforts to make this book a valuable teaching resource. Ellie McKnight, Celia Woldt, Laura Woldt, Olivia Doe, and Sydney Lawson were instrumental in making the student samples feature a success. My graduate assistant, Astrid Rodrigues, is always patient and diligent. My husband, Jim, is always supportive of my work and often reminds me that teaching is my vocation. Colin, my son, is a constant reminder that even when our work is challenging, we educators must remember that all children are beautifully different. I also want to thank my sister, Mary (a writing teacher), who often helped me get back on the horse when I fell off. I am grateful to the supportive staff at Jossey-Bass. It is a joy to work with an editor like Margie McAneny. Justin Frahm’s attention to detail and artistic finesse were critical to the design of this book. Finally, I must acknowledge my first teacher and mentor, my mom, Patricia Siewert (1934–2008). Mom was a teacher in the Chicago public schools for more than thirty-four years; she taught me that teaching was truly an act of love and social justice. I often sought teaching advice from her, and she was, and will always be, my "BFF."

For Jim, Ellie, and Colin, who bring joy to my life
ABOUT THE AUTHOR

Katherine S. McKnight, Ph.D., has been a literacy educator for over twenty years. A former high school English teacher, she currently works as an associate professor of secondary education at National-Louis University. She also trains educators regularly as a professional development consultant for the National Council of Teachers of English. Katie publishes regularly in professional journals and is a frequent presenter at education conferences. She has coauthored numerous books for teachers, including *Teaching Writing in the Inclusive Classroom* (with Roger Passman; Jossey-Bass, 2007), *Teaching the Classics in the Inclusive Classroom* (with Bradley Berlage; Jossey-Bass, 2007), *The Second City Guide to Improv in the Classroom* (with Mary Scruggs; Jossey-Bass, 2008), and *Teaching English in Middle and Secondary Schools, 5th Edition* (with Rhoda Maxwell and Mary Meiser; Pearson, 2010). Katie lives in Chicago with her husband and children.
CHAPTER ONE
Why Are Graphic Organizers Such Important Tools for Teaching and Learning?

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information. Gardner’s theory of multiple intelligences (1993, 2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

For today’s classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they’re integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.

This book contains 100 graphic organizers, teaching and learning tools that support success and active, effective learning in the classroom. Students are
prompted to ask questions and encouraged to build and apply crucial thinking skills while developing tools for learning. You can use the graphic organizers in this book for

- Curriculum planning and development
- Teaching and supporting student comprehension in learning new material
- Classroom assessment
- Building students’ learning skills

**Reaching All Learners**

By integrating text and visual imagery, the 100 graphic organizers featured in this book actively engage a wide variety of learners, including students with special needs and English language learners. These organizers can be used for any subject matter and are easily integrated into course curriculum.

We know from learning theory that the human mind naturally organizes and stores information. Our minds create structures to store newly acquired information and connect it to previous knowledge (Piaget, 1974). The graphic organizers featured in this book are visualizations of these mental storage systems, and serve to support students in remembering and connecting information (Vygotsky, 1962). When students are able to remember and assimilate information, they can delve into more critical thinking.

Numerous studies have found graphic organizers to be effective for teaching and learning, and many support the effectiveness of graphic organizers for gifted children and students with special needs (Cassidy, 1991). Textbook publishers have taken note of the research that supports the importance of graphic organizers for teaching and learning, and regularly feature them in textbooks. Because graphic organizers are widely successful, these learning tools are used at all grade levels. They are also effective for adult learners. Community colleges and corporate entities use graphic organizers to present information in similar instructive contexts. Often you will see college-level textbooks and corporate instructional materials use graphic organizers. The visually stimulating nature of graphic organizers draws the learner’s attention. As learners, we attend to what is novel and visually intriguing because the brain is more equipped to process images than text. Because graphic organizers integrate text and visual images, learners are having more whole-brain experiences.

In addition, for all learners, but for adult learners in particular, graphic organizers facilitate the integration of long-term memory and new learning. Adult learners generally have more background and long-term knowledge, and graphic organizers bridge what adult learners already know with what they are learning. Graphic organizers actually trigger long-term memory and promote synthesis with new information (Materna, 2007).

**Getting Started**

This book is divided into chapters based on the different applications of the graphic organizers. You, the teacher, are the best judge of which organizers are best for a given lesson. Here are some suggestions and bits of advice as you decide which organizers to use for a specific instructional purpose:

**Modeling.** It is critical to model the graphic organizer when you present it to the class. Show the students how you, as a learner, use this organizer to understand material.

**Learning experiences.** You can use the graphic organizers in this book for individual or small group instruction. In general, graphic organizers are great for cooperative learning because they provide a structure for the students.
Assessment. Assessment should be reliable and varied. As students progress through middle school and high school, quizzes and tests become more common, but they are only one kind of assessment. Graphic organizers can be easily used for classroom assessment. For example, you could use the Questioning the Author activity (Chapter Five) to determine if the students read the pages that were assigned for homework. You will probably gain greater insight into the students' comprehension of the text than you would with a multiple-choice reading quiz.

Special needs. Students with special needs often have difficulty decoding and comprehending text and developing vocabulary. This makes reading even more challenging. Here are some suggestions to support students with special needs when they use the graphic organizers in this book:

1. Physically divide some of the organizers by cutting, folding, or highlighting different sections. This helps the students focus on one section and activity at a time.
2. Use a highlighter or different colors for the graphic organizer headings to help students process and focus on key information.
3. Have students work in pairs or in small groups, as needed. Students who have difficulty with attention and reading will benefit from working with their peers. Working in a social setting helps all students work collaboratively and take responsibility for their own learning. We want our students to develop self-efficacy in their learning experiences.
4. Create reading frames for students. Using heavy card stock or cardboard, create frames of different sizes so that students can place them over sections. This helps students focus on one section at a time.
5. Encourage students to use vocabulary logs or notebooks. All the vocabulary graphic organizers that are featured in Chapter Three can be used as templates for a vocabulary log or notebook. This is a student-created vocabulary reference book to which the students can refer during the course of the school year.

Variations. There is no one right way to visually represent information. Your students may have several variations of the same organizer for a given topic or subject. Further, some students are more visually oriented than others, so you should expect to see a range of results. Particularly helpful to English language learners, the graphic organizers featured in this book support students in understanding language more easily with the assistance of visual images.

The key to successful teaching and learning is to employ a wide variety of strategies. I hope that the 100 graphic organizers in this book will add to your repertoire of strategies to reach all kinds of learners in your teaching.

You can download PDF versions of the graphic organizers found in this book at www.josseybass.com/go/graphicorganizers
Password: 4g6hn7
CHAPTER TWO
Graphic Organizers for Brainstorming and Idea Generation

1: Power Thinking (Levels of Brainstorming)
2: ABC Brainstorm
3: Carousel Brainstorm
4: Venn Diagram
5: Compare and Contrast
6: KWL
7: KWS
8: KWHL
9: KWLT

Graphic Organizers 10–17: Topic Generation
10: Topic Generation with 3 Ideas–Linear Model
11: Topic Generation with 4 Ideas–Linear Model
12: Topic Generation with 6 Ideas–Linear Model
13: Topic Generation with 3 Ideas–Circle Model
14: Topic Generation with 4 Ideas–Circle Model
15: Topic Generation with 6 Ideas–Circle Model
16: Character Traits Web
17: Topic Generation: Hand Model
18: Anticipation Guide
19: Hypothesis Guide
20: Idea Web
21: Fishbone
22: Spider
23: Herringbone
24: Y Diagram
Power Thinking is a graphic organizer that allows learners to organize ideas and information hierarchically. As an alternative form of outlining, this tool can be used to group terms, ideas, and vocabulary, for example, into main headings and subheadings.

When this graphic organizer is implemented into instruction, it is acceptable for the students to add information at the different levels. If there are more than two ideas or details at power 2 that support the identified main idea in power 1, this is fine. The students need to understand that the Power Thinking template is malleable. As teachers we need to place greater emphasis on the students’ thinking and their ability to organize information in a hierarchy rather than on completing the template as it is exactly presented.

Another important consideration for power thinking is the notion that there is more than one way to organize information. Individual thinking always varies. Instead of emphasizing one particular answer, we need to focus on the process of thinking in arranging, organizing, and representing information.

When the students work on the Power Thinking organizer, I like to have them in groups of three students or in pairs. As we progress through the different levels of the organizer, the students can discuss points of information or details to include. This approach naturally shifts the focus: this becomes less a teacher-directed activity and more of a student-directed activity in which you take on the role of facilitator.
2 ABC Brainstorm
► Grades 4—12
► All subjects

As students brainstorm information, the ABC framework helps them organize their thoughts. Because a fact or point of information must be recorded for each letter of the alphabet, the students need to dig more deeply to retrieve information and ideas for this kind of brainstorm.

This graphic organizer can be applied in many teaching and learning situations. As a prereading activity, the ABC Brainstorm can facilitate the recording of previous knowledge. It can also be used to support student’s comprehension as they are reading a textbook or other nonfiction text. As the students read the material, the ABC Brainstorm structure allows them to record newly acquired facts, information, and content vocabulary. For after reading, the ABC Brainstorm is a suitable graphic organizer for students to review and assess what they recall from a recent text or unit.

The students may have some difficulty finding information that begins with the letters Q and X. Some strategies for resolving this issue include allowing the students to include adjectives and allowing Q or X as a letter within a word or phrase (see the sample).

The students can also develop this graphic organizer into a picture book. Each page would represent a letter, a corresponding vocabulary word, and a phrase that helps students remember important information. They can also illustrate each vocabulary word with a picture.

Example
A is for antibiotics.
Antibiotics are anti-infection and beat up the germs that can cause infection.

With great detection, antibiotics go after germs that cause infection.
<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>C</td>
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<td>Q</td>
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<td>D</td>
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<td>E</td>
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<td>I</td>
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<td>W</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>X</td>
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<tr>
<td>L</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>Z</td>
</tr>
</tbody>
</table>
3 Carousel Brainstorm

▶ Grades 4—12
▶ All subjects

Whether the students are activating prior knowledge or reviewing newly acquired information, this organizer allows them to identify and study subtopics within a larger topic.

Tips for Classroom Implementation

- Divide the students into groups of three or four.
- Identify subtopics and write each one on a separate sheet of large paper. In each group, a student will serve as the recorder, using an assigned colored marker, which makes it easy to associate each group with its comments.

- Explain to the students that they will have a brief time, about thirty to forty-five seconds, to write down everything they can think of for each topic. The different sheets with the different topics will be passed to each group. As the sheets progress through the groups, it will be necessary to extend the time allowed for each sheet because the students will have to read what has already been recorded by the other groups, and they will probably find it more challenging to add new information. The carousel is complete when the students have their original sheet.

- Students often compare this exercise to electronic blogging. They enjoy reading, responding to, and adding to each other's comments and ideas. As the students engage in this activity in the classroom, there is often discussion as they progress from one chart to another.

- When I have used this activity in the classroom, I allow (and sometimes encourage) the students to use language taken directly from the text. When students closely examine text, they are actively analyzing what they are reading.
Each box represents a sheet of large chart paper.

What do you know about the author?

What do you know about the main character?

List as many things as you can about the setting of the book.

What happens in the book? What are the “key events”?

Write down some descriptions that you “liked.”

What questions do you have about the book so far?
4 Venn Diagram

Venn diagrams are graphic organizers that provide a visual comparison of similarities and differences between subjects. The structure of this organizer is applicable to a wide variety of topics.

Tips for Classroom Implementation

Venn diagrams can be easily adapted to include more than two topics and one common area. Once the students have completed the Venn diagram, they should discuss and explain what they have included in the circles and common area(s). These discussions can be completed in large or small group discussions.

The middle area where the two circles overlap can be tricky. Sometimes the students become confused and continue to put opposites or comparisons in this space. Using different colored markers or pencils for each circle and the overlapping intersection is a simple adaptation that allows students to see the differences and similarities in the presented information from the onset.
VENN
DIAGRAM

Name __________________________
Date __________________________
5 Compare and Contrast

▶ Grades 4—12
▶ All subjects

This graphic organizer is useful for looking at two items and figuring out the similarities and differences between them. The students should look first for the similarities and then the differences.

### The Compare and Contrast graphic organizer

The Compare and Contrast graphic organizer has a wide variety of classroom applications. History or social studies teachers can use it as a means of comparing different historical events, geographical regions, or political systems, for example. This organizer is widely used as a prewriting activity in preparation for writing an essay or research paper. In science or math, this organizer visually represents information so that students can develop a theory or hypothesis.
COMPARE AND
CONTRAST

Name __________________________
Date __________________________

Name 1
Attribute 1
Attribute 2
Attribute 3
Name 2

Graphic Organizers for Brainstorming and Idea Generation
6  KWL

▶ Grades 6—12
▶ All subjects, but particularly useful as a preview for a new unit
or a prereading activity

Created by Donna Ogle, the KWL strategy is a three-column chart that
captures the before, during, and after stages of reading.

K = What a reader already knows about the selected text topic. Students tap into
their prior knowledge before they begin reading. As we know from research in
reading, prior knowledge supports student comprehension.

W = What a student wants to know about the selected text topic. Students’ asking questions before they read a text also
supports their comprehension.

L = What the students learned about the topic. Students’ reflecting and thinking about what they just read aids them in
their ability to synthesize newly acquired information with prior knowledge.

Tips for Classroom Implementation

Often used at the beginning of an instructional
unit, the KWL strategy is one of the most widely
recognized graphic organizers and instructional
strategies. It can be used for individual, small-
group, and large-group instruction. There is
significant evidence that when learners tap into
previous knowledge and pose individual ques-
tions, they are more likely to become engaged
in their learning and more apt to internalize
what they learn.

To support all kinds of learners, consider using
different colors for each column. The students
may also draw or visually represent their knowl-
edge and ideas for each column.

Name __________________________
Date __________________________

Topic American Revolution

What I know:

- It happened over 200 years ago.
- The 13 American colonies declared independence from the British Empire.

What I want to know:

- Did Thomas Jefferson write the declaration all by himself?
- How was the war fought?
- How did differences get resolved?

Tories were colonists who were loyal to
England.

First war that had guerrilla warfare.

Communication between the colonies was sometimes very
difficult.

Thomas Jefferson had help writing the Declaration of Independence.
7  KWS

Grades 4—12
All subjects—particularly useful for a Web search or as an introduction to an I search or research paper

The KWS organizer is a modified KWL that incorporates sources for researching the topic and question.

Tips for Classroom Implementation

Obtaining access to sources for research in the classroom is helpful for the students as they answer posed questions. Once the students complete the S (Possible Sources) column, they can convert the information and sources they found into a bibliography following MLA, APA, or other formatting.

At a time when students are inundated with information from media resources, they need a systematic strategy to organize, understand, and synthesize. The KWS is one strategy that students can use to organize information.
KWHL is a modified KWL that incorporates primary and secondary resources for research. Students are able to incorporate prior knowledge as they create a plan for investigating a topic.

\[K = \text{What do I already know?}\]
\[W = \text{What do I want to find out?}\]
\[H = \text{How am I going to find out?}\]
\[L = \text{What did I learn?}\]

### Tips for Classroom Implementation

Accessibility to primary and secondary sources is necessary for the students to answer posed questions. When I ask students to pose their own questions, I often find that they are confused and hesitant because they fear that they will ask the “wrong” question or simply aren’t sure where to begin. This organizer is especially useful for students who are posing their own questions through Web searches or are engaged in inquiry projects.

---

**Name __________________________**
**Date __________________________**

**Topic:** Tropical Rain Forests

**K** = What I know:
I know that rainforests are filled with all kinds of plants and animals, and that they are very important to the health of the whole planet.

**W** = What I want to know:
What would happen if the rain forests were all gone?

**H** = How am I going to find out?
Look up good websites like National Geographic and weather websites.

**L** = What did I learn?
I learned that the rainforests are critical to the health of the planet because these areas produce so much oxygen for the atmosphere. If the rain forests are destroyed, we would lose lots of oxygen that is needed for all different forms of life.
KWLT

KWLT is modeled after the KWL strategy. In this version, students are prompted to engage in the metacognitive experience of talking to peers about what they have learned and teaching the material to others.

- **K** = What do I already know?
- **W** = What do I want to find out?
- **L** = What did I learn?
- **T** = What do I want to tell others?

KWLT, the final variation of KWL, contains a reflective component. As in the foundational KWL experiences, the students

1. brainstorm what they already know about a topic
2. pose questions about what they want to learn
3. reflect on what they learned
4. The "T", the last step for the KWLT strategy, prompts students to teach what they have learned.

It is through the last step in this teaching and learning strategy that students are more able to internalize the information that they have learned, since they are now practicing their understanding for the new material through teaching it.
Name __________________________
Date __________________________
10 Topic Generation with 3 Ideas—Linear Model

Grades 4—12
All subjects

It is always helpful to model graphic organizers before the students apply them on their own. As the teacher, you can model how these graphic organizers are used to document and generate topics and ideas.

Remind students that it is always useful to adapt these graphic organizers as needed. The emphasis should not be on filling out all squares or circles. Instead, students should use these topic generation graphic organizers so that they can begin to observe:

- connections between new material and prior learning
- patterns and main ideas
- relationships between key ideas

Graphic organizers 10 through 17 offer students the opportunity to visualize and organize their ideas. They have a wide variety of applications, the most common of which are for essay or research paper topic organization and other writing activities.
**Pre-reading**
What do you predict / think about the title?

**While-reading**
Outlining (Cornell Note-taking Model)

**Post-reading**
What does this information connect to what you already predict?

**Title**
Earth For Our Children
11 Topic Generation with 4 Ideas—Linear Model

- Grades 4 – 12
- All subjects

How can the water quality be improved in the Chicago River?

- Stricter laws about dumping waste into the river with steeper penalties to offenders.
- Educate the public about the current condition of the water quality and how people impact this concern.
- People need to take a greater role in preserving the Chicago River by doing things like cleaning up the garbage or educating others about the effects of pollution on this ecosystem.
- Reintroduce native species.

Name: January Williams
Date: 24-Feb-09
Topic Generation with 4 Ideas – Linear Model
The American colonists decided to rebel against the British government. They were tired of being taxed without representation in the British government. Through taxation, many Americans felt that the British government threatened their livelihoods. Americans became so removed from the British homeland that they began to forge a new identity that was apart from the mother country. Acts of American rebellion, like the Boston Tea Party and the Boston Massacre, fueled the passions and anger of the colonists. American Founding Fathers like Franklin, Jefferson, and Adams popularized new ideas of government that were based on John Locke's philosophy. Traditional monarchies were rejected. American colonists became resentful of resources being shipped back to England.
Name __________________________
Date __________________________

**Topic** Generation with 6 Ideas – Linear Model

[Diagram of a linear model with six blank boxes]
How can people produce less garbage that gets put in landfills?

1. Recycle bottles, cans, and papers.
2. Create less garbage (e.g., use less plastic bags and bring reusable ones to the grocery store).
3. Yard waste can be composted.

Billy McNeil
28-May-09
CIRCLE MODEL

Name __________________________
Date __________________________

Topic Generation with 3 Ideas – Circle Model
14 Topic Generation with 4 Ideas—Circle Model

- Grades 4–12
- All subjects

---

Identify the author of the website and determine if they are credible.

Determine if information is reviewed prior to posting on the website.

Strategies for determining a credible website:

1. Identify if the website was created by a reputable company, agency, or organization.
2. There should be sources and references for the material found on the website.
CIRCLE MODEL

Topic Generation with 4 Ideas – Circle Model

Name __________________________
Date __________________________
15 Topic Generation with 6 Ideas–Circle Model

- Grades 4—12
- All subjects

How can a household save on energy each year?

- Turn down the thermostat
- Use solar filtering shades for the hot summer months
- Insulate the attic and basement
- Turn off appliances
even when not in use
- Switch to energy-saving light bulbs
- Make sure that windows are sealed properly

Billy McNeil
30-May-09
CIRCLE
MODEL

Topic Generation with 6 Ideas – Circle Model

Name __________________________
Date __________________________
16 Character Traits Web
▶ Grades 4—12
▶ Social studies and English

The Character Traits Web organizer offers students another way to visually represent their ideas. The students collect attributes of a character or real-life person.

**Tips for Classroom Implementation**

In a language arts class, remind the students that authors provide direct and indirect clues about their characters. Choose a character from the literature and model the chart through large-group discussion.

You can also use this organizer in a social studies class. Instead of discussing a character, the students select a historical figure.
CHARACTER
TRAITS WEB

Name: __________________________
Date: __________________________
Title: __________________________
Author: __________________________

Character's appearance
Character's actions and thoughts
Character's words
How others react to the character

Character

Graphic Organizers for Brainstorming and Idea Generation 37
17 Topic Generation: Hand Model

Grades 4—6
All subjects

This highly visual graphic organizer represents information, ideas, and thoughts about a specific topic.

The hand model is also useful for the 5 W questions: Who, What, When, Where, and Why. Each finger on the hand can correspond with each “W” question and the palm of the hand can be used to record information that answers “How.”

The hand model graphic organizer can also be used for literary elements. Each finger can represent: title and author, setting, problem, solution, genre. For the palm, I like to have the students list the characters in the story.
Anticipation guides are great prereading graphic organizers for the following reasons: they preview key themes and ideas that will be presented in the upcoming text; they provide opportunities for students to draw on their prior knowledge and experiences, or schema; and they offer students the opportunity to recognize the effects of their point of view in formulating their opinions of the text.

Here are some tips for the creation of an anticipation guide as well as a sample guide.

- In advance, create statements that relate to the text that the students are about to read. These statements could be about the themes, ideas, and characters that will be presented in the text. Generally ten statements are manageable.
- The students choose either agree or disagree after each statement.
- When good readers pick up a text, they tend to anticipate what the reading will be about. However, struggling readers generally do not anticipate when they read, and the Anticipation Guide organizer can support them in developing this skill. Remember this as you prepare anticipation guides for your students.

I was first introduced to anticipation guides when I was working with struggling adolescent readers over ten years ago. Like many of my colleagues, I was willing to try a wide variety of strategies to help these students. The first time I used an anticipation guide was when I was teaching the prologue from The Canterbury Tales. From the first, I could see that the students didn’t struggle as much in their comprehension. I spent less time explaining the actual text.
### ANTICIPATION GUIDE

**Topic**

**DIRECTIONS:** Put an “X” in the space to indicate whether or not you agree or disagree with the corresponding statement.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Statement</th>
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</thead>
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19 Hypothesis Guide

Grades 4—12
Social studies and science

Especially useful for the science classroom, the Hypothesis Guide is a visualization structure for the scientific method. Guiding the students through the process of formulating a hypothesis reinforces the main concepts that are integral to the creation of a question or idea. Once the students create the question or idea, which is a hypothesis, they can test and evaluate it. As always, it is beneficial to model the graphic organizer for the students. This graphic organizer can be especially useful for lab experiments.

Tips for Classroom Implementation

A scientific experiment may comprise the following:

1. When you observe something, you may have questions about that phenomenon. State your QUESTION.
2. Gather as much INFORMATION as you can about your question.
3. Find out what information has already been discovered about your question.
4. Formulate a HYPOTHESIS. Write a statement that predicts what may happen in your experiment.
5. Test your hypothesis. Design an experiment to test your hypothesis.
6. Perform the experiment.
7. Collect DATA. Record the results of the investigation.
8. Summarize RESULTS. Analyze the data and note trends in your experimental results.
9. Draw CONCLUSIONS. Determine whether or not the data support the hypothesis of your experiment.

HYPOTHESIS GUIDE

Question

How does water impact plant growth?

Information

Food, sunlight and location can impact plant growth. Use books, magazines and the Internet to find information on plant growth.

Hypothesis

I predict that if a plant does not get enough water, it will die.

Test the hypothesis/data

Six plants: 2 with the recommended amount of water (control group) 2 plants with less than the required water and 2 with more than the required amount of water.

Results

The plants that received less water did not grow as well as the one that received the correct and recommended amount of water.

Conclusions

Plants need different amounts of water to grow well and the plants that received the recommended water grew the best.

Name: Portia Smith
Date: 5-Dec-09
An idea web allows learners to organize information in a visual format. Unlike a standard linear outline, the idea web makes the connections among ideas and details more evident.

A highly adaptable organizer, the Idea Web can be used as an opening brainstorming activity through large group discussion. You can use large chart paper or an overhead projector to record the students’ ideas. Students can also use an idea web for prewriting or to tap into prior knowledge at the beginning of an instructional unit.
The Fishbone (also known as the Cause and Effect Diagram or Ishikawa Diagram) is named after its Japanese inventor, Kaoru Ishikawa (1915–1989). Use the Fishbone to determine the causal relationships in a complex idea or event. This organizer helps students understand how a central theme can have numerous related ideas. To effectively use this graphic organizer, begin with the result and then analyze the contributing causes.

**Tips for Classroom Implementation**

For the students to better understand the different components of this structured graphic organizer, model its use through large-group discussion prior to the students' independent application.
The Spider is a free-form graphic organizer that allows students to think about information as both visual and metaphorical. The students are also able to visualize the interconnectedness of information and ideas to a central idea.

Choose a central idea, character, text, or problem. Explain to the students that this graphic organizer will help them visualize their ideas and organize and connect their thinking.

Put the students in pairs to fill out the Spider. Once the pairs have completed the organizer, have them share their completed work. Discuss with the students the similarities and differences among their responses. It is important for students to observe that although they completed the same graphic organizer, the content and organization differed to some degree. This is fine and illustrates that we all think somewhat differently about ideas and information.
Name __________________________
Date __________________________

SPIDER

Graphic Organizers for Brainstorming and Idea Generation
The Herringbone graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas.

**Tips for Classroom Implementation**

Students will benefit from your modeling the use of this graphic organizer on an overhead projector or chart paper.

Learning how to organize and classify information is an important skill for all students. Students are asked to organize and classify information every day. When students read, they should be encouraged to read and classify information. Students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information.
HERRINGBONE

MAIN IDEA

Supporting details

Supporting details
The Y Diagram is a useful graphic organizer for students to visualize how ideas or details can support a main idea. It is a more simplified version of the Herringbone and Fishbone graphic organizers.

### Tips for Classroom Implementation

Students will benefit from your modeling the use of this graphic organizer on an overhead projector or chart paper.

The Y Diagram helps students to organize what they already know about a topic for writing. The student has to think about the topic and details and examples that can support that topic. In the classroom, I always invite the students to share their charts because I think it is important for them to see how their peers think about the same information. Although we may have similar ideas and arguments, it is important for us to recognize that there is more than one way to organize information and consider the topic.
CHAPTER THREE
Graphic Organizers for Vocabulary Development

25: Vocabulary Slide
26: Concept or Vocabulary Map I
27: Concept or Vocabulary Map II
28: Concept or Vocabulary Map III
29: Concept or Vocabulary Map IV
30: Word Detective
31: Six-Column Vocabulary Organizer
32: Vocabulary Tree
33: Cyber Vocabulary Detective

A special note on this chapter. As mentioned in Chapter One, all of these graphic organizers can be used as templates for a vocabulary log or notebook. These organizers become a student-created vocabulary reference book to which the students can refer during the course of the school year.
It is quite likely that most of us were taught vocabulary by being given long lists of words; we were required to write down the definition for each word and write a sentence using the vocabulary word. Once we had memorized these words, they were given on a quiz, usually on a Friday. Today we know that this is not the most effective way to teach vocabulary. Instead, vocabulary lessons must be contextual.

Simply put: the more students manipulate and use a new word, the more likely it will become part of their vocabulary. Vocabulary slides prompt students to use and apply newly encountered words. When students study fewer words in greater depth, as they do with the vocabulary slide, they are learning how language works. The sections of the slide require the students to examine the etymology and the part of speech, to find a synonym and antonym, and to use the word in an original sentence. These applications enable students to connect to and process the word through several tasks.

You can have students create vocabulary slides from self-identified words in the assigned reading, or you can assign words. You can also use the vocabulary slides as flash cards that the students use for review.

The first time that I required eleventh-grade students in a British literature class to create vocabulary slides, the students were a bit surprised when I asked them to draw pictures of the vocabulary words. What I noticed was that the students had to internally process the vocabulary in order to create visual representations of the words’ meanings. As a result, I witnessed greater transference in the students’ writing and improved ability to recognize the newly acquired vocabulary words.
Students often memorize definitions rather than study words or concepts in depth. When students study words from different perspectives, they are more likely to internalize the new vocabulary. Our understanding of vocabulary acquisition has evolved. Visualization has become a critical component of effective vocabulary teaching. This organizer requires students to visually represent key aspects of a new word or concept.

### Tips for Classroom Implementation

You or the student selects a word or concept for the center oval of the organizer. Students should record key elements of the concept or word in the upper left corner. In the upper right corner, the students should record information that is incorrectly assigned to the word or concept. Examples of the word or concept are recorded in the lower left corner. The lower right corner is where students can record examples that are not correct and explain why these examples are incorrect. The Wrong or Incorrect Characteristics box and the crossed-out Examples box are the most challenging and will need to be modeled for some students.

If you have your own classroom, post the vocabulary maps. They can be arranged in a word wall format. As you may recall, a word wall is a systematic organization of vocabulary words. The large letters of the alphabet are displayed on a classroom wall, and the vocabulary maps are posted under the corresponding letters. A word wall is not a display but a shared learning tool and a source for information.
27  Concept or Vocabulary Map II

▶ Grades 5—12
▶ Social studies, English, science, health, mathematics

This version is different from Concept or Vocabulary Map I in that it is more explicit about the placement of information and requires an exact definition for the vocabulary word or concept.

Tips for Classroom Implementation

You or the student selects a word or concept for the center box of the organizer. In the box directly above, students should write the dictionary definition of the word or concept. Students should record key elements of the word or concept in each of the boxes on the upper left side. In each of the boxes on the upper right side, the students should record information that is incorrectly assigned to the word or concept. Examples of the word or concept are recorded in the boxes along the bottom of the page.

The “What is it like?” and “What is it NOT like?” boxes can be particularly challenging. Be sure to model responses to these or allow students to work in pairs so that they will have greater success in completing this activity.
CONCEPT OR VOCABULARY MAP II

What is it?

What is it like? What is it not like?

Examples

Word

Name __________________________
Date __________________________
28  Concept or Vocabulary Map III

▶ Grades 5—12
▶ Social studies, English, science, health, mathematics

This version of the concept or vocabulary map requires students to include an illustration or visualization.

Tips for Classroom Implementation

You or the student selects a word or concept for the center box of the organizer. Above the word or concept box, students should write the definition in the provided space. They should record key elements of the concept or word in each of the boxes on the left side. In each of the boxes on the right side, the students should record information that is incorrectly assigned to the word or concept. They should place a picture or icon that visualizes the word or concept in the oval at the bottom.

This organizer is particularly helpful with concrete nouns similar to those that you would find in a science textbook.
Name __________________________
Date __________________________

What is it?

Definition

Word or concept

Examples

Nonexamples

Illustration
This version of the concept or vocabulary map requires a personal connection with the new vocabulary word or concept.

You or the student selects a word or concept for the center box of the organizer. Above the word or concept box, students should write the definition in the provided space. They should record key elements of the concept or word in each of the boxes on the left side. In each of the boxes on the right side, the students should record information that is incorrectly assigned to the word or concept. In the bottom two boxes, students write personal connections and ideas about where they would encounter the word or concept. These kinds of personal connections help students connect to prior knowledge, thus promoting retention into long-term memory.
The importance of encouraging students to study words cannot be emphasized enough. In this graphic organizer, students are prompted to research the etymology of words and connect visual images to the words that they encounter.

You or the student selects the vocabulary word to be recorded in the center box. In the box above the word box, students record the location where they discovered their word by writing a direct quote from the text or the page number where the vocabulary word or concept was first encountered. Context clues, which are hints or text that may indicate the meaning of the word, are recorded in the two boxes on the left side. The part of speech is placed in the oval on the right side. A sentence that requires students to use the new vocabulary word or concept is placed in the box at the lower center of the organizer. Below the sentence box, students write the exact definition of the word. Finally, an image or illustration that represents the student’s visualization of the word or concept is placed in the bottom space.

You can use these sheets as templates for students to compile into their own vocabulary detective notebook. I particularly like this idea because students have a written record or history of their vocabulary journey. Many students like to look back on the vocabulary that they have learned so that they can see how many words they have encountered and learned.
WORD
DETECTIVE

Name __________________________
Date __________________________

Detective

Text or quote where the word was originally found

Context clue #1

Context clue #2

Word

Sentence

Definition

Part of speech

Picture or illustration
Six-Column Vocabulary Organizer

Grades 5—12
Social studies, English, science, health, mathematics

This graphic organizer is a learning log that allows students to catalogue the etymology of vocabulary words they encounter in their reading.

Tips for Classroom Implementation

Students can use this organizer as a template for a vocabulary learning log. It can be used in classroom instruction for students to keep a running record of the vocabulary that they encounter and learn.

Of all the vocabulary graphic organizers that I have included in this chapter, I probably used this one most frequently. It was especially helpful for keeping a log or history of vocabulary words from a particular unit or chapter.
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Vocabulary word</th>
<th>Sentence</th>
<th>Definition</th>
<th>Part of speech</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Picture or icon that represents the word</th>
</tr>
</thead>
</table>

Graphic Organizers for Vocabulary Development 69
32 Vocabulary Tree

- Grades 5–12
- Social studies, English, science, health, mathematics

This highly visual graphic organizer requires students to specify a root word and related words, a strategy that supports students in learning and understanding new vocabulary.

In addition to using this graphic organizer as a means to show how words can relate to a root word, I have also used this graphic organizer for expository writing. The students can use the main trunk for their thesis and the upper spaces to list details and evidence to prove the thesis.

I have also used the tree graphic organizer as a prereading activity. The students will write their main prediction about the text they are about to read on the trunk and then use the upper spaces for details and examples from the text to prove or disprove their prediction.
VOCABULARY TREE

Name __________________________
Date __________________________

Root Word

[Tree diagram with branches and spaces for words]
33 Cyber Vocabulary Detective
▶ Grades 5—12
▶ Social studies, English, science, health, mathematics

Oftentimes vocabulary words are assigned to students at the beginning of an instructional unit. This organizer prompts the students to find the assigned words on the Internet and to use this information to determine the meanings of the assigned vocabulary.

**Tips for Classroom Implementation**

Give the students a list of Internet sites that will assist them in researching the vocabulary. The students can work in pairs to complete the organizer.

Here are some sites that I recommend for vocabulary research.

- Dictionary.com. This site offers a standard English language dictionary.
- etymonline.com. This site describes the origins of words rather than supplying a traditional or straight definition.
- Word.com. Sponsored by Merriam-Webster, this site offers complete information about words. I am a big fan of this strategy for many reasons. Effectively using technology in classrooms helps all kinds of learners. Exploring Web sites to learn and study vocabulary is engaging because it is highly visual and resembles what people do in the “real world” to gather information; further, many Web sites provide audio support, which is particularly helpful for English language learners and students who have speech or language needs. The audio-supported Web sites often provide pronunciations of the words and have auditory files for definitions and sample sentences.
**DIRECTIONS:** As you look for your vocabulary words in the assigned Web sites, it is helpful to use the FIND command. For each of the assigned vocabulary words, write the sentence from the Web site where you find the word. Guess what the word might mean.

Web Site Name: ____________________________________________________

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Sentence that includes vocabulary word</th>
<th>What might the vocabulary word mean?</th>
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CHAPTER FOUR
Graphic Organizers for Note Taking and Study Skills

34: Cornell Notes
35: Three-Column Notes
36: T Notes
37: Analysis Notes
38: Summary Organizer
39: Journalist Graphic Organizer
40: Story Board Notes: Three Frame
41: Story Board Notes: Six Frame
42: Outline Notes
43: The Five Senses
44: Cycle or Food Chain
   Graphic Organizers 45–48: Bookmarks
45: Bookmark for Reading Fiction
46: Reading Reminder Bookmark
47: Bookmark for Questions During Reading
48: Textbook Reminders Bookmark
49: Individual Performance in a Cooperative Group
50: Cooperative Group Planner
51: Portfolio Tracker
52: Independent Reading Log
53: Assignment Tracker
34 Cornell Notes

- Grades 5–12
- Social studies, English, science, health, mathematics

Developed by Walter Pauk, an education professor at Cornell University in the 1950s, Cornell Notes is a widely used and accepted strategy for taking notes. The students should take notes in the right-hand column of the organizer; the left-hand column is for corresponding questions, main points, or ideas. The bottom space prompts students to summarize the information they have recorded.

Tips for Classroom Implementation

Model this strategy for the students and remind them of the five Rs of note taking:

1. Record the most important or emphasized information.
2. Reduce and synthesize information wherever possible, making it as concise as you can.
3. Revise: read your notes aloud.
4. Reflect and consider how this information is connected to your personal experiences and what you already know.
5. Review: look over your notes more than once.

Cornell Notes are most frequently used at the high school level. Oftentimes when we assign textbooks for our students to read, they are faced with text that is densely packed with information. Cornell Notes are a structure that helps students pull out the key ideas and details.
35 Three-Column Notes

- Grades 5—12
- Social studies, English, science, health, mathematics

This strategy should be used as a during reading or after reading activity. For a during reading activity, you and students complete the organizer together. The first column is used to record the topic of the text or discussion. In the second column, students should record what they learned from reading the text or from discussion. In the third column, the students will write their ideas and opinions as they reflect on the information about the topic. Make sure that you model the strategy and explain how to use the column note structure.

**Tips for Classroom Implementation**

As the students progress from the first column to the third, explain that they are carefully narrowing the topic. The first column will have the main topic recorded and as they progress to the second and third document, there will be more details and text. The third column should be visually “packed” with details and information. For some students, offering a visual like sand passing through a funnel, this can aid their understanding.
<table>
<thead>
<tr>
<th>Topic from text or class discussion</th>
<th>What did you learn about this topic from the text or class discussion?</th>
<th>Record your ideas, thoughts, and opinions</th>
</tr>
</thead>
</table>

Name __________________________
Date __________________________

THREE-COLUMN NOTES
This graphic organizer facilitates students’ ability to compare ideas and concepts. Use the space at the bottom of the organizer page for students to record their opinions about the ideas and to summarize the recorded information. The students identify key ideas and concepts, and as they record this information, they begin to develop language for the comparison of ideas. Students also learn how to extend ideas and information as they record parallels on each side of the graphic organizer. For example, when a statement or fact is recorded in the left-hand column, a parallel is required in the right-hand column. The students’ experience in creating notes with the T Notes graphic organizer prepares them to write compare-contrast compositions.

### Tips for Classroom Implementation

You should model this graphic organizer for the students. Using different colored markers or pens for each area of the graphic organizer is an effective way to emphasize the different kinds of information.
T NOTES

Name __________________________
Date __________________________
One of the greatest obstacles for struggling readers is the ability to pull out main ideas and details from a narrative text. Plot analysis notes prompt the reader to identify important information while applying elements of plot. Plot analysis notes are quite different from a multiple-choice assessment in that students need to know and apply literary elements to a narrative text.

You will need to model this graphic organizer. Instruct the students that they must determine what is important from the text. Let the students know that there may be instances when all the plot elements cannot be applied. This is an effective tool for assessing students’ reading comprehension. In general terms, the more the students are able to add detail and personal comments to their notes, the greater their comprehension of the text.

Review with the students the elements of plot:

- **Exposition**: Usually reveals the time, setting, and introduces the characters.
- **Rising Action**: An inciting event and foreshadowing are often in the rising action and ends with the climax.
- **Climax**: The turning point of the story.
- **Falling Action**: The events after the climax that leads to the end of the story (resolution).
- **Resolution**: Concludes the action of the story.
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<th>Categories: ( \rightarrow )</th>
<th>Traits/Characteristics ( \rightarrow )</th>
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**Analysis Notes**

Name __________________________ Date __________________________
38 Summary Organizer

▶ Grades 5—12
▶ Social studies, English, science, health

This graphic organizer prompts students to create main categories, supply relevant details, and write a summary. The organizer develops the students’ skills in identifying key information and providing details that facilitate comprehension.

**Tips for Classroom Implementation**

You will need to model this graphic organizer for students and explain how it prepares them for assignments like quizzes and tests.

Summarizing plays an important role in learning. On one level, by asking students to summarize important ideas, information, or text, you are checking to make sure that they understand content. Yet on another level, by summarizing what they have learned, students are also opening the door to reflection. When students reflect on what they have learned, they begin to understand why the newly acquired information is so meaningful. This organizer maps out the details that lead students to reflect and to create a summarizing statement.
**DIRECTIONS:** Write down the main points and ideas from the reading and relevant corresponding details. Write a summary of the main ideas and details in the corresponding area.
In their writing, journalists answer the five Ws: Who, What, Where, When, and Why. These questions are essential for writing and for reading text. By answering the five Ws, students will better comprehend texts and be able to articulate what they know and understand through their own writing.

Tips for Classroom Implementation

You will need to model this graphic organizer. After they have filled out the organizer, asking students the additional questions "What do you know now?" and "Why is it important?" fosters personal response and greater comprehension. I love to ask my students these two questions. I learn a great deal about their thinking and what I need to do next as their teacher. It is through reflection, as prompted by these two questions, that students are more likely to synthesize what they are learning.
JO\u00f8RNALIST

GRAPHIC

ORGANIZER

Name __________________________
Date __________________________

WHO
WHAT
WHERE
WHEN
WHY
40 Story Board Notes: Three Frame

▶ Grades 5—12
▶ Social studies, English, science, health, mathematics

When students visually represent what they are learning, they increase their understanding and comprehension, and the Story Board graphic organizer facilitates this process. The boxes prompt the student to create visual images of an episode, event, or scene. Each box represents a scene, main event, step, or stage. The three-frame story board prompts students to focus on the beginning, middle, or end of a story or the situation, problem, and solution for a history lesson or science experiment, for example. These story frames are also applicable for problem solving in mathematics. The three boxes can present the problem, the approach to solving the problem, and then the final solution. The line in each box prompts students to use words to explain what they are portraying. This graphic organizer prompts students to think in both words and pictures. By identifying key information, students develop their skills in academic literacy and critical thinking. You can use it to assess the students’ understanding of newly acquired material.

Tips for Classroom Implementation

You will need to model how to use this graphic organizer. Encourage students to put as much detail as possible into their visualizations.

Although story boards appear to be a simplistic activity, they aren’t. We know that having students visually represent what they read helps them comprehend the text. We also know that when activities incorporate several intelligences, students have improved comprehension. Story Boards incorporate visual, kinesthetic, artistic, and, if the students are working in pairs or groups, social-emotional learning. I witnessed this in my own classroom as well as that of my friend Mary Green, who teaches seventh graders in Chicago. Mary’s students were clearly developing their comprehension skills as we observed how the students’ story boards contained an increasing amount of detail as they read novels in literature circles.
Topic: Story Board Notes: Three Frame

**DIRECTIONS:** For each box, write a short description of the scene and draw a picture for the scene.
41 Story Board Notes: Six Frame

See the description for graphic organizer 40, Story Board Notes: Three Frame.

[Diagram of a story board with six frames, each labeled with an event in the story: Susan Hopes, Juliet Dove Queen of Love, When Juliet gets the amulet of love, When she meets the rats, When she talks to Athena, When she unlocks the amulet, When Eris is being mean to her, When Cupid is released.]

21-Oct-09

The Teacher's Big Book of Graphic Organizers
Name __________________________
Date __________________________

Topic: Story Board Notes: Six Frame

**DIRECTIONS:** For each box, write a short description of the scene and draw a picture for the scene.
42 Outline Notes

▶ Grades 5—12
▶ Social studies, English, science, health, mathematics

I remember when I learned how to take notes in outline form during my freshman year of high school. Even today, I still take notes using this method of organization. Although a traditional strategy for taking notes, it is still quite helpful and an effective strategy for organizing information and generating ideas. Outline note taking is particularly effective with textbooks, as they are themselves structured in outline form.

You should model this graphic organizer for the students. It is also important to note that the most recent versions of word processing programs are especially useful for outlining. You could draw on these programs to teach outlining. However, not all students have access to this technology in the classroom, and a “hard copy” provides a great introduction to this strategy.
Using the five senses (sight, hearing, smell, taste, and touch) facilitates students’ ability to identify and comprehend new information, as well as prompts them to extend what they know and understand about the information. Model this graphic organizer for students.
THE FIVE SENSES

DIRECTIONS: Record the title of the text and the character or scene in the space provided. Write down details about the character or as it corresponds to the five senses.

Sight: What do you see?

Title ________________________

Smell: What do you smell?

Touch: What does it feel like?

Taste: How does it taste like?

Hearing: What sounds do you hear?
Cycle or Food Chain

- Grades 5—12
- Social studies, English, science, health, mathematics

This graphic organizer prompts students to identify important and critical information in a sequence. It is especially useful for creating a plot chart for a narrative text, illustrating a scientific sequence, identifying the steps to solve a math equation, or identifying important facts of an historical event. Model this graphic organizer for the students when you introduce it.

**Cycle or Food Chain**

Photosynthesis

- Sun, carbon dioxide, and water
- Oxygen is released
- Glucose is formed
- Chlorophyll in plants
- Glucose is stored

Olivia Doe
14-Nov-09
45–48 Bookmarks

Grades 5–12
Social studies, English, science

I have always found bookmarks to be one of the most helpful tools for active reading. They allow students to record important information while they are reading, and can be used for:

- Keeping track of important characters or information
- Logging the reader’s questions, ideas, and opinions during reading
- Identifying vocabulary words that the reader may not know

Tips for Classroom Implementation

Model the use of bookmarks during reading through an in-class read-aloud. Tell the students that bookmarks will help them keep track of important information while they are reading and studying.

There are two copies of each bookmark on a page to reduce photocopying. I like to laminate the bookmarks for the students so that they can be used for the entire school year. Also encourage the students to use diagrams and charts on the bookmarks so that it is easier to visually track characters or important plot events.
LIST THE CHARACTERS THAT YOU ENCOUNTER IN YOUR READING:

List the characters that you encounter in your reading:

**Literary terms**

- Conflict
- Setting
- Irony

- Point of view
- Protagonist
- Theme

**Literary terms**

- Conflict
- Setting
- Irony

- Point of view
- Protagonist
- Theme
This bookmark reminds students of important strategies to use while they are reading.

- Ask questions while you are reading.
- Make personal questions about what you’re reading to your own experiences and what you know about the world.
- Preview and scan the text before you begin reading so that you have an idea about what the reading is about.
- Use a variety of strategies while you are reading.

After you read ask yourself these questions to determine how well you have read the text:

- Did you read for at least 20 minutes?
- Did you use a variety of strategies while you were reading?
- Did you ask questions while you were reading?
- Did you make personal connections with your reading?
- Did you understand what you read?

What questions do you have about the reading?
Questions during reading

• Why does the character ...
• The main character wants to ...
• The author’s writing reminds me of ...
• I predict that _____will happen.
• I was surprised by ...
• If I could ask the character or author a question, it would be ...
• The following quote ____________________________
  ____________________________
  ____________________________
  ____________________________
  is interesting to me because ...
• The main conflict is ...

• If I could ask the character or author a question, it would be ...
• The following quote ____________________________
  ____________________________
  ____________________________
  ____________________________
  is interesting to me because ...
• The main conflict is ...

• I wonder why ...
Look at the chapter or section that you are about to read. What kinds of documents and texts will you read (i.e. maps, charts, graphs, vocabulary...)?

What kind of information is in the pull-out sections and side bars?

Are there different colors or fonts in the text? Why?

Does the textbook use color to make specific information more clear?

Look at the graphics and photos. What information do these visuals reveal and represent?

Look at the chapter or section that you are about to read. What kinds of documents and texts will you read (i.e. maps, charts, graphs, vocabulary...)?

What kind of information is in the pull-out sections and side bars?

Are there different colors or fonts in the text? Why?

Does the textbook use color to make specific information more clear?

Look at the graphics and photos. What information do these visuals reveal and represent?
Graphic organizers 49-53 are tools that facilitate students' independent evaluation of their own progress and their monitoring of assignments and homework.
This graphic organizer encourages students to reflect on their learning and evaluate their individual performance in a cooperative group. It draws attention to their role in the success of that group in completing an assigned task.

**Tips for Classroom Implementation**

Working in groups often takes practice. The more students work in groups, the better they become at working with their peers. Honestly evaluating peers is particularly challenging. As the students consider the role that their classmates played in their group, they also reflect on their individual performance. When students reflect on their own work, they are more likely to internalize new skills and information. Discovering how each student can individually contribute or detract from a group's task is essential for successful collaborative learning experiences.
**Topic:** Individual Performance in a Cooperative Group

**DIRECTIONS:** Look at the following categories and decide what description best represents your individual participation. Add the points for your total score.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your score</th>
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<tbody>
<tr>
<td><strong>How did I work in my group?</strong></td>
<td>I didn't focus on the group and the assigned work.</td>
<td>I sometimes listened to group members and sometimes paid attention.</td>
<td>I worked in my group and helped to get our work finished.</td>
<td>I worked in my group and helped get our work finished by helping other members and solved problems.</td>
<td></td>
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<tr>
<td><strong>How prepared was I for my group?</strong></td>
<td>I forgot to bring my work for the group.</td>
<td>I had my work and my materials most of the time.</td>
<td>I had my work and materials every time my group met.</td>
<td>I had my work and materials every time my group met and I helped other group members if they needed it.</td>
<td></td>
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<tr>
<td><strong>How well did I cooperate in my group?</strong></td>
<td>I didn't help my group members.</td>
<td>I sometimes helped my group members.</td>
<td>I shared my work and helped my group members if they asked.</td>
<td>I willingly shared my work and helped my group members.</td>
<td></td>
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<tr>
<td><strong>How much did you help your group to solve problems?</strong></td>
<td>I didn't help to solve problems.</td>
<td>I had some ideas but I didn't share them.</td>
<td>I had some ideas but didn't always share them.</td>
<td>I shared ideas and often asked my group members for suggestions and ideas to solve problems.</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Your score</td>
</tr>
</tbody>
</table>

Name __________________________
Date __________________________
50 Cooperative Group Planner

- Grades 5—12
- All subjects

This organizer helps students plan the activities and jobs of individual members of a group. It is used to describe the activities and expectations for each group member.

Tips for Classroom Implementation

How many times have we heard our students say, “Well (insert name) was supposed to do that!” When a collaborative assignment is due, oftentimes unsuccessful groups begin to blame each other. I believe that the source of most of the students’ lack of success comes from poor planning. This cooperative group planner, prompts students to organize the tasks and goals for the group. If the students write down the plan for the cooperative group activity, it has been my experience that the blame game dissipates. Writing down the plan is akin to a contract and the students maintain a stronger commitment to the work. Teachers can also use the cooperative group planner to monitor the students’ initial organization of the group’s work.
DIRECTIONS: Use this planner to help you and your fellow group members work collaboratively on the assignment/project.

1. Does everyone know each other? Write down the names of your group members and one thing that you know about them.

2. Groups work well together when they have strategies for talking about ideas and material. Write down at least two strategies that your group will use in your discussions.

3. Be positive. List some ways in which you will contribute to a positive group dynamic.

4. Assigning tasks. Groups work better when individual members have assigned tasks to complete. What will each group member do for this project?
Portfolios are a collection of student work. Designed to demonstrate students' development of knowledge and skills, they can be a substantive and rewarding form of assessment. In order for portfolio assessment to be effective, students must actively participate in keeping track of their portfolio contents.

When you introduce portfolios to your students, explain that they document their journeys as learners. The portfolios should contain examples of their best work and examples that demonstrate their journeys. Both you and the individual student should determine what to include in the portfolio.
### PORTFOLIO TRACKER

**DIRECTIONS**: Use this form to log the contents of your portfolio. Attach this to your portfolio.

<table>
<thead>
<tr>
<th>Completion date</th>
<th>Title of work</th>
<th>Why was this work selected?</th>
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52 Independent Reading Log

- Grades 5—12
- All subjects

Reading books independently is integral to students’ literacy development. A reading log is a place for students to record their reading selections. It also assists students in identifying patterns—for example, preferred genres or authors.

Tips for Classroom Implementation

Introduce the reading log to the students and explain that they are to record the author, title, and genre of the book, and to include comments. Explain to the students that in the comments section they are to write down any questions they might have about the book, discuss what was interesting and what they liked about the book, and whether or not they would recommend the book.
## INDEPENDENT READING LOG

**PORTFOLIO TRACKER**

**DIRECTIONS:** Each time that you finish a book, record the information in this independent reading log.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title and author</th>
<th>Comments</th>
<th>Genre (realistic fiction, comedy, fantasy, mystery, biography, poetry, adventure, nonfiction, science fiction, reference, folk or fairy tale)</th>
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</thead>
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</tbody>
</table>

Name __________________________

Date __________________________
Staying organized and keeping track of assignments are integral to student success. Through regular use of the assignment tracker, students can develop a sense of control of their academic work.

Allow students to take some time on Mondays to complete the assignment tracker. Remind them of due dates for the weekly assignments. The requirement of a parent signature can remind the students to communicate with their parents about assignments. The parents can also help in monitoring the completion of assignments.
ASSIGNMENT TRACKER

DIRECTIONS: Record weekly assignments and return with parent signature.

Parent signature _____________________________________________________________________________

Long-term projects

Things I need to turn in

Monday Tuesday Wednesday Thursday Friday

Name __________________________Date __________________________
CHAPTER FIVE
Graphic Organizers for Supporting Reading Comprehension

54: Questioning the Author
55: Question-Answer-Relationship (QAR)
56: Gist
57: Survey, Question, Read, Recite, Review (SQ3R)
58: Survey, Question, Read, Recite, Review, Reflect (SQ4R)
59: Fix-Up Strategies
60: Reading Connections
61: ReQuest
62: Story Trails and History Trails
63: Text-Think-Connect (TTC)
64: REAP
65: PLAN
66: PACA
67: DRITA
68: Text Structures
69: Reference Frames
70: Prior Knowledge
71: Inference Prompter
72: List-Group-Label
73: Think-Pair-Share
74: The Five Ws

This chapter focuses on graphic organizers and reading strategies that support students’ reading comprehension. As we know, effective readers use a wide variety of strategies that include:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Visualizing
- Monitoring
- Making inferences

Each graphic organizer and strategy in this chapter will refer to this list of successful reading strategies.
54 Questioning the Author

Grades 5—12
Social studies, English, science

Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Predicting
- Making inferences

This is a strategy in which students use a series of questions to determine the author’s purpose and the extent to which the author was successful; through these questions, the students must make an effort to fully comprehend the text. This strategy was originally developed by McKeown, Beck, and Worthy (1993).

Tips for Classroom Implementation

This is a challenging content reading strategy and one of the most important. It has been my experience that when students question the author and take on a different point of view or perspective, they begin to develop more complex and deeper comprehension of text.

The Directed Reading and Thinking Activity develops the students purpose for reading a selected text. This activity helps students to become more active readers as questions are considered during their reading. When students use this activity, especially when they are reading textbooks, they are better able to focus on the content and main ideas and concepts.
DIRECTIONS: Once you have read an assigned passage, respond to the following questions and respond in the same way that you think the author would.

What is the author trying to tell you?

Why is the author telling you that?

What would you say instead?

How could the author have said things more clearly?

Does the author say it clearly?
55 Question-Answer-Relationship (QAR)

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Predicting
- Visualizing
- Monitoring
- Making inferences

This reading strategy, developed by Taffy Raphael (1982), requires students to create questions of specific types, enabling them to become more strategic in their comprehension because they will understand where the information that is needed to answer the question will come from.

### Tips for Classroom Implementation

This is one of the most challenging content reading strategies. Begin teaching this strategy by helping students understand that their questions will come from the text or their previous knowledge. Raphael refers to these as the core categories: In the Book and In My Head.

As the students become proficient with these two categories, Raphael suggests that the students move to the next level of comprehension question. In the Book becomes the two organizer sections Right There and Think and Search. The In My Head category becomes the sections Author and You and On My Own.

Be sure to explain the different kinds of questions:

- **Right There.** The answer is in the text.
- **Think and Search.** The answer is in the text, but you might have to look in several different sentences to find it.
- **Author and You.** The answer is not in the text. However, you will use information from the text and what you may already know to respond to this type of question.
- **On My Own.** The answer is not in the text. The answer comes from you.

I often found that my students had the most difficult differentiating between the Author and You and On My Own sections. Give the students many examples and model questions that you, as a reader, would create for those sections.
DIRECTIONS: Once you have read the assigned passage, create a question for each of the listed categories.

Right there

Think and search

Author and you

On my own
56 Gist
▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Monitoring
- Making inferences

The students will also develop their ability to summarize text.

Tips for Classroom Implementation

Follow these directions when teaching the gist strategy and accompanying graphic organizer.

1. Students will preview the text, paying particular attention to headings, subheadings, and bolded vocabulary.
2. Both you and the students will create a first draft outline using an overhead projector, chalkboard, or LCD computer projector.
3. The students will read the text and use the outline as a guide for understanding the text.
4. When the students complete their reading, they will create main idea statements and add important details. You should provide guidance and modeling for this step.
5. The students will create a summarizing statement for the entire text passage. They must use the exact number of words as prompted in the graphic organizer.

My students positively responded to this strategy. There is a competitive element in that the students had to create a summary with the exact number of required words.
GIST

Name _____________________
Date _____________________

Title of reading selection ______________________________________

DIRECTIONS: Preview the reading selection and write down the key words and phrases in the space, Key words and phrases.

Write a 20-word sentence summary using as many of the key words as you can.

Key words and phrases

20-word sentence summary

GIST

20-word sentence summary
57 Survey, Question, Read, Recite, Review (SQ3R)

- Grades 5—12
- Social studies, English, science

SQ3R is effective in supporting students in developing independent strategic reading skills. Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

Tips for Classroom Implementation

Explain the steps that students are to follow when using the SQ3R graphic organizer:

1. Survey. Survey the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
2. Question. Once you have identified the headings, turn them into questions.
3. Read. Read the selection and work on answering the created questions.
4. Recite. Once you have completed the reading, close the text and orally summarize what you just read. You should take notes in your own words.
5. Review. Study the notes and use them to remember what the reading was about.

The students will need numerous opportunities to practice this strategy in order to become more active and independent.
**Title**  
Survey, Question, Read, Recite, Review (cont’d)

**Topic**  
______________________________________

**SQ3R**

**SURVEY** Look at the headings and vocabulary. Make some predictions about what you will learn.

Take the headings and turn them into questions. Also write down vocabulary words.

**Questions and vocabulary**

**Answers**

READ the text and write down the answers to your questions.

RECITE and check your answers with a partner.
The textbook section provides an overview of the event and legislative acts that the British imposed on the American colonists. There were several years of these kinds of events and it took some time for the American colonists to get annoyed enough to go to war. Not all of the colonists fought in the revolution. There were Tories. These were American colonists who were loyal to the British government and didn’t want a revolution.

I didn’t know what a Tory was when I started to read the passage. I also learned about the Townshend Acts and what quartering means.
**SQ3R**

**Name _____________________**  
**Date _____________________**

**Title**  
Survey, Question, Read, Recite, Review (cont’d)

**SUMMARY**  
Write a short summary of the text.

**REVIEW**  
The answers to the questions and the vocabulary word definitions with a classmate.
58 Survey, Question, Read, Recite, Review, Reflect (SQ4R)

- Grades 5—12
- Social studies, English, science

Similar to SQ3R, this organizer has an additional step that supports students in reading text strategically.

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

**Tips for Classroom Implementation**

Explain the steps that students are to follow when using the SQ4R graphic organizer:

1. **Survey.** Survey the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
2. **Question.** Once you have identified the headings, turn them into questions.
3. **Read.** Read the selection and work on answering the created questions.
4. **Recite.** Once you have completed the reading, close the text and orally summarize what you just read. You should take notes in your own words.
5. **Review.** Study the notes and use them to remember what the reading was about.
6. **Reflect.** Write down what this information means to you and how it contributes to your understanding of the text.

As with SQ3R, students will need numerous opportunities to practice this strategy in order to become more active and independent.
SURVEY: Look at the headings and vocabulary. Make some predictions about what you will learn.

Take the headings and turn them into questions. Also write down vocabulary words.

- Questions and vocabulary
- Answers

READ the text and write down the answers to your questions.

RECITE and check your answers with a partner.
Survey, Question, Read, Recite, Review, Reflect (cont’d)

SUMMARY
Write a short summary of the text.

REVIEW
The answers to the questions and the vocabulary word definitions, with a classmate.

REFLECT
What did you learn about the topic and why is this important?

I learned that the hurricane传感器 was caused by several extreme weather patterns. It took a lot for the hurricane sensors to get away and illustrate enough to start its cycle. But it is important because these kinds of technical conflicts are actually pretty simple. Hurricane when I hear about these sorts of things in history, just think it might have been just one more that caused a wave. It is actually much more complex.
**SUMMARY**
Write a short summary of the text.

**REVIEW**
the answers to the questions and the vocabulary word definitions with a classmate.

**REFLECT**
What did you learn about the topic and why is this important?
59 Fix-Up Strategies

- Grades 5—12
- All subjects

As students read, they may run into difficulty comprehending a text. This graphic organizer reminds students of key strategies that can help them understand text when they are struggling.

**Tips for Classroom Implementation**

Explain each of the fix-up strategies and model it for your students. You and your students can also add strategies. The students can create a bookmark with these strategies or paste them inside their notebooks for an easily accessible reference.
<table>
<thead>
<tr>
<th>Setup</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREVIEW</strong></td>
<td>Get a sense of a text before reading.</td>
</tr>
<tr>
<td><strong>PREDICT</strong></td>
<td>Guess what will happen.</td>
</tr>
<tr>
<td><strong>SET A PURPOSE</strong></td>
<td>Decide why you are reading.</td>
</tr>
<tr>
<td><strong>VISUALIZE</strong></td>
<td>Create a mental picture.</td>
</tr>
<tr>
<td><strong>CONNECT</strong></td>
<td>Relate personally to what you read.</td>
</tr>
<tr>
<td><strong>MONITOR</strong></td>
<td>Check your comprehension as you read.</td>
</tr>
<tr>
<td><strong>USE PRIOR KNOWLEDGE</strong></td>
<td>Think of what you already know about the topic.</td>
</tr>
<tr>
<td><strong>MAKE INFERENCES</strong></td>
<td>Develop logical guesses based on the text and your own experiences.</td>
</tr>
</tbody>
</table>
60 Reading Connections

Grades 5—12  
All subjects

Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Monitoring
- Making inferences

When students connect to a text, they are personally responding to it. This organizer prompts students to make four types of personal connections: to personal experiences, current events and prior knowledge, other subjects, and other texts.

Tips for Classroom Implementation

Be sure to explain to the students that the personal connections they make during their reading will help them with their understanding of the text. Discuss the four types of personal connections that we can make with texts. Remember, effective and successful readers make connections both to their personal lives and to the “real world.”
61 ReQuest

Grades 5—12
All subjects

Students will develop the following reading strategies:

- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

ReQuest (Manzo, Manzo, & Estes, 2001) is a reading strategy that gives students the opportunity to ask questions of the teacher.

Tips for Classroom Implementation

Use the following procedures when introducing this strategy and using the accompanying graphic organizer.

1. Choose a text that has easily identifiable stopping points for discussion and prediction. Prepare high-level (inferential, synthesis, and response) questions for each section of the text.
2. Preview the text prior to reading. Discuss background information and vocabulary.
3. Inform the students that they, not you, will ask questions about the text.
4. Have the students read to a predetermined point. Next instruct the students to write down and ask as many questions as they can. You respond to the students without looking at the text.
5. Once the students have asked their questions, everyone will close his or her book, and now you will ask students your prepared higher-level questions. At this point, you are serving as a role model for the students by asking these kinds of questions.
6. Repeat the reading-questioning cycle for each preselected stopping point for the text.

helen ReQuest
Bastet (Egyptian Goddess)

Why was she a cat? Why a solar and war Goddess?
Who is Sekhment?
Why did she have a cult? Why was she the protector of lower Egypt? Why was a town named after her?

Who were the 2 solar Gods? Why was she known as eye of Ra? Who was God of fire?

Why did the Greeks change her name? Why did they change her from a lion to a cat?
**DIRECTIONS:** Read the assigned text and stop reading as requested by your teacher. At each stopping point, you will create questions to ask your teacher. Write down as many questions as you can. Do this for each stopping point.

<table>
<thead>
<tr>
<th>Stopping point 1</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Stopping point 2</th>
<th>Questions</th>
</tr>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Stopping point 3</th>
<th>Questions</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Stopping point 4</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
62 Story Trails and History Trails

- Grades 5—12
- All subjects

Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Predicting
- Visualizing
- Making inferences

This graphic organizer offers a structure for students to put events from a story or the stages of an historical event into chronological order. An understanding of the key events facilitates greater exploration into the structure of the story.

Are the events related by cause and effect, do they connect as situation-problem-solution, or is the story simply one of beginning-middle-end? Recording the text and visual images of the key events also enhances students’ comprehension.

Tips for Classroom Implementation

When you first introduce students to story trails, select the key events through a large group discussion. As the students recall the events, arrange them in chronological order and instruct the students to reexamine these events for specific details that can be illustrated.
STORY TRAILS
AND HISTORY TRAILS

DIRECTIONS: Write down and illustrate the key events in chronological order.

1
2
3
4
5
6
63 Text-Think-Connect (TTC)

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

• Connecting
• Using prior knowledge
• Predicting
• Monitoring
• Making inferences

This reading tool graphically represents the student’s response to learning.

Tips for Classroom Implementation

Name: Sarah Smith  Date: 1-Dec-09

TTC

Text facts. In this column, students record important information. This information could include direct quotes or words and phrases that interest the reader.

What do you think about the text? In this column, students record what they think about the text and the author’s message. The students should record their impressions and make efforts to interpret the text.

Connections. When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In this column, students record what this text reminds them of in their personal lives.

Amphibian in the Salamandridae family, found in North America, Europe, and Asia. They have 3 distinct developmental life stages; tadpole, larva, and adult.

It was a very informative article about newts and about what they are. It connects to I know that they can live on land or water, and they live all over the world.

Sarah Smith

1-Dec-09

Explain the three columns of the graphic organizer and their purpose.

Text facts. In this column, students record important information. This information could include direct quotes or words and phrases that interest the reader.

What do you think about the text? In this column, students record what they think about the text and the author’s message. The students should record their impressions and make efforts to interpret the text.

Connections. When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In this column, students record what this text reminds them of in their personal lives.
**TTC**

**Topic**: Text, Think, Connect (TTC)

**DIRECTIONS**: Use this graphic organizer to record information from your reading and how this information connects to your personal experiences.

<table>
<thead>
<tr>
<th>Text facts</th>
<th>What do you think about the text?</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How does this information connect to what you already know?</td>
</tr>
</tbody>
</table>
64  REAP

Grades 5 – 12
Social studies, English, science, mathematics, and health

Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences
- Point of view

This hierarchical strategy is similar to Gist. REAP is an acronym for:

- **R**ead the text.
- **E**ncode into your own language.
- **A**nnote by writing the message. (The annotations can be personal connections, questions, notes, or a personal reaction to the text.)
- **P**onder the meaning of the text.

Tips for Classroom Implementation

Writing effective summaries and notes takes practice. Students should have several opportunities to develop this skill.

---

"The Lady or the Tiger"

A barbaric princess falls in love with a man, but her father hates him. The dad puts the man on trial where he has a choice of two doors, one with a lady (a reward) and a tiger (punishment) and the princess points to the one she wants the prince to open.

It is interesting to look at this story because of your beliefs in human nature. I really wanted to believe the princess would save her beloved.

It shows how good and bad humans can be.
**65 PLAN**

**Grades 5–12**

**Social studies, English, science**

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

PLAN is an acronym for predict, locate, add, and note. The PLAN strategy and accompanying graphic organizer help students visualize their reading.

---

**Tips for Classroom Implementation**

Discuss the following directions and model the strategy for the students using a think-aloud.

**Predict** what you might learn from reading the text.

**Locate** important information as you read, using the following code: (?) for questions about the reading and (+) for what you think you learned from the text.

**Add** details and information to the graphic organizer from your reading.

**Note** and reflect on what you’ve learned.

---

Article on wildfires

- Destroy animals, habitats, and people/community.
- Can be beneficial to certain plants.
- Can cause land slides.
- Can change water quality.
- Usually covers large distances.

U.S. Forest Service provides information about the risks and how to prevent them.

I have learned that forest fires can be helpful to certain plants and animals.
Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

PACA stands for predicting and confirming activity. Active readers make predictions as they read a text. This strategy prompts students to make predictions and seek confirmation in the text.

When you introduce this strategy, have the students predict what they might learn from the text. Students should think about what they already know and record that information on the PACA organizer.

Next, the students should read the text and confirm their predictions. If the prediction is confirmed, they should mark it with a (+); if the prediction is not confirmed, they should use a (−) sign. Students also record the text that supports their prediction.
**Topic**: Predicting And Confirming Activity

<table>
<thead>
<tr>
<th>Prediction</th>
<th>(+) if prediction is confirmed</th>
<th>(-) if prediction is not confirmed</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
67 DRTA

▶ Grades 5 – 12
▶ Social studies, English, science, health

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

DRTA stands for directed reading and thinking activity. This organizer prompts students to preview the text and make predictions. As the students read the text, they should take notes that can provide support and evidence for their predictions.

Tips for Classroom Implementation

It is helpful to conduct a think-aloud and model the strategy before the students use the organizer independently.

*The Teacher’s Big Book of Graphic Organizers*
Topic Generation with 6 Ideas – Linear Model

Preview  Take notes  Review
68  Text Structures

▶ Grades 5 – 12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

Use this organizer for students to examine the format and structure of a text; doing so supports reading comprehension.

Model this organizer for the students. They can use it individually or in cooperative groups.

When readers understand how text structures can develop and impact an author’s message, it supports comprehension.

The Lightning Thief

What does the title reveal?

What do you know about the author?

Look at the artwork on the cover? What do you think this is about?

Look at the jacket cover or the back of the book? Are there interesting facts, or can you make any predictions about the text?

Look at the table of contents. What do the chapter titles tell you about the book?

Dec. 12, 2008

Lizzie Windsor

The main character is Percy Jackson. The Greek gods have children with mortals. The children train at camp Half Blood also there’s a war with the Gods.

Maybe someone steals lightning and it’s a mystery.

The author is male.

Medusa is on the cover and so is the Minotaur. Maybe the book is about Greek Mythology.

It tells me the book is very funny/weird.
TEXT

STRUCTURES

What does the title reveal?

Look at the picture
What do you think this is about?

Generate some questions

Are there interesting facts, or can you make any predictions about the text?

Have you ever read something like the text before? Would you share?
69 Reference Frames

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Visualizing
- Monitoring
- Making inferences

This graphic organizer incorporates students’ personal knowledge and experience along with new information. The rectangles facilitate the connections between previous and newly acquired information.

**Tips for Classroom Implementation**

After filling out the Reference Frames organizer, the students can create questions for homework and compare their questions in class, either in pairs or through whole group discussion.

Once the students have discussed their questions, they can develop them even more and create a thesis statement to generate writing.
Now I know...

What I already know about the topic is...

Topic
70 Prior Knowledge

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting

This graphic organizer prompts readers to think about what they already know about a topic and then apply it to the reading.

Tips for Classroom Implementation

Remind students that they know about many different things and that this knowledge and information can help them with their reading. As a whole class, complete a sample graphic organizer as a model.
What I already know about this topic.

What I learned from reading about the topic.
71 Inference Prompter

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Predicting
- Making inferences

Struggling readers usually have great difficulty in making inferences. Inferences are logical guesses that are based on what is not directly stated in a text.

Make sure that students understand the difference between making inferences and drawing conclusions. An inference is a step toward making a conclusion about a text.
Name __________________________
Date __________________________

Details from the story
After reading I know . . .
Inference

INFERENCE PROMPTER

Graphic Organizers for Supporting Reading Comprehension 155
72 List-Group-Label

► Grades 5—12
► Social studies, English, science, health

Students will develop the following reading strategies:

- Previewing
- Connecting
- Using prior knowledge
- Predicting
- Making inferences

List-Group-Label is a prereading strategy. Substantial research into the ways in which human beings learn has shown that the brain possesses a natural tendency to group and label new information, to categorize and synthesize new information with what we already know. This graphic organizer draws on these innate brain functions.

Tips for Classroom Implementation

Introduce the topic of the text that you are about to read. Through a whole class discussion, brainstorm any words that the students can relate to the topic. Next, the students should scan the text and look for words that they know. The students can work on the next step in pairs. Taking the word list, the student pairs group the words and then label the categories.
Write down the words that were brainstormed and words that you already know.
73 Think-Pair-Share

▶ Grades 5—12
▶ Social studies, English, science

Students will develop the following reading strategies:

- Previewing
- Setting a purpose
- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

In this strategy, students will draw on their prior knowledge and share it with others. Active listening is also required. Structured discussion activities like Think-Pair-Share develop students’ skills in being able to relate and discuss ideas.

**Tips for Classroom Implementation**

Pair the students and have each student recall all that he or she may already know about an assigned topic. As the students share information, encourage them to ask questions and ask for additional details. Students enjoy being able to share ideas and information as they are learning.
<table>
<thead>
<tr>
<th>Partner 1 knows...</th>
<th>Partner 2 knows...</th>
</tr>
</thead>
</table>
Students will develop the following reading strategies:

- Connecting
- Using prior knowledge
- Predicting
- Monitoring
- Making inferences

Asking the five W questions is essential to any kind of inquiry. These are the five W questions:

1. What happened?
2. Who was there?
3. Why did it happen?
4. When did it happen?
5. Where did it happen?

These questions prompt students to explore the different elements of their reading. Through these questions, students will be able to identify the character and plot elements that will lead them to determine the author’s major themes and ideas.

Tips for Classroom Implementation

Model how to answer the five W questions through a read-aloud with the students. This graphic organizer can be used by students individually, in pairs, or in groups.
<table>
<thead>
<tr>
<th><strong>DIRECTIONS:</strong> Respond to the following questions in the spaces provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>Who was there?</td>
</tr>
<tr>
<td>Why did it happen?</td>
</tr>
<tr>
<td>When did it happen?</td>
</tr>
<tr>
<td>Where did it happen?</td>
</tr>
</tbody>
</table>
CHAPTER SIX

Graphic Organizers for Writing

75: Autobiographical Poem
76: Historical Bio Poem
77: Inquiry Chart
78: Peer Review
79: Entrance Slip
80: Exit Slip
81: Writer Checklist
82: Sensory Starter
83: Story Map I
84: Story Map II
85: Chain of Events
86: Beginning-Middle-End
87: Climax Ladder
88–91: Persuasive Writing Organizers
92: Writing Revision Organizer
93: Prewriting Organizer
94: What Happens?
95: Character Creator
96: Conflict and Solution Organizer
97: Getting Ready to Write
98: Writing Process
99: Story Pyramid
100: RAFT
This kind of writing is usually assigned at the beginning of the school year as a way for the students and teacher to get to know each other.

**Tips for Classroom Implementation**

Model the autobiographical poem for your students. Write your responses and create a poem using the graphic organizer. Students enjoy sharing these poems, and you may want to create a classroom book of the students' autobiographical poems.
AUTOBIOGRAPHICAL POEM

DIRECTIONS: Write your responses and create a poem using this organizer.

| Line 1 | Your first name |
| Line 2 | Four adjectives that describe you |
| Line 3 | Resident of … |
| Line 4 | Son or daughter of … |
| Line 5 | Brother or sister of … |
| Line 6 | Lover of … (3 terms) |
| Line 7 | Who likes to … (2 items) |
| Line 8 | Who hates to … (2 things) |
| Line 9 | Who would like to … (3 things) |
| Line 10 | Your last name |
76 Historical Bio Poem

Grades 5—12
All subjects

This biographical poem is adapted to include facts and concepts that focus on particular people, subjects, places, or events in all content areas.

HISTORICAL BIO POEM

DIRECTIONS: Write your responses and create a poem using this organizer.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>First name of subject</th>
<th>Benjamin Franklin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>Four adjectives that describe the subject</td>
<td>smart, persuasive, wise, and inventive</td>
</tr>
<tr>
<td>Line 3</td>
<td>Resident of...</td>
<td>Philadelphia, Pennsylvania</td>
</tr>
<tr>
<td>Line 4</td>
<td>Lover of... (3 people, places, or things)</td>
<td>America, science, writing</td>
</tr>
<tr>
<td>Line 5</td>
<td>Who believed...</td>
<td>that the states should be free</td>
</tr>
<tr>
<td>Line 6</td>
<td>Who used... (3 methods or things)</td>
<td>persuasion, science, and writing</td>
</tr>
<tr>
<td>Line 7</td>
<td>Who wanted... (3 things)</td>
<td>a strong, independent, and free nation</td>
</tr>
<tr>
<td>Line 8</td>
<td>Who said... (give a quote)</td>
<td>“Fish and guests are similar. They both begin to smell after three days.”</td>
</tr>
</tbody>
</table>

Model the bio poem for the students. Students can create their bio poems individually or in groups.
**HISTORICAL BIO POEM**

**DIRECTIONS:** Write your responses and create a poem using this organizer.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>First name of subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>Four adjectives that describe the subject</td>
</tr>
<tr>
<td>Line 3</td>
<td>Resident of...</td>
</tr>
<tr>
<td>Line 4</td>
<td>Lover of... (3 people, places, or things)</td>
</tr>
<tr>
<td>Line 5</td>
<td>Who believed...</td>
</tr>
<tr>
<td>Line 6</td>
<td>Who used... (3 methods or things)</td>
</tr>
<tr>
<td>Line 7</td>
<td>Who wanted... (3 things)</td>
</tr>
<tr>
<td>Line 8</td>
<td>Who said... (give a quote)</td>
</tr>
</tbody>
</table>
An inquiry chart prompts students to record what they already know about a particular topic.

**INQUIRY CHART**

<table>
<thead>
<tr>
<th>What I already know...</th>
<th>Important ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Interesting related facts**
- General Lee was offered to join the Union before the Confederacy.
- Also Gettysburg was the turning point of the war.

**Keywords**
- Little Round Top
- Big Round Top
- Gettysburg
- General Lee
- Slavery
- Abe Lincoln
- Lawrence Chamberlain
- Tinning

**New questions to research**
- How did the Civil War start?
- Why didn’t Lee just turn and take D.C.?
- How many troops did each side have?
<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopic</th>
</tr>
</thead>
</table>

### What I already know...

<table>
<thead>
<tr>
<th>Resource</th>
<th>Important ideas</th>
</tr>
</thead>
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<td></td>
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</tbody>
</table>

- Interesting related facts

- Key words

- New questions to research
Peer collaboration is an important part of today’s classroom, and it plays a role in the teaching of writing. Exchanging writing drafts helps students develop their ideas and gain important peer feedback. When students are required to offer peer feedback, they often have a difficult time structuring their comments; this graphic organizer supplies that structure.

**Tips for Classroom Implementation**

**Writer:** Sarah Peterson  
**Peer Reviewer:** Lilly Robertson  
**Topic/Title:** Hair of Fire

**Directions:** Read the writer’s draft and complete the following information. Remember to be positive and helpful to the writer.

- What words or phrases do you like or enjoy?
  - My memory sneaks back like a wild serpent in the grass ready to attack.
  - Her hair was a threatening red.
  - Her lips soft as rose petals begging to be kissed.

- In one sentence summarize what the author is trying to say in his or her writing.
  - You can’t always trust what you see.

- What are the strengths of the writing?
  - The author uses many different forms of writing.

- What questions do you have for the author?
  - Why did you write this story?
  - What inspired you?
  - How did you choose your title?

- Maybe you could have made the story a bit longer.

Here are two additional suggestions when using the Peer Review organizer:

- Remind the students to be positive about the writing that they are evaluating.
- Students should write comments and suggestions that will be helpful when the writer composes a subsequent draft.
What are the strengths of the writing?

What questions do you have for the author?

If you had to limit your suggestions to just one, what would it be?

In one sentence summarize what the author is trying to say in his or her writing.

What words or phrases do you like or enjoy?

**DIRECTIONS**: Read the writer’s draft and complete the following information. Remember to be positive and helpful to the writer.

**Topic/Title** ________________________________
79 Entrance Slip

➤ Grades 5—12
➤ All subjects

This graphic organizer prompts students to tap into their prior knowledge and serves as an introduction to a new unit or topic. Entrance slips are one of the most frequently used content literacy strategies because they are so adaptable. They are effective tools for previewing content at the beginning of a class period. This activity helps students focus on the topic of the lesson and what they will be learning.

Distribute the entrance slip at the beginning of class and give students about three minutes to record their responses.
This graphic organizer prompts students to think about what they have learned. When students think about their learning, it is more likely to become part of their long-term memory and personal knowledge.

What did you learn today and why is it important?

Today I learned how volcanic islands were formed. They are formed when the volcano explodes. The lava cools on the water and hardens to form an island.

This is important because I have a better understanding of how some islands are made and world geology.

For a closure activity, distribute the exit slips and instruct students to think about what they have learned and why it is important. Exit slips are one of the most commonly used content literacy strategies and are an effective means of assessment. Many teachers use exit slips to determine how well students understand course content. Exit slips also make students accountable for what they have learned.
What did you learn today and why is it important?
# Writer Checklist

- **Grades 5 – 12**
- **All subjects**

Prior to an individual teacher conference, the students should complete a checklist that guides them through the writing of their drafts. This writer checklist also fosters student independence and responsibility. Model the use of the checklist as needed.

## Tips for Classroom Implementation

When students reflect on their individual work, they are more likely to retain what they have learned. In countless instances, I have distributed the Writer Checklist to students when they claim that they are “ready to submit” the draft. I hand them the checklist and the student will often say, “I need to go back and revise some more” when they see that they have not met all of the expectations on the Writer’s Checklist. It is more valuable when students can critically examine their own work and make corrections and revisions as needed.

## Writer Checklist

<table>
<thead>
<tr>
<th>Title of piece</th>
<th>Mar of Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I have solid paragraphs that contain a main idea</td>
<td>✓</td>
</tr>
<tr>
<td>Grammar is correct</td>
<td>✓</td>
</tr>
<tr>
<td>Punctuation is correct</td>
<td>✓</td>
</tr>
<tr>
<td>I have periods at the end of each sentence</td>
<td>✓</td>
</tr>
<tr>
<td>I have quotation marks to indicate dialogue</td>
<td>✓</td>
</tr>
<tr>
<td>My spelling is correct</td>
<td>✓</td>
</tr>
<tr>
<td>I have sentence variety</td>
<td>✓</td>
</tr>
<tr>
<td>My sentences make sense</td>
<td>✓</td>
</tr>
<tr>
<td>I used transitions</td>
<td>✓</td>
</tr>
<tr>
<td>My sentences are complete</td>
<td>✓</td>
</tr>
<tr>
<td>There are no run-ons</td>
<td>✓</td>
</tr>
<tr>
<td>There are no sentence fragments</td>
<td>✓</td>
</tr>
<tr>
<td>I have an introduction that draws the reader in to my writing</td>
<td>✓</td>
</tr>
<tr>
<td>I have correctly capitalized titles</td>
<td>✓</td>
</tr>
<tr>
<td>My ideas are written in my own words</td>
<td>✓</td>
</tr>
<tr>
<td>I have details that help the reader to understand my topic</td>
<td>✓</td>
</tr>
<tr>
<td>My ideas and information are stated in each other</td>
<td>✓</td>
</tr>
<tr>
<td>I have listened to feedback from my teacher and peers on earlier drafts and applied it in my final draft</td>
<td>✓</td>
</tr>
</tbody>
</table>

---

The Teacher’s Big Book of Graphic Organizers
## Writer Checklist

Name __________________________

Date __________________________

Title of piece __________________________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have solid paragraphs that contain a main idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar is correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation is correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have periods at the end of each sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have quotation marks to indicate dialogue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My spelling is correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sentence variety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sentences make sense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sentences are complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no run-ons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no sentence fragments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have an introduction that draws the reader in to my writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have correctly capitalized titles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ideas are written in my own words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have details that help the reader to understand my topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ideas and information are related to each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have listened to feedback from my teacher and peers on earlier drafts and applied it to my final draft.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
82  Sensory Starter

▶ Grades 5—12
▶ All subjects

Good writers use rich sensory details that facilitate the reader’s ability to visualize the events in a text. This graphic organizer prompts students to compile sensory details as a prewriting activity. Model for the students how to use this graphic organizer as a prewriting tool.

As a prewriting tool, the Sensory Starter prompts students to record details that can enhance a student’s writing. When I give students a prompt, I will always have at least one students who claims, “I can’t think of anything.” The Sensory Starter can provide support for a student to cobble details and begin to visualize what they will write about. If students can ‘see’ and picture what they will write about, it facilitates the drafting process. Sensory details are especially important for student writers because they help the reader to ‘see’ what the writer ‘sees’.

<table>
<thead>
<tr>
<th>Topic</th>
<th>See</th>
<th>Touch</th>
<th>Smell</th>
<th>Taste</th>
<th>Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crops</td>
<td>Rough dirt</td>
<td>Sweet</td>
<td>Bitter</td>
<td>Salty</td>
<td>Birds</td>
</tr>
<tr>
<td>Cattle</td>
<td>Slippery</td>
<td>Sweet</td>
<td>Bitter</td>
<td>Salty</td>
<td>Cooing</td>
</tr>
<tr>
<td>Herbs</td>
<td>Soft hairs</td>
<td>Bitter</td>
<td>Salty</td>
<td>Salty</td>
<td>Crying</td>
</tr>
<tr>
<td>Dung</td>
<td>Rough walls</td>
<td>Sweet</td>
<td>Bitter</td>
<td>Salty</td>
<td>Loud</td>
</tr>
<tr>
<td>Sky</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quiet</td>
</tr>
<tr>
<td>Trees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shout</td>
</tr>
<tr>
<td>Houses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chirping</td>
</tr>
</tbody>
</table>
Name __________________________
Date __________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>See</th>
<th>Touch</th>
<th>Smell</th>
<th>Taste</th>
<th>Hear</th>
</tr>
</thead>
</table>

Graphic Organizers for Writing 179
Understanding the elements of a good story is critical for student writers. This graphic organizer reminds students of the essential elements of story structure. Model how to use this prewriting graphic organizer during whole group instruction.

Howard Gardner was one of the pioneers in identifying the needs of different kinds of learners. Essentially, the more modalities we integrate in our lessons, the more likely our students will internalize new information and skills. The Story Map facilitates the students’ organization, analysis, and understanding of a story. In other words, it helps students to keep the information straight. The kind of information that is used to complete a story map is often conveyed by the teacher in a large group discussion. Imagine how difficult this might be for student who has some difficulty in processing information orally. Before the story is discussed in a large group discussion, have the students work individually or in pairs to complete the Story Map. This should only take 5–7 minutes and then conduct a large group discussion. Most likely, more students will participate and there will be greater depth to the large group discussion. Once the students have mastered Story Map I, they are ready for the more complex Story Map II.
**DIRECTIONS:** Write down key information for the story elements below.

- **Setting (include the time and place):**

- **Characters:**

- **Problem:**

- **Plot/events:**

- **Resolution:**
This is a somewhat more detailed version of Story Map I. Model how to use this prewriting graphic organizer during whole group instruction.

**Tips for Classroom Implementation**

Once the students have mastered Story Map I (graphic organizer 83) they are ready for this more complex version. This version requires the students to be more detailed in their analysis of the text. Characters and major events must be identified and related to the major plot points. The students can visualize how the events and characters are related in this visual representation. When I use Story Maps, I remind the students that they can always make adjustments to the graphic organizers. For example, the students can use highlighters and different colors to connect information that is related to a particular character or event. I find it very helpful for the students to complete this graphic organizer in pairs prior to a large group discussion. It usually takes the students 7-10 minutes to complete this organizer.
DIRECTIONS: Write down key information for the story elements below.

- Setting
  - Where
  - When

- Major characters
  - Major characters

- Problem

- Event
  - Event
  - Event

- Resolution
The Chain of Events organizer is used to describe the actions of a character or the stages of events. In a science class, it is useful for organizing the elements of a phenomenon; in social studies, it can document a series of events; and in analyzing literature, it can be used to outline key plot points.

Tips for Classroom Implementation

Model the graphic organizer for the students. As you model, ask students for the first event, then the second, and so on.
Name __________________________
Date __________________________

**CHAIN OF EVENTS**

Beginning

First event

Second event

Final event
This graphic organizer helps students organize story ideas and details into the fundamental story sequence of beginning, middle, and end.

**Tips for Classroom Implementation**

Use a story with which the students are already familiar to model this organizer. Have the students use the organizer as a prewriting activity. It allows them to sketch the basic outline of the story.
Creating a chain of events that lead toward the climax of the story is challenging for a writer.

Use a story with which the students are already familiar to model this graphic organizer. As students are drafting their story, they can use the organizer to create a coherent string of events that will lead to an effective story climax.
Persuasive writing is most commonly assigned in the upper grades and high school. These tools help students organize their ideas into cogent arguments.

Tips for Classroom Implementation

Model the four different organizers during large group instruction.
Persuasive Writing I

Opening sentences

Support #1 topic sentence
Supporting evidence and details

Transition (word or phrase)

Support #2 topic sentence
Supporting evidence and details

Transition (word or phrase)

Support #3 topic sentence
Supporting evidence and details

Transition (word or phrase)

Conclusion

Name __________________________

Date __________________________
PERSUASIVE WRITING II

Introduction
Main idea thesis statement
Supporting evidence:
#1
#2
#3
Conclusion sentence

Evidence #1
Detail/Example 1
Detail/Example 2
Detail/Example 3
Concluding sentence

Evidence #2
Detail/Example 1
Detail/Example 2
Detail/Example 3
Concluding sentence

Evidence #3
Detail/Example 1
Detail/Example 2
Detail/Example 3
Concluding sentence

Concluding paragraph
Restate Main Idea:
Restate supporting reasons:
Recommendations and/or predictions:
Thesis statement

Supporting evidence 1
Supporting evidence 1
Supporting evidence 1
Writing Revision Organizer

Grades 5 – 12
All subjects

This graphic organizer helps students compare a writing draft to an assessment rubric they have already received. Once they make this comparison, they have a plan for revision with specific details and ideas. This organizer promotes students’ independence in developing a systematic plan for revising their writing.

**Tips for Classroom Implementation**

Model how to use this graphic organizer. The students can work in pairs to analyze writing drafts.

---

**WRITING REVISION ORGANIZER**

<table>
<thead>
<tr>
<th>Content</th>
<th>My writing meets the criteria</th>
<th>No writing different from the criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>I have organized the conclusion and results were organized in two sections.</td>
<td>I could’ve organized the results in three sections.</td>
</tr>
<tr>
<td>Spelling, grammar, punctuation</td>
<td>I spelled most words right.</td>
<td>I misspelled a few words.</td>
</tr>
<tr>
<td>Support details</td>
<td>I described all of the pig parts.</td>
<td>I could’ve described them with more detail.</td>
</tr>
</tbody>
</table>

In my revision, I will...

Check all of the spelling and descriptive words.
**WRITING REVISION ORGANIZER**

**DIRECTIONS**: Look at the rubric that you received for this writing assignment. Look at your writing draft and determine how your draft meets the rubric requirements and how it is different from the rubric requirements.

<table>
<thead>
<tr>
<th>Content</th>
<th>My writing is similar to the rubric</th>
<th>My writing is different from the rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling, grammar, punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support and details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In my revision, I will ...

---

197 Graphic Organizers for Writing
### Prewriting Organizer

- Grades 5—12
- All subjects

This graphic organizer helps students determine the topic, audience, and purpose for a particular piece of writing.

#### Tips for Classroom Implementation

The students, through whole class instruction, can complete the graphic organizer so that there are several models to which the students can refer. This is also a useful homework activity.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sarah Parker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>20-Sep-09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elites/War</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What am I going to write about?</td>
<td>What do I know about this topic?</td>
<td>What information do I need to write about this topic?</td>
</tr>
<tr>
<td>Elves and their war. I need to know about Elves' swords, bows/arrows, and magic. I know about Elves and bows/arrows. I can find this info in books and online.</td>
<td>Almost nothing. My teacher doesn't know what they look like and how they act.</td>
<td>What reaction or response do I want my writing to prompt? I want my writing to prompt questioning and understanding about magical beings.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will read my writing? What could my audience already know about this topic? How could my writing influence what my audience thinks about the topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers and class. Almost nothing. At all. My teacher doesn't know what they look like and how they act.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What reaction or response do I want my writing to prompt? What should this writing accomplish?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PREWRITING ORGANIZER

Name __________________________
Date __________________________

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>AUDIENCE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What am I going to write about? What do I know about this topic? What information do I need to write about this topic? Where will I be able to find this information?</td>
<td>Who will read my writing? What could my audience already know about this topic? How could my writing influence what my audience thinks about the topic?</td>
<td>What reaction or response do I want my writing to prompt? What should this writing accomplish?</td>
</tr>
</tbody>
</table>
94 What Happens?
▶ Grades 5—12
▶ All subjects

This graphic organizer supports students in outlining a narrative story.

Tips for Classroom Implementation

Model how to use this organizer; you might want to use a story that is the familiar to the students.

Emily Ford
Jan 8th.

Ana sneaks aboard the pirate ship and is found by pirates and is taken to the barge. She teaches John how to read (John is the barge watcher) and the ship is taken by another pirate ship. They rescue the ship and she becomes captain.

John and Ana escape and John has a treasure map.
WHAT HAPPENS?

DIRECTIONS: Use this graphic organizer to organize the events that will take place in your story. Draw a picture of the setting for your story. Make sure that you include WHO, WHAT, and WHERE.

What is the first event?

What is the next event?

What is the last main event?

Conclusion
95 Character Creator

▶ Grades 5—12
▶ English

Students can use this graphic organizer to help them create a main character for a narrative story.

**Tips for Classroom Implementation**

Model how to use this graphic organizer for the students, perhaps using a character with whom they are familiar. The students can work in pairs or as individuals. Students also enjoy sharing their characters with one another.
DIRECTIONS: Note the requested information to help you build a main character for your story.

Main character’s name: __________________________

Main character’s memories

Main character’s feelings or attitudes

This character decides to...

This character wants...

Graphic Organizers for Writing
Every good piece of narrative writing has a conflict and a solution. This organizer reminds student writers of this important fundamental component of narrative writing.

**CONFLICT AND SOLUTION ORGANIZER**

**What is the main conflict?**

Fred Johnson

The dragon is found and the town is leading a mob to destroy it.

**Events that lead to the solution:**

- The green dragon hatches
- The farmer's son finds the dragon
- The dragon is discovered
- The boy defends the dragon
- The boy convinces the town the dragon is good by flying on it.

**Solution:**

- The boy convinces the town the dragon is good by flying on it.
- The dragon is a vegetarian.

Model how to use this graphic organizer for the students. The students can work in pairs or as individuals.
DIRECTIONS: Note the requested information to create an effective conflict and solution in your story.

What is the main conflict?

Events that build the conflict:

Events that lead to the solution:

Solution:

CONFLICT AND SOLUTION ORGANIZER
I often tell students that the prewriting phase in the writing process is probably the most important. It is in this phase that the students must harvest their ideas and begin to commit them to paper. The Five W’s are foundational for any journalist. This organizer prompts students to identify the Five Ws. It has been my experience that students are often stumbled by “why” they are writing about this particular event. Once the student writer is able to identify the “why” it springboards them into writing because they have identified the purpose/importance of the story.
Name __________________________
Date __________________________

The Five Ws

Who

What

Where

When

Why

Introduction
98 Writing Process

Students can use this graphic organizer either as a review of or introduction to the writing process.

Tips for Classroom Implementation

For lack of a better term, this graphic organizer makes students accountable for their writing. As students document what they have accomplished in their writing at each stage of the writing process, they reflect on what they have done and consider next steps. This kind of focused reflection fosters ownership of a student’s work since they must document what they have accomplished in their work.
DIRECTIONS: Use this graphic organizer to document your progress through the writing process.
99 Story Pyramid

Grades 5—12
English

This graphic organizer helps students organize story components, which makes it a useful prewriting tool. Model it through whole-group instruction.

**Tips for Classroom Implementation**

Sometimes, documenting one’s understanding with fewer words is far more challenging. When I ask students to summarize or identify their understanding with fewer words they often proclaim that they are “stuck”. When I challenge them to go back and keep revising until their analysis is expressed exactly with the number of words requested, I notice that they are more precise and critical in the analysis. The Story Pyramid prompts students to precise and economical as possible in the character analysis.
DIRECTIONS: Write the requested information in the spaces below.

Main character’s name

Two words describing this person

Three words describing the setting or place

Four words describing an important event

Five words describing the main idea or the importance of this event
RAFT
▶ Grades 5—12
▶ All subjects

RAFT stands for role, audience, format, and topic. This organizer helps students plan successful writing.

Tips for Classroom Implementation

Explain each of the organizer elements.

Role. Students can take on any role they like, such as that of a scientist or a specific historical figure.

Audience. This could be another author, the U.S. Congress, or any real or imaginary group.

Format. Students can choose any format. Here are some suggestions:

<table>
<thead>
<tr>
<th>Journal or diary</th>
<th>Play</th>
<th>Science fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>Newsletter</td>
<td>Editorial</td>
</tr>
<tr>
<td>Resume</td>
<td>Advertisement</td>
<td>Adventure</td>
</tr>
<tr>
<td>Interview</td>
<td>Cartoon</td>
<td>Brochure</td>
</tr>
<tr>
<td>Science report</td>
<td>Travelogue</td>
<td>Children’s book</td>
</tr>
<tr>
<td>Memo</td>
<td>Song</td>
<td>How-to book</td>
</tr>
<tr>
<td>Poem</td>
<td>Picture book</td>
<td>Television script</td>
</tr>
</tbody>
</table>

Topic. This could be one that you assign, or students can select one from assigned material.
RAFT

DIRECTIONS: Use this graphic organizer to plan your RAFT.

Role
(Who are you?)

Audience
(Who are you writing for or to?)

Format
(Is this a poem, script, adventure, fantasy...?)

Topic
(What will you write about?)
REFERENCES


The Teacher’s **BIG BOOK** of Graphic Organizers

Research has shown that visually organizing information helps students better comprehend newly acquired material. Graphic organizers create a strong visual picture for students and support their ability to learn facts, information, and terms. Students are literally able to see connections and relationships between facts, terms, and ideas.

In this value-packed resource, veteran educator Katherine McKnight shows teachers how to tap into the power of graphic organizers, and offers 100 organizers—more than any other book on the market—that support success in the classroom. All the graphic organizers offered in this book promote active learning. Using the organizers as guides, students are prompted to ask questions and are encouraged to apply critical thinking skills.

Katherine S. McKnight, Ph.D., has been an educator for over 20 years. A former high school English teacher, she currently works as associate professor of Secondary Education at National-Louis University. She also trains educators regularly as a professional development consultant for the National Council of Teachers of English, and presents at educational conferences. She is the coauthor of *The Second City Guide to Improv in the Classroom*, *Teaching the Classics in the Inclusive Classroom*, and *Writing in the Inclusive Classroom*.

Includes access to free downloadable PDF versions of the graphic organizers included in this book.

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The book’s graphic organizers help teachers:

- Support teaching and student comprehension in learning new material
- Develop vibrant curriculum plans
- Assess classroom achievement
- Build students’ learning skills

The book is filled with dynamic graphic organizers that can be used before, during, and after learning activities across the content areas and contains easy-to-follow instructions on how to apply and adapt each organizer. In addition, the author has included helpful strategies for teachers who want to create their own graphic organizers for different grade levels.

**100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas**

Includes access to free downloadable PDF versions of the graphic organizers included in this book.

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The Teacher’s **BIG BOOK** of Graphic Organizers

EDUCATION

The Teacher’s **BIG BOOK** of Graphic Organizers

Includes access to free downloadable PDF versions of the graphic organizers included in this book.

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Katherine S. McKnight

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