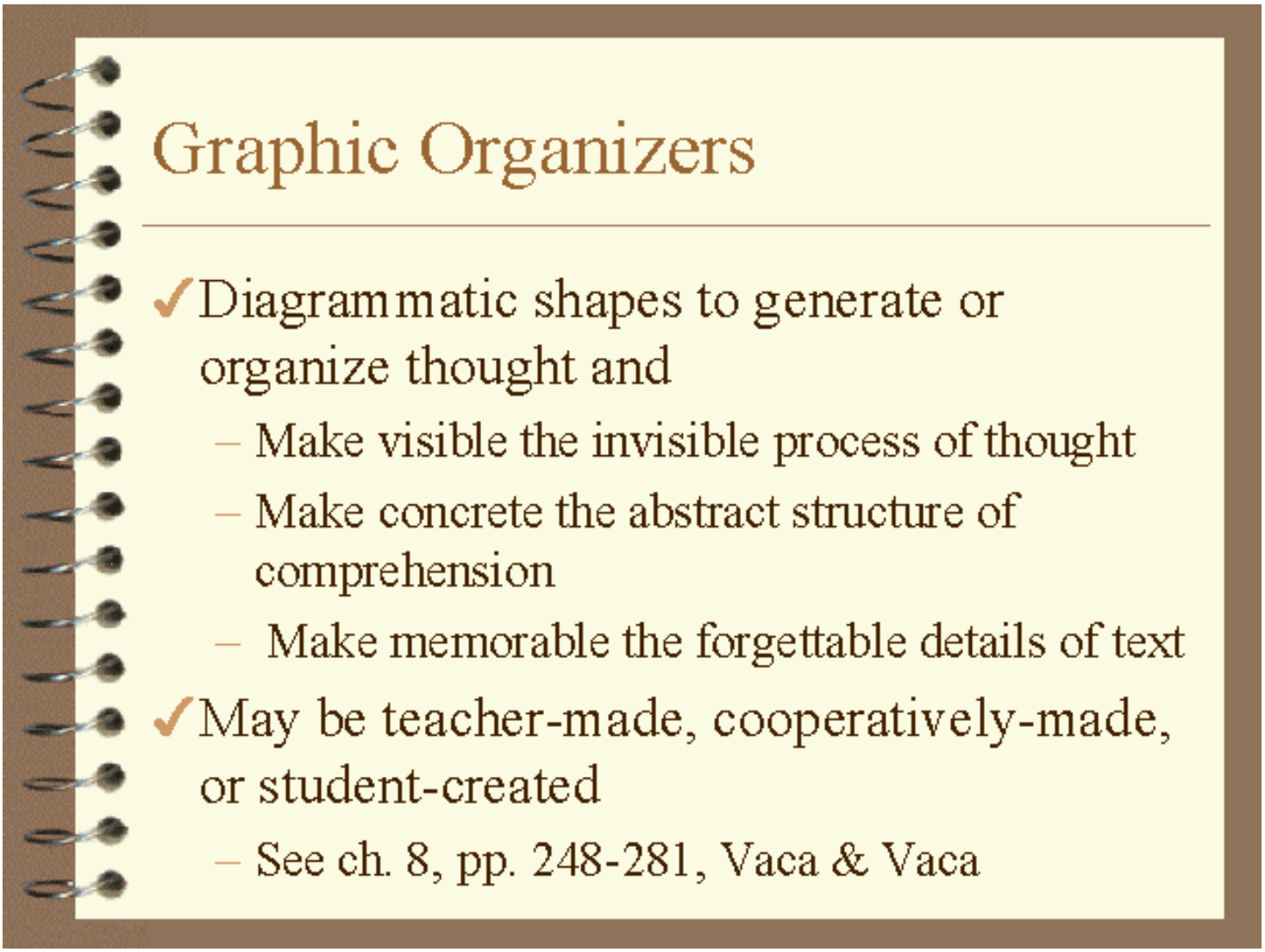


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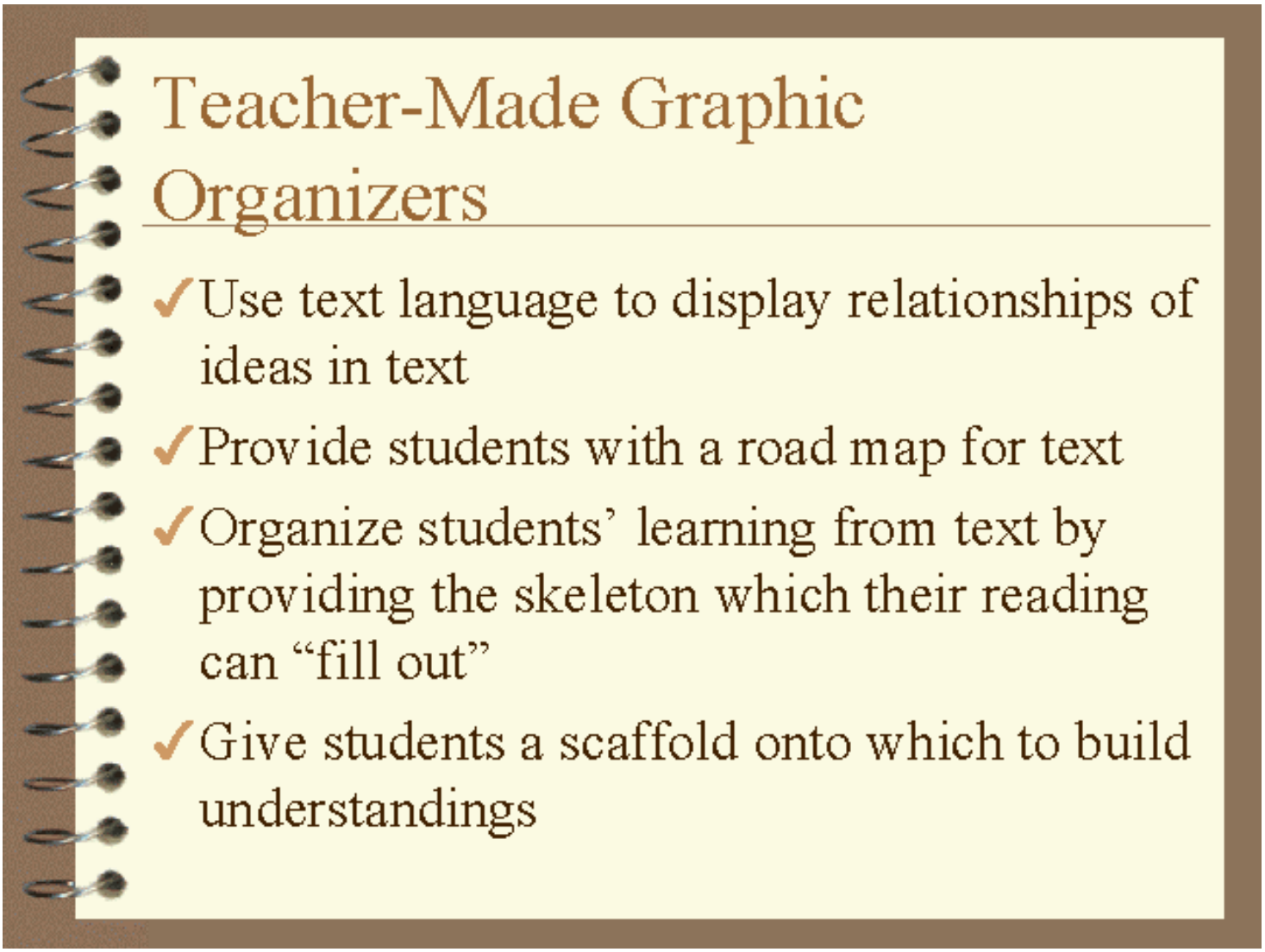
**Notes:**

Graphic organizers are tools that serve the reader to:
illustrate comparisons/contrasts
distinguish main ideas & supporting details
map story structure
display steps in a process
separate fact and opinion
provide a structure for “real life” problem solving and decision making
distinguish various “tokens” or “types” based on specified criteria

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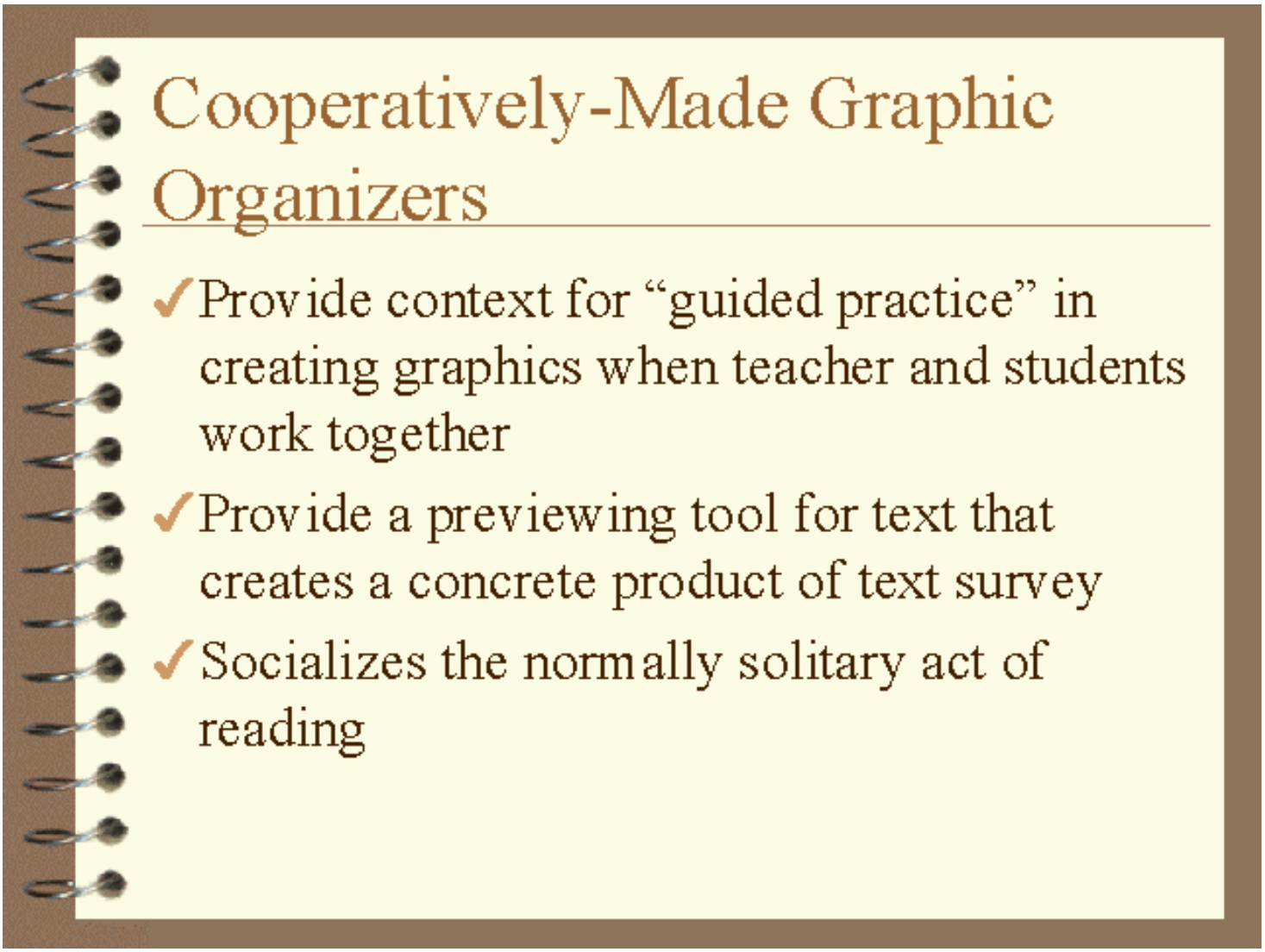
Slide 2 of 5

**Notes:**

There are two major reasons that a teacher might want to hand a prepared graphic organizer to students:

1) To provide the students with an introductory overview of a topic, lesson or unit to be taught

2) To give the students an "outline" of the text that allows them to partially complete with their prior knowledge and fill in gaps by reading.

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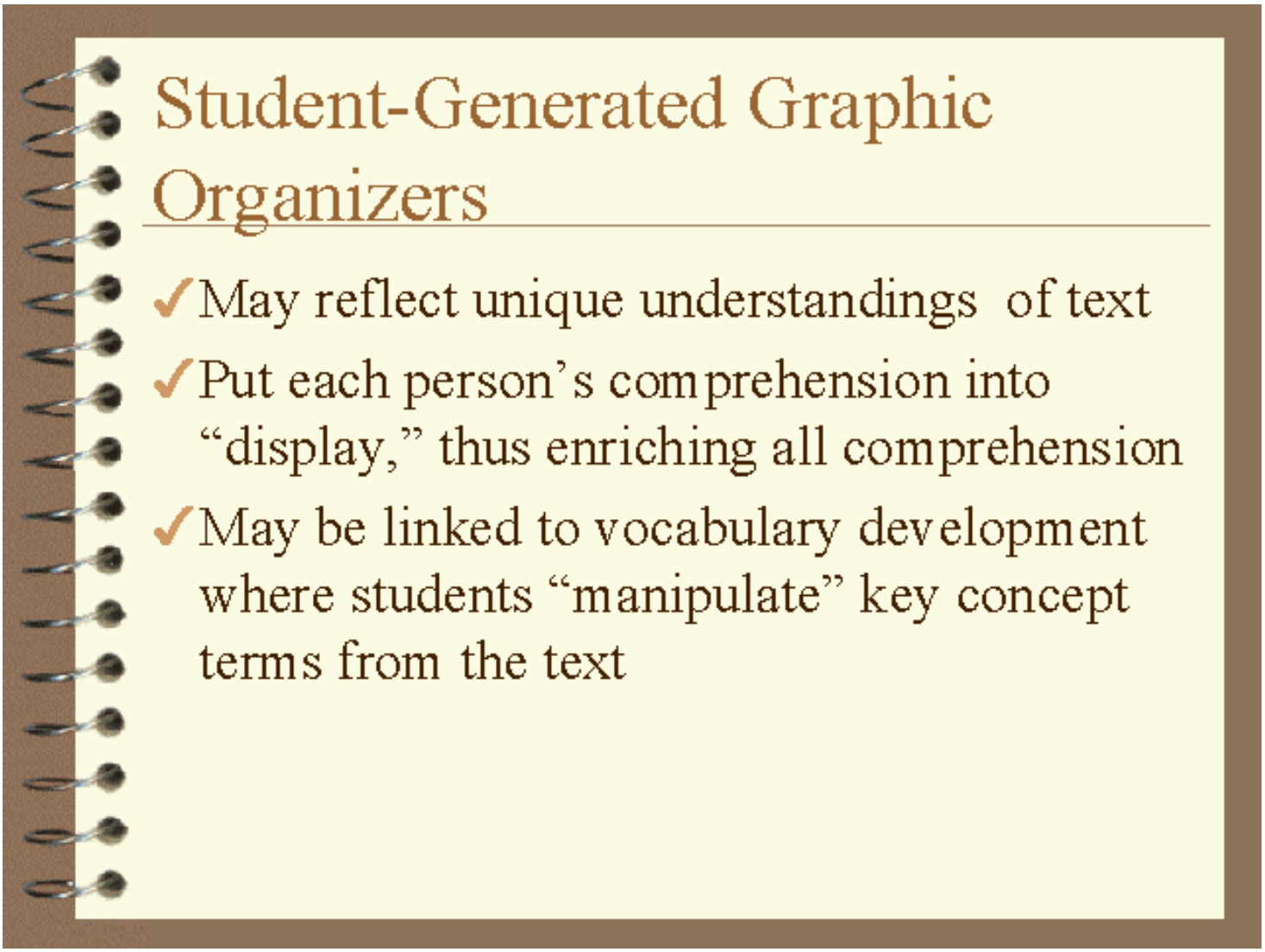
Slide 3 of 5

**Notes:**

Students can very effectively work together to select or design a graphical form that they can use in reading a text together. For example, graphics can be incorporated into reciprocal teaching activities of predicting, questioning, clarifying, and summarizing.

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**Notes:**

Students may eventually have access to a file of organizers from which they select for use as needed. (This will require declarative, procedural, and conditional knowledge.) If different students choose different graphics, then students may see the same text reflected in multiple formats. This will make the point that "when two people read the same thing, it's not the same thing." Even more importantly, being able to make choices among alternatives is the essence of conditional knowledge.

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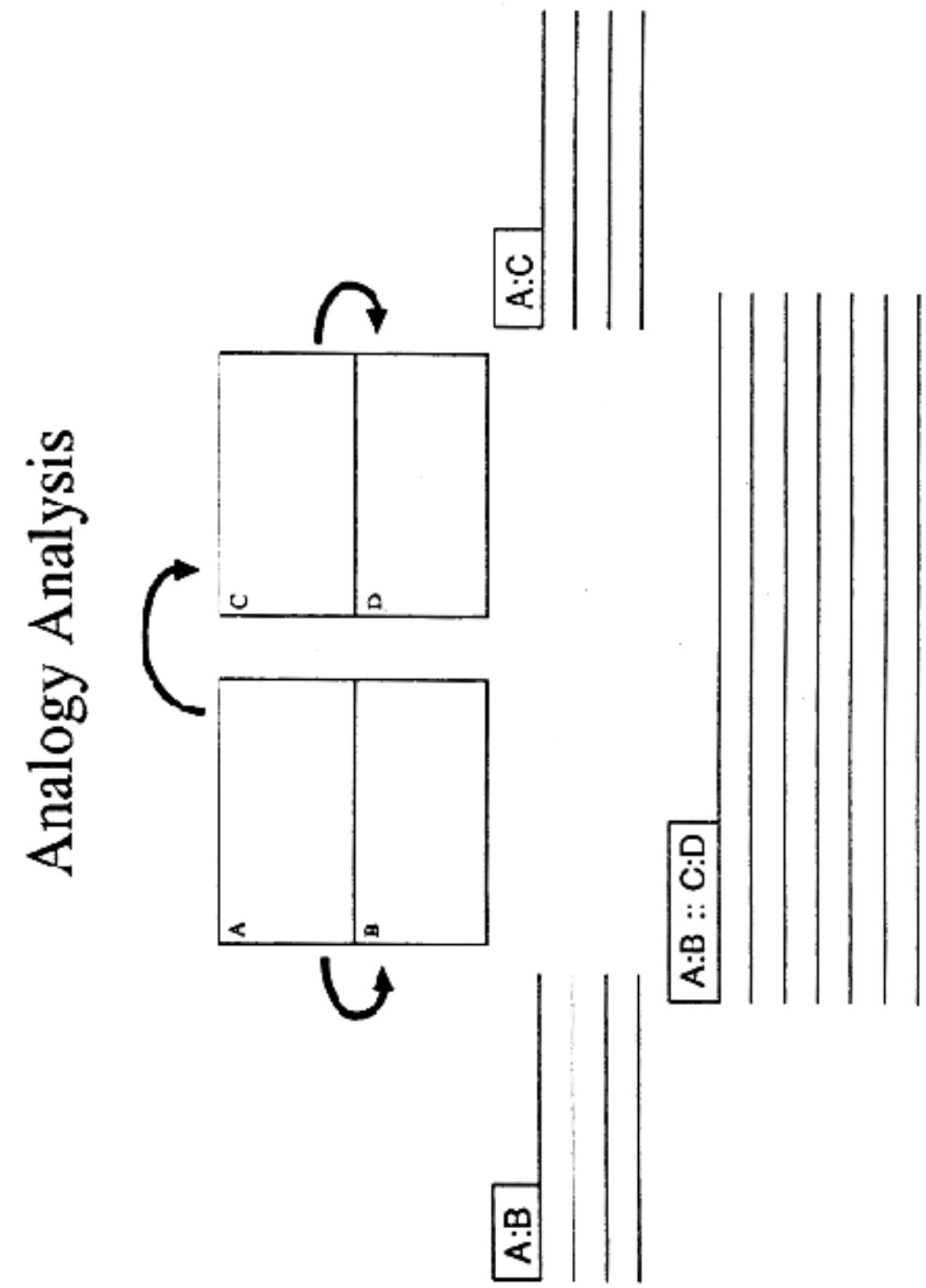
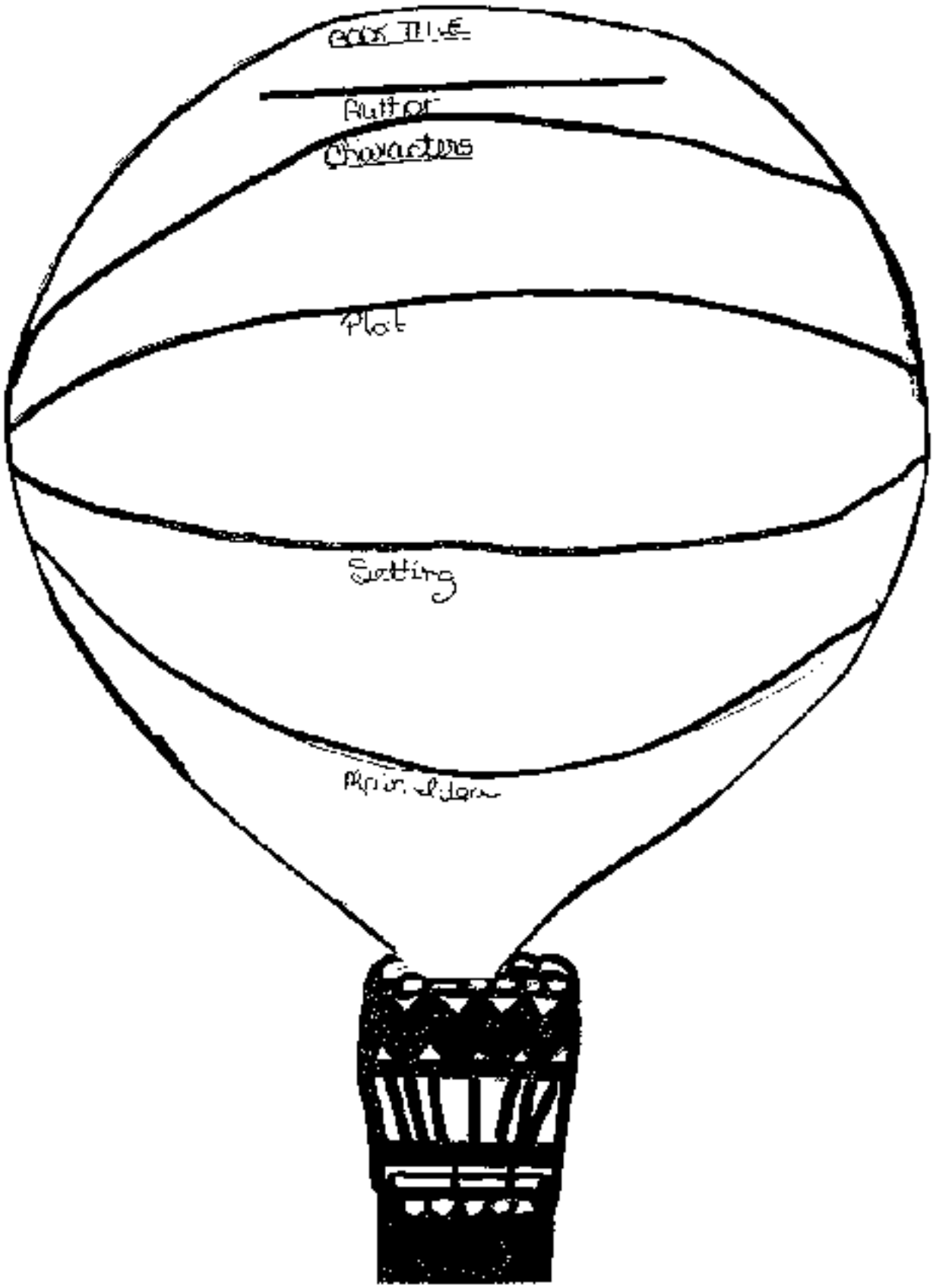
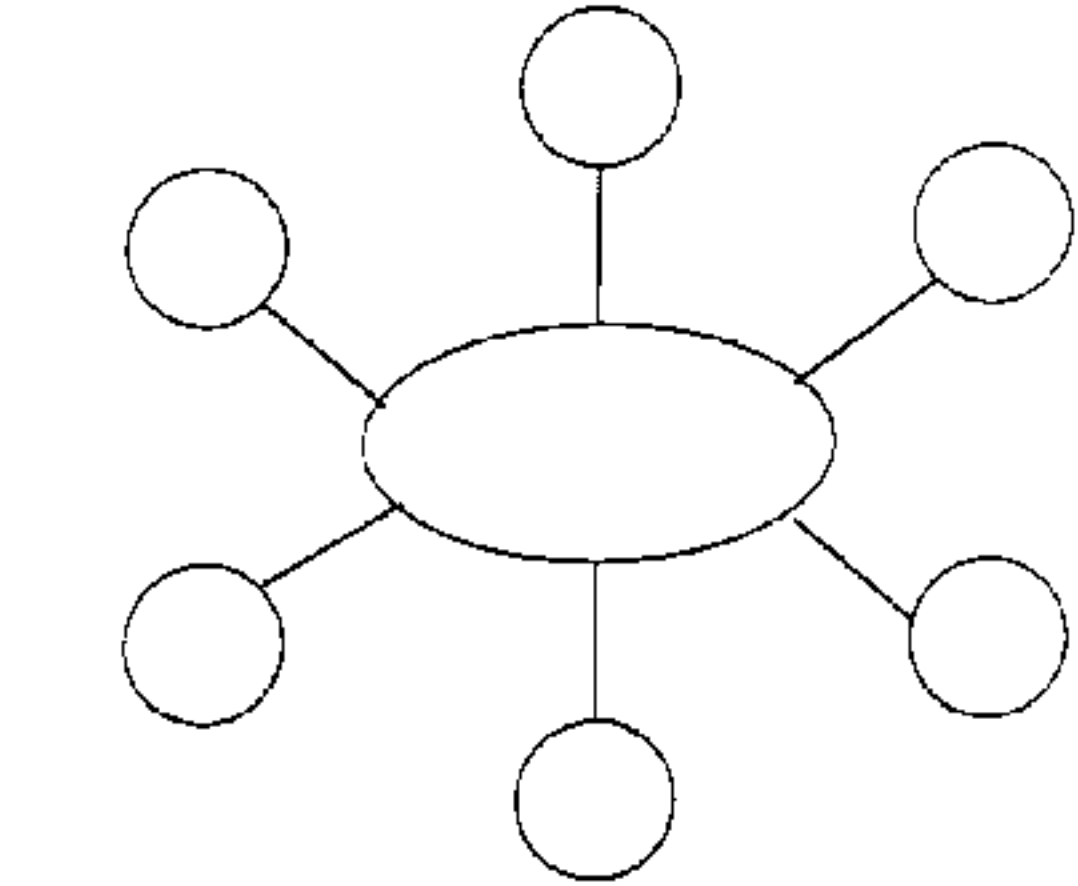
Slide 5 of 5

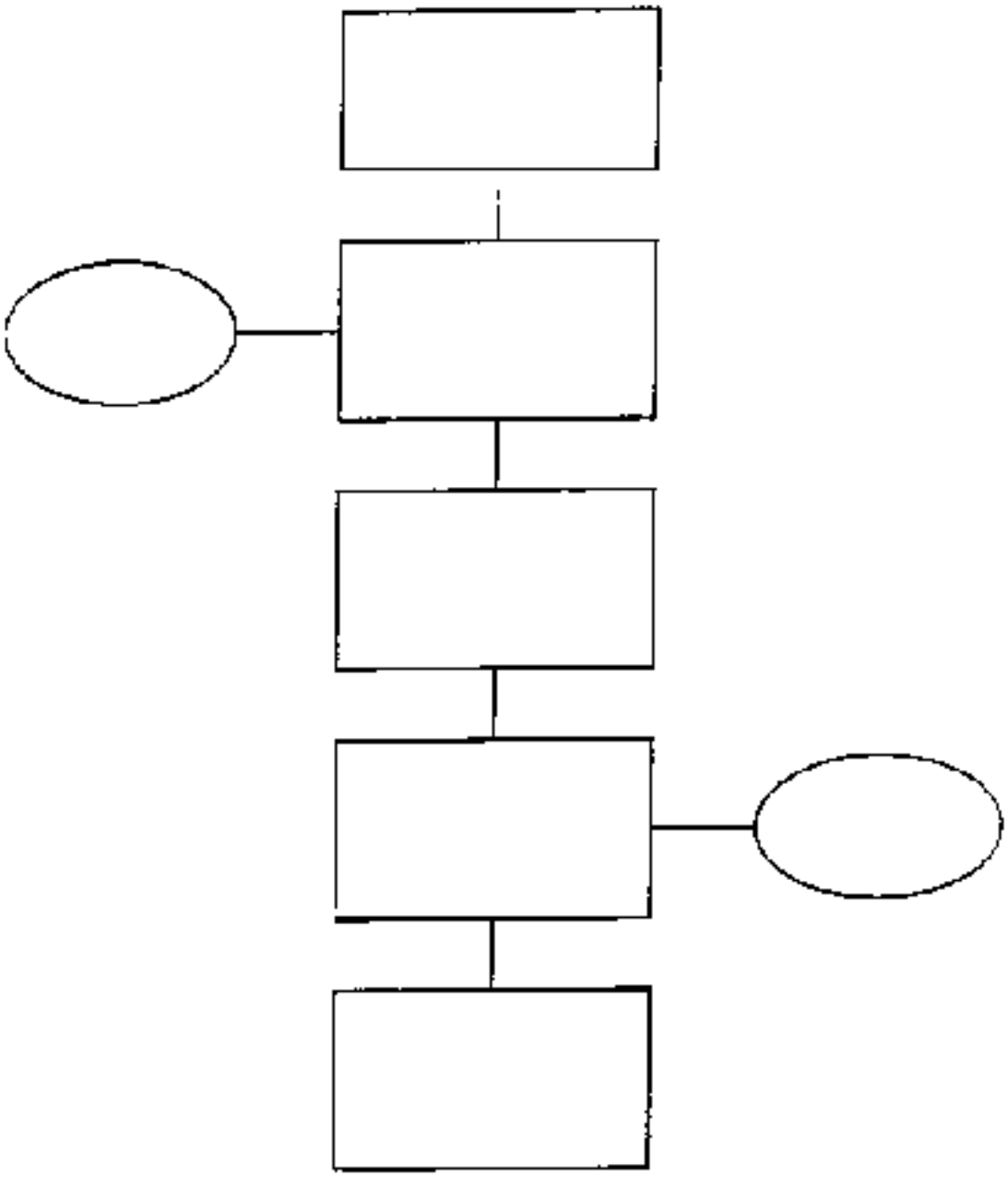

Analogy Analysis
A
B
C
D
A:B
A:C
A:B :: C:D

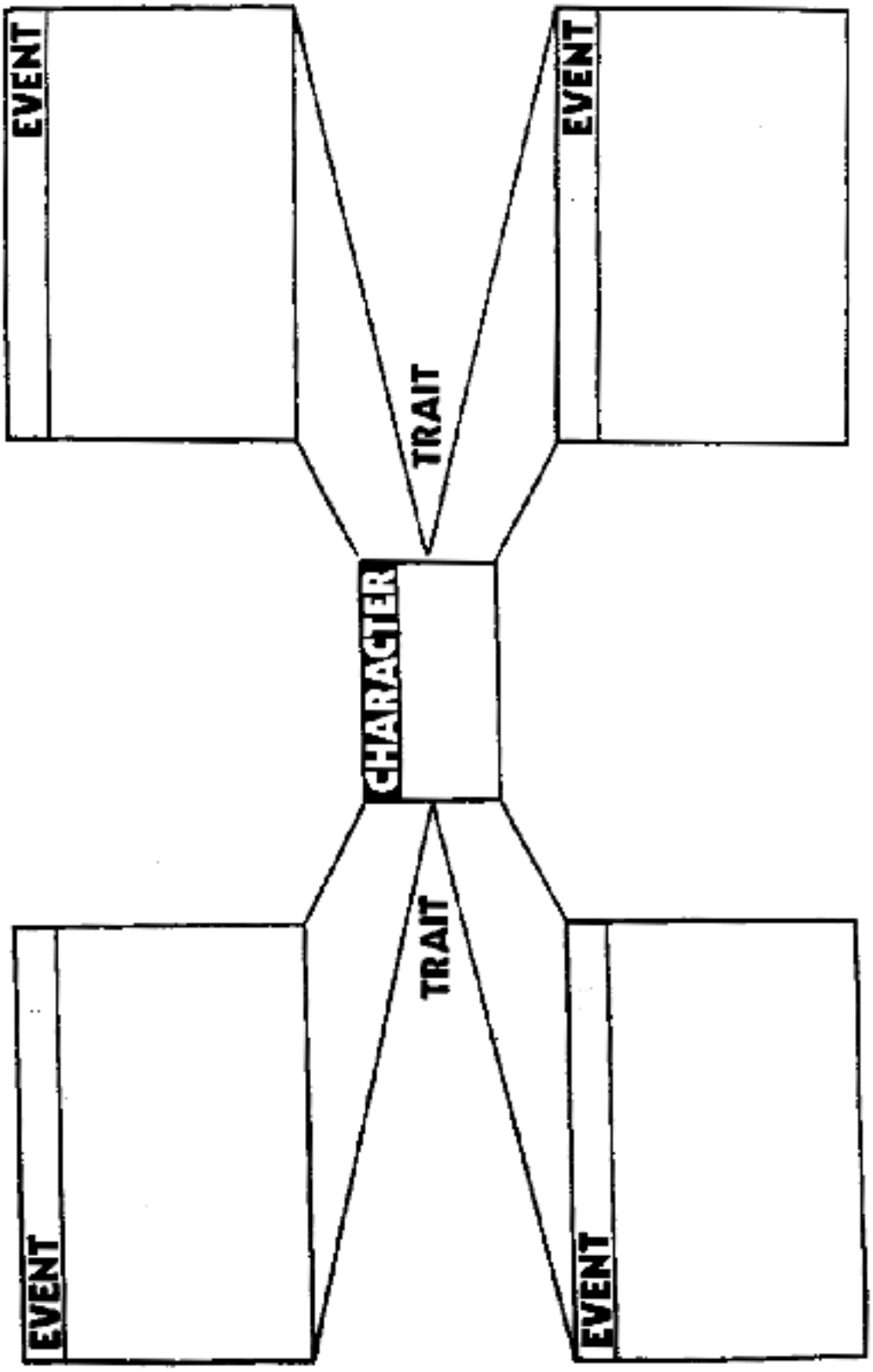

Author
Characters
Plot
Setting

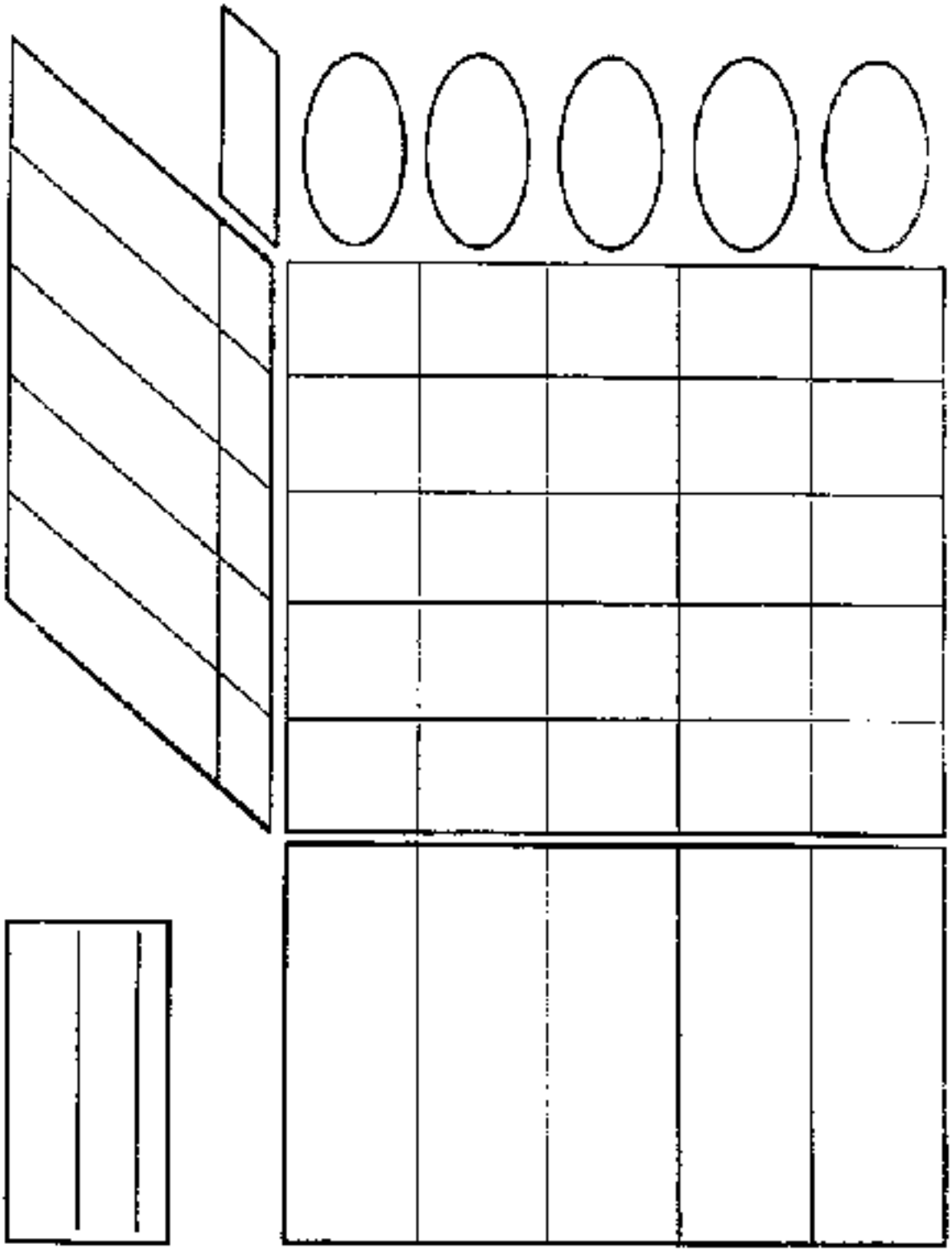
# THE WHEEL

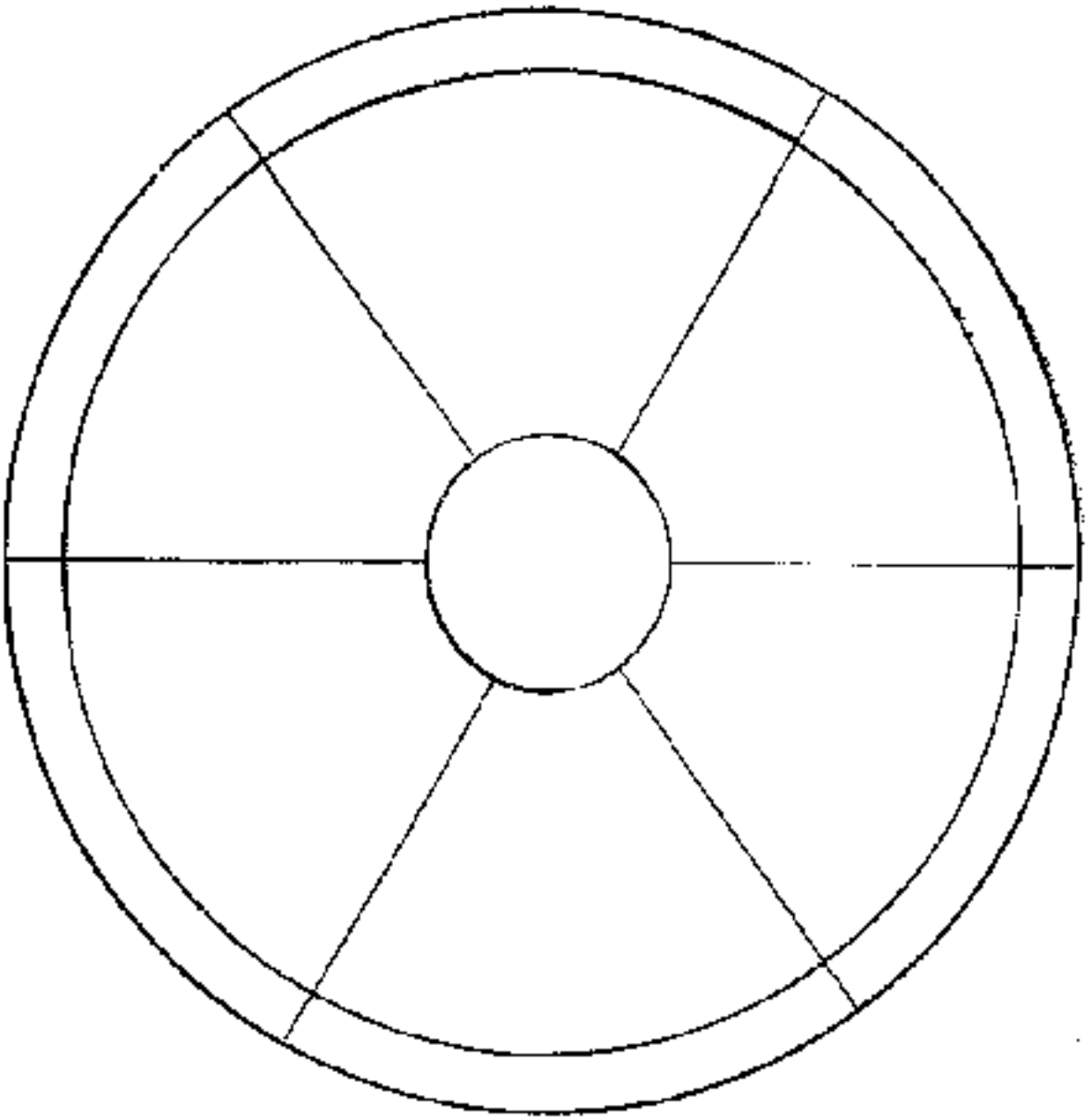


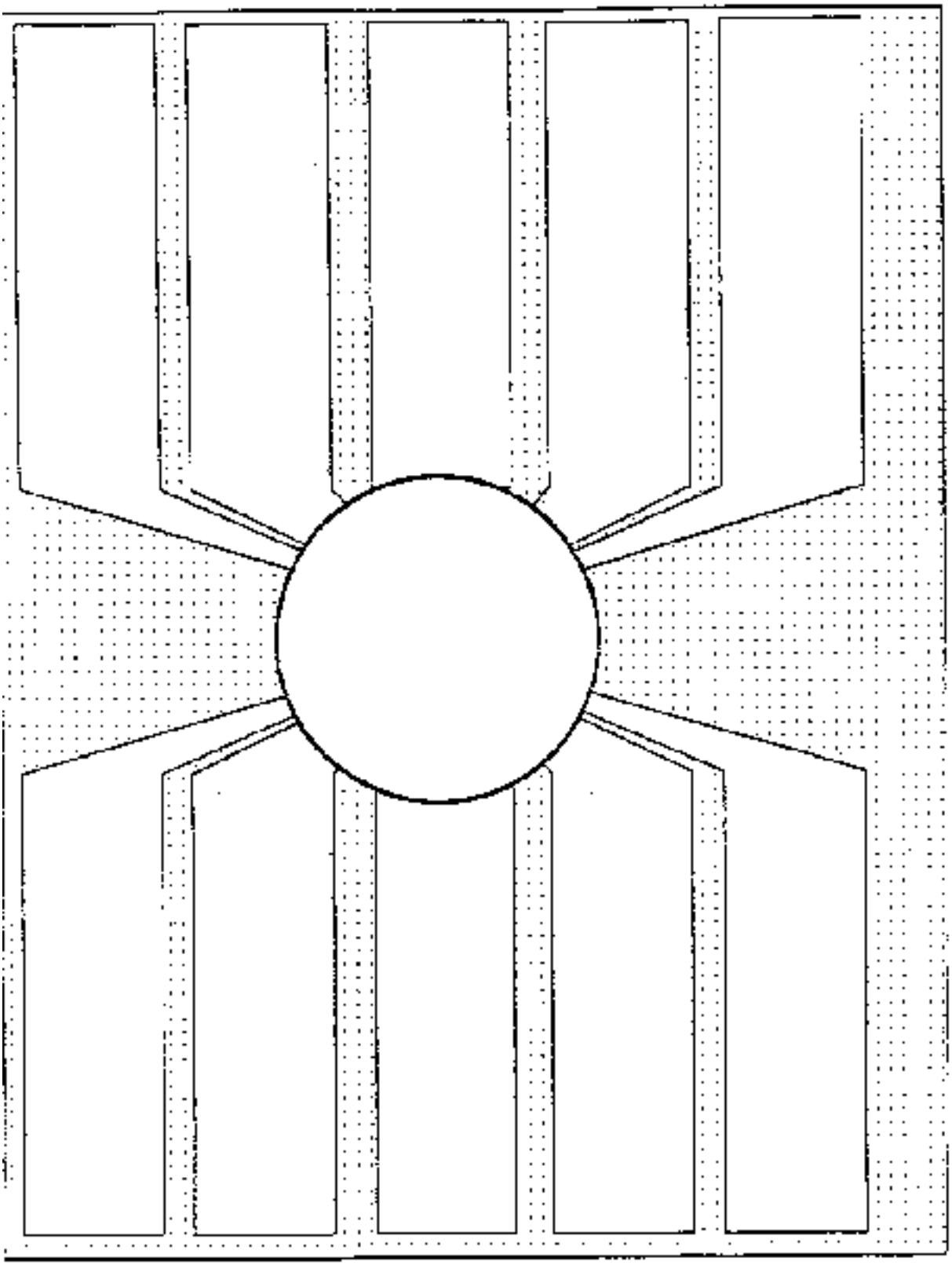
# THE CHAIN



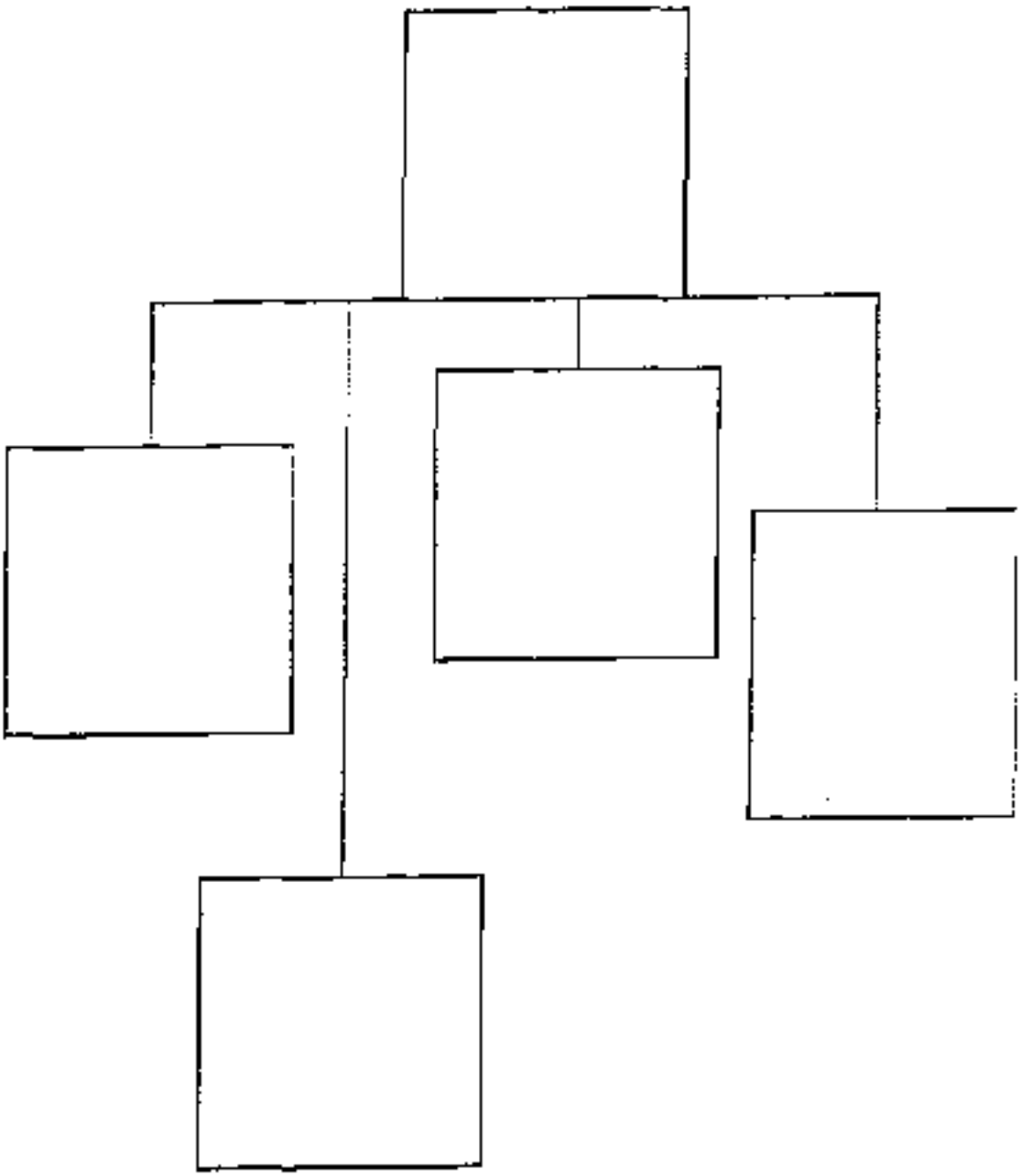

EVENT
EVENT
TRAIT
CHARACTER
TRAIT
EVENT
EVENT







# DANGLING BOXES



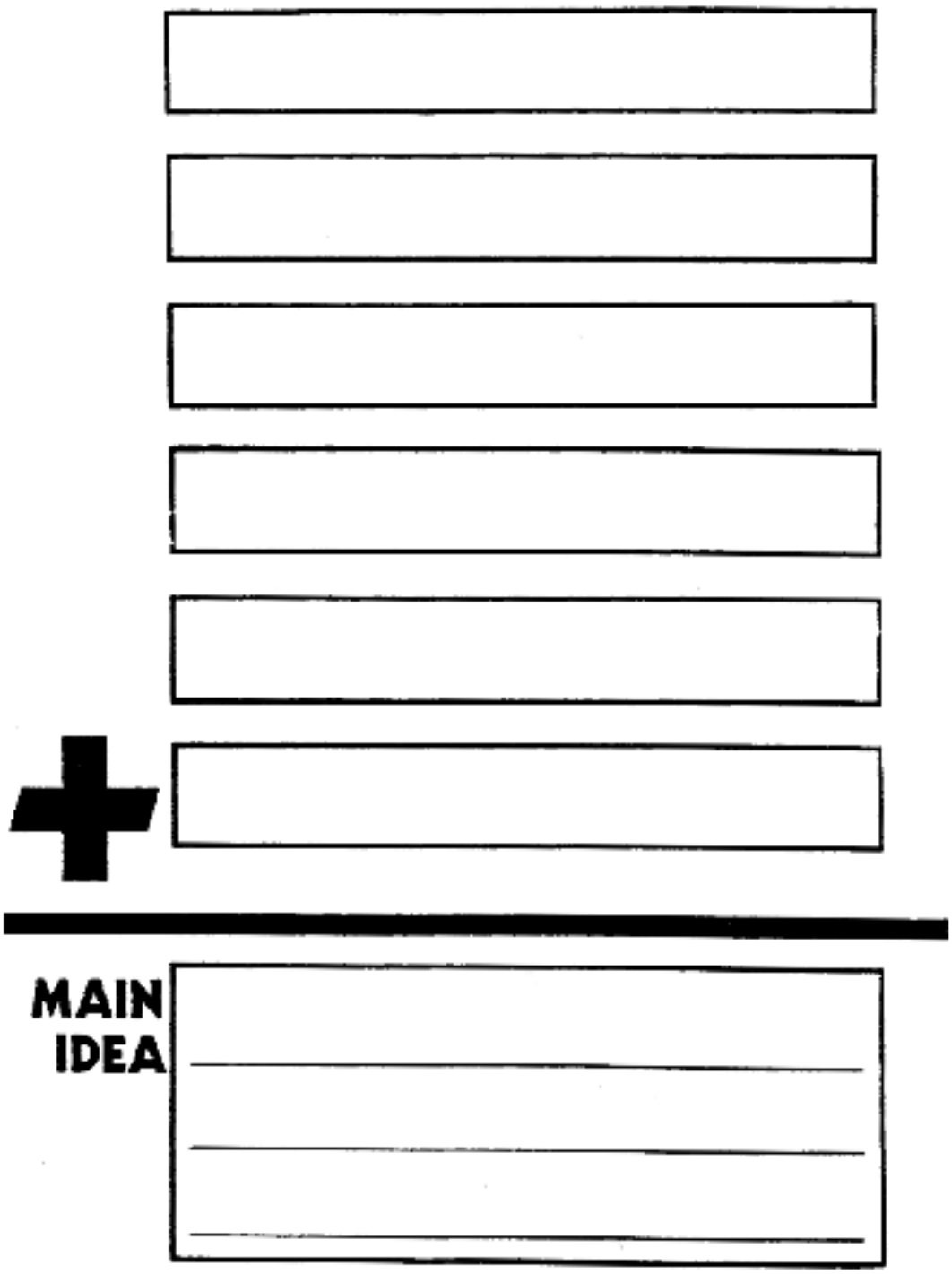
# Decision-Making Model

| Problem | Goal(s) |
| --- | --- |
| | |

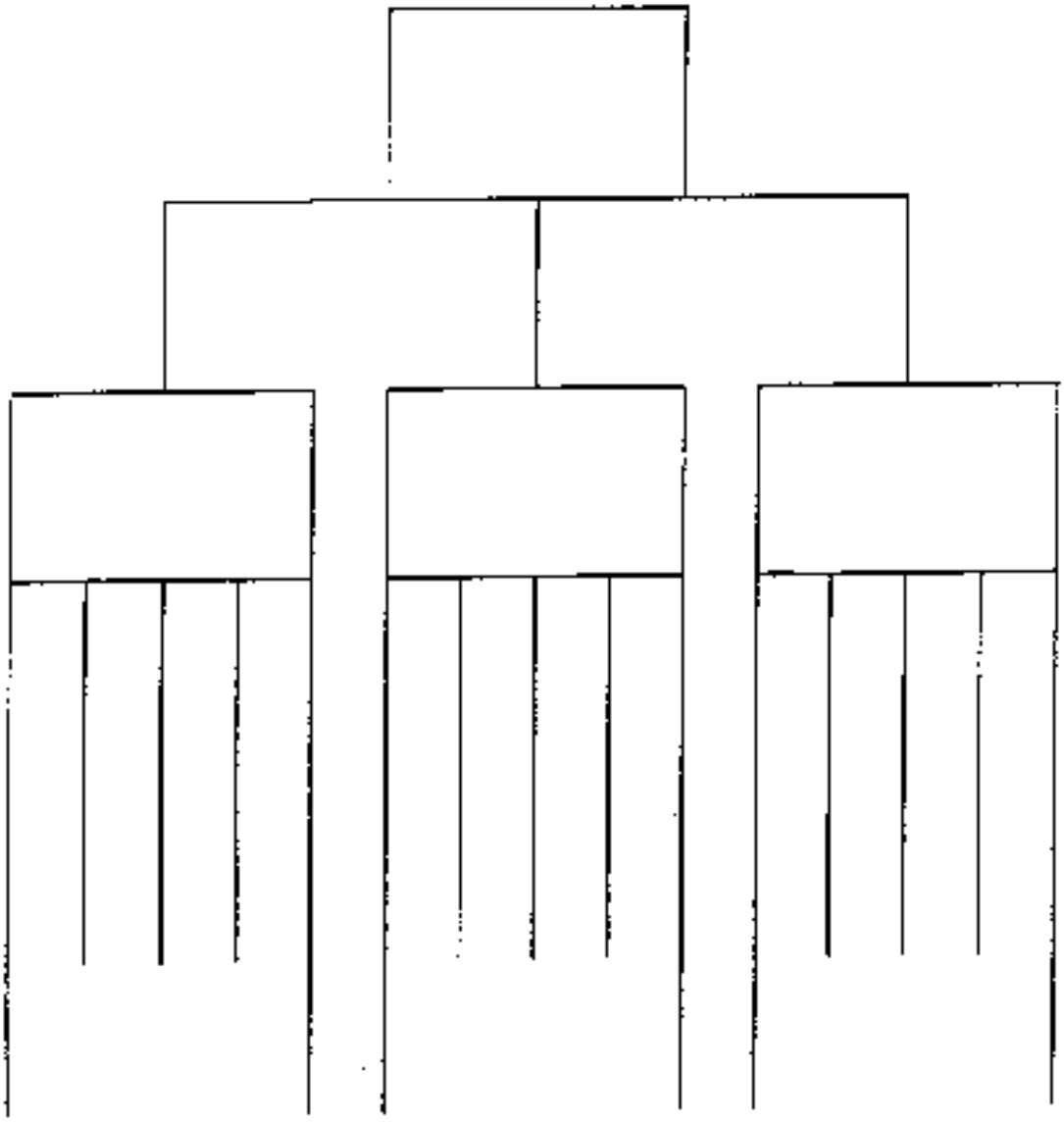
| Alternatives | Pros ⊕ & Cons ⊖ |
| --- | --- |
| | ⊕ |
| | ⊖ |
| | ⊕ |
| | ⊖ |
| | ⊕ |
| | ⊖ |
| | ⊕ |
| | ⊖ |

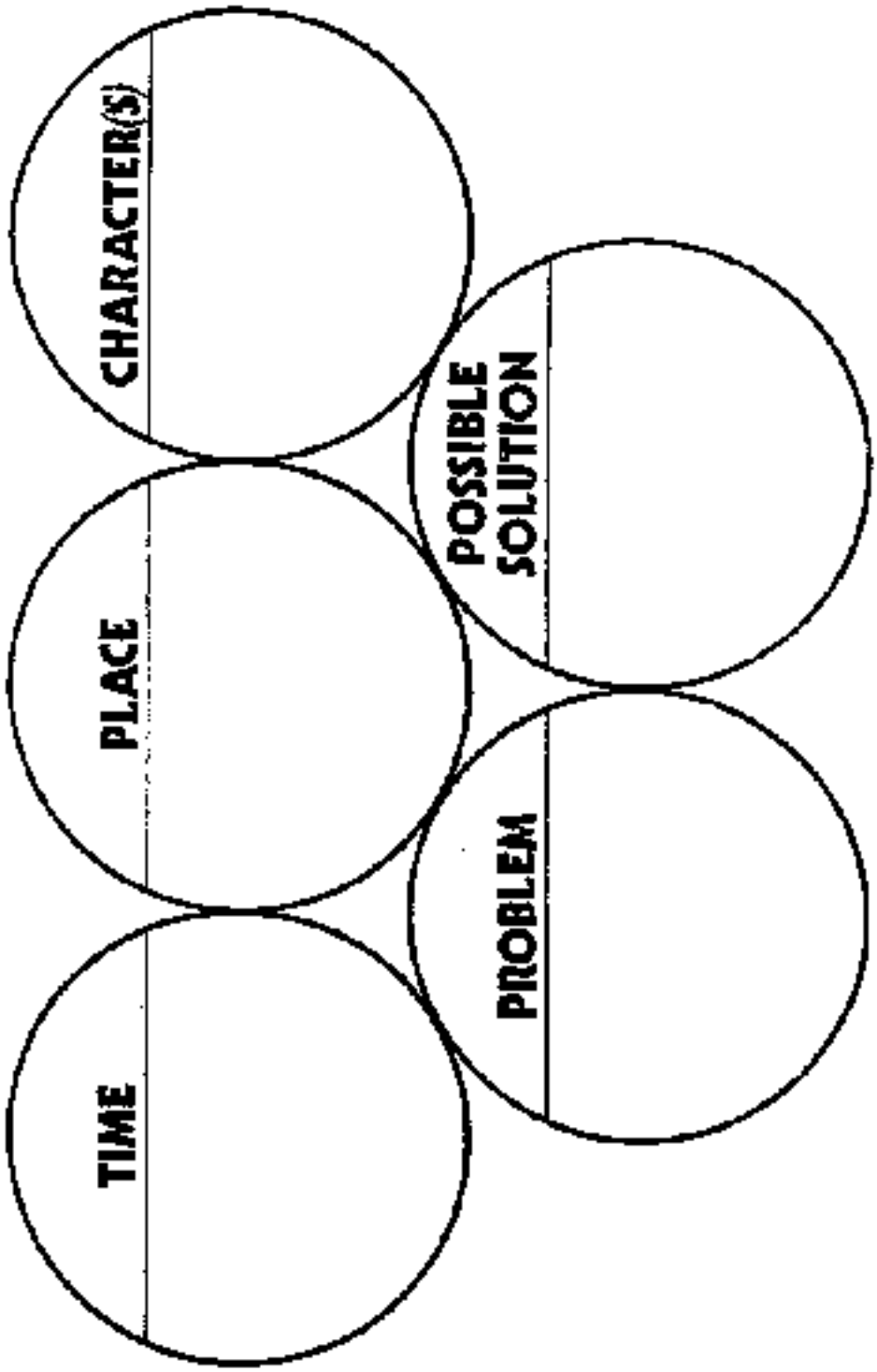
| Decision(s) | Reason(s) |
| --- | --- |
| | |

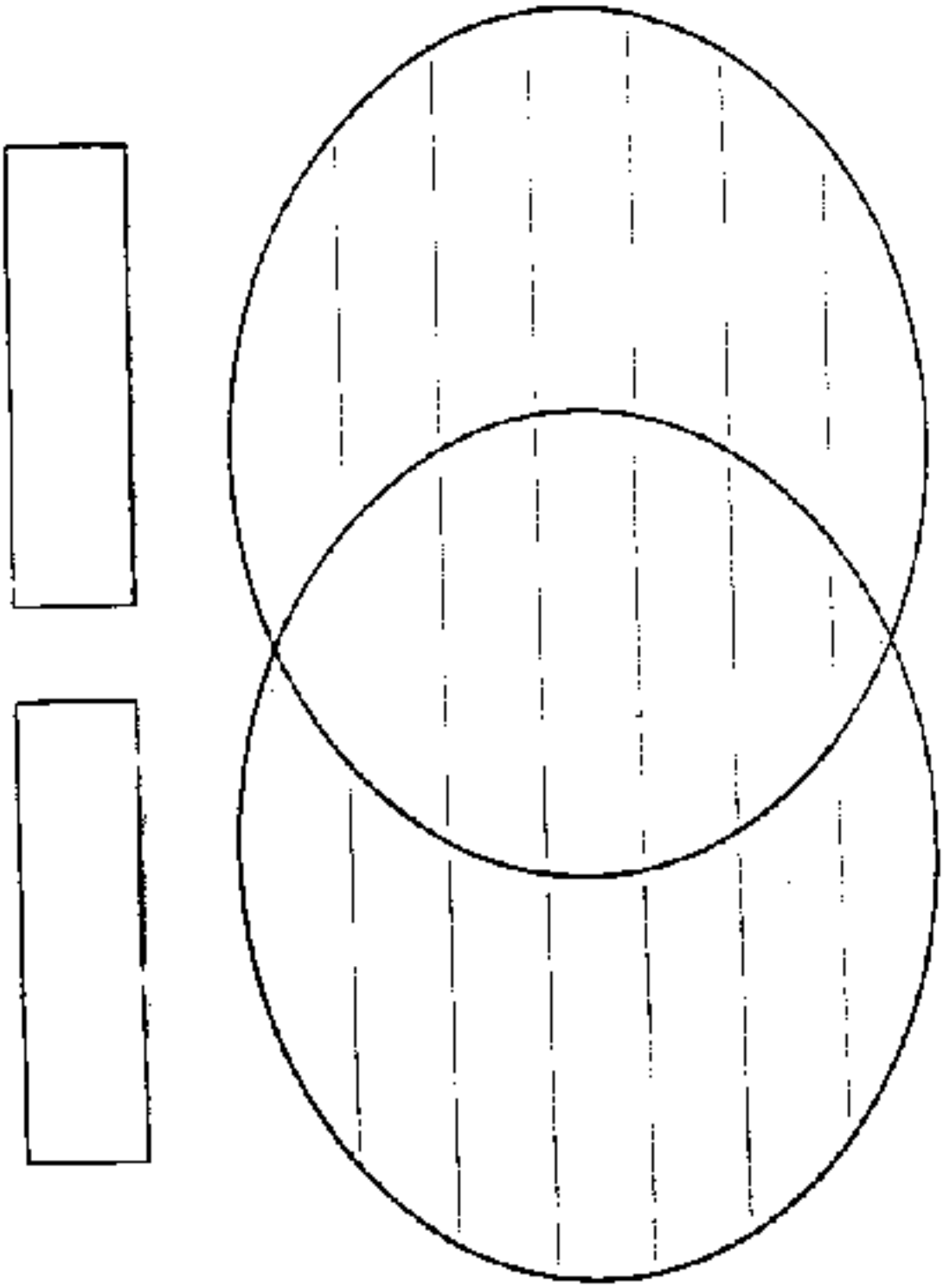
# DETAILS

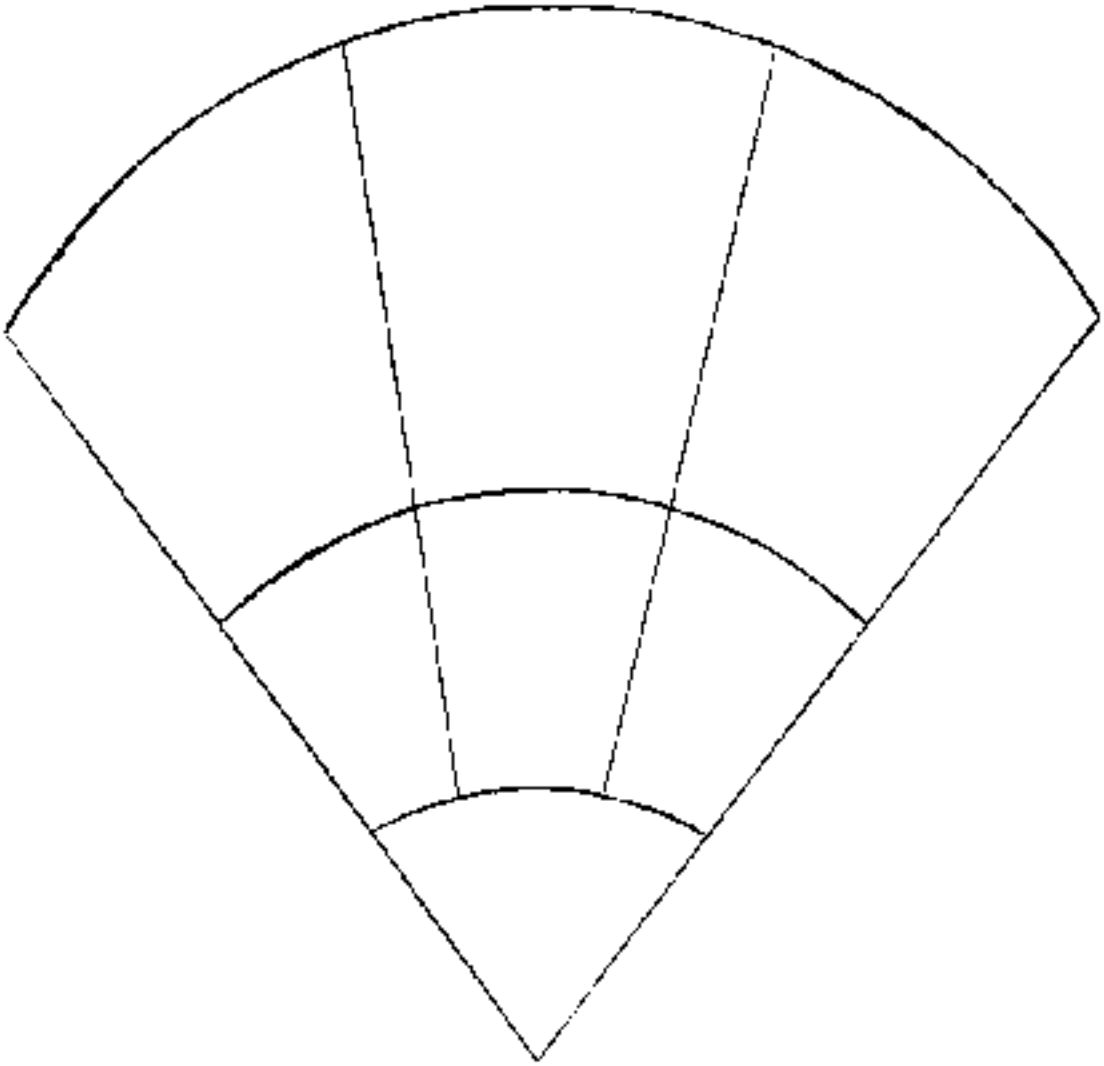


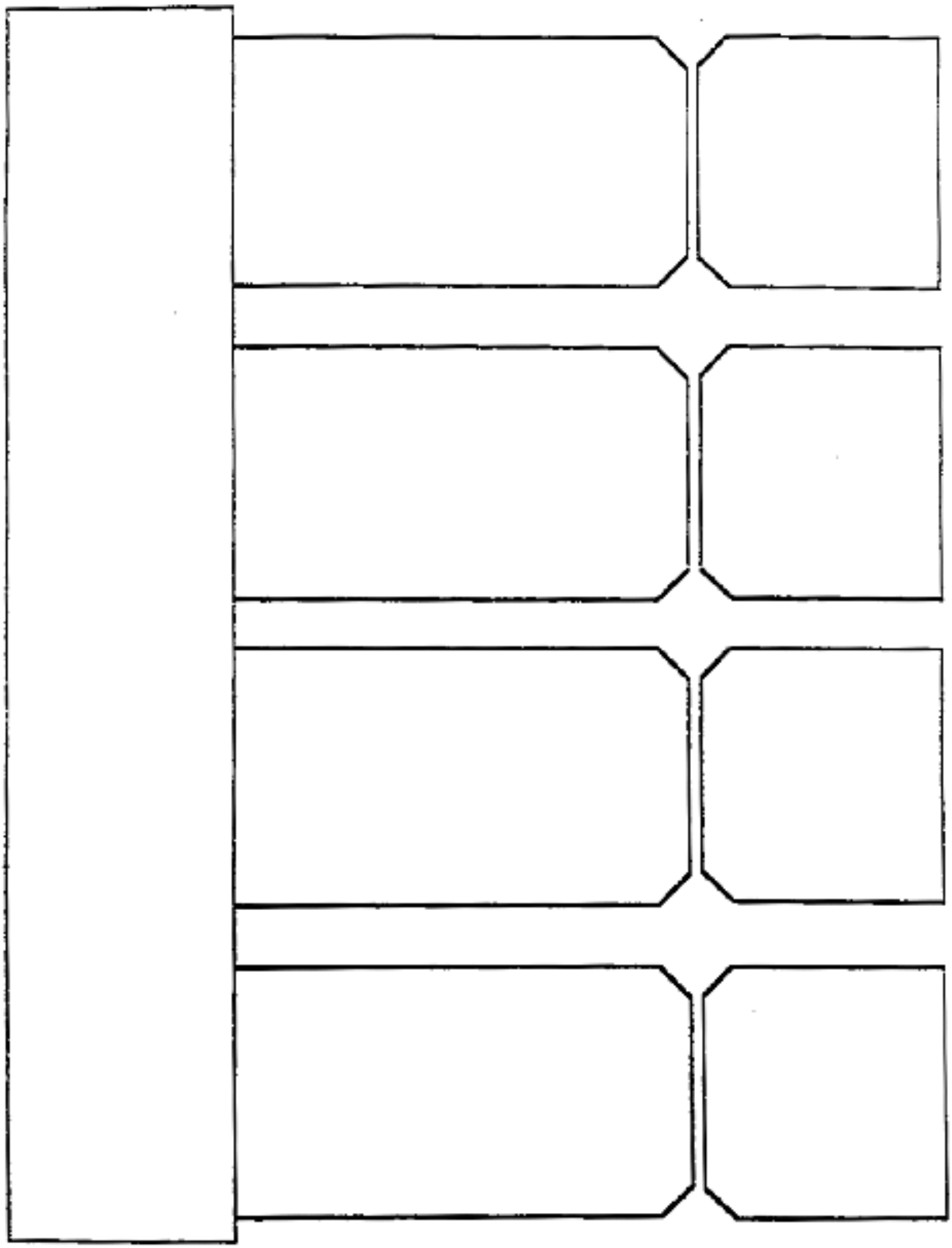
# JELLY FISH

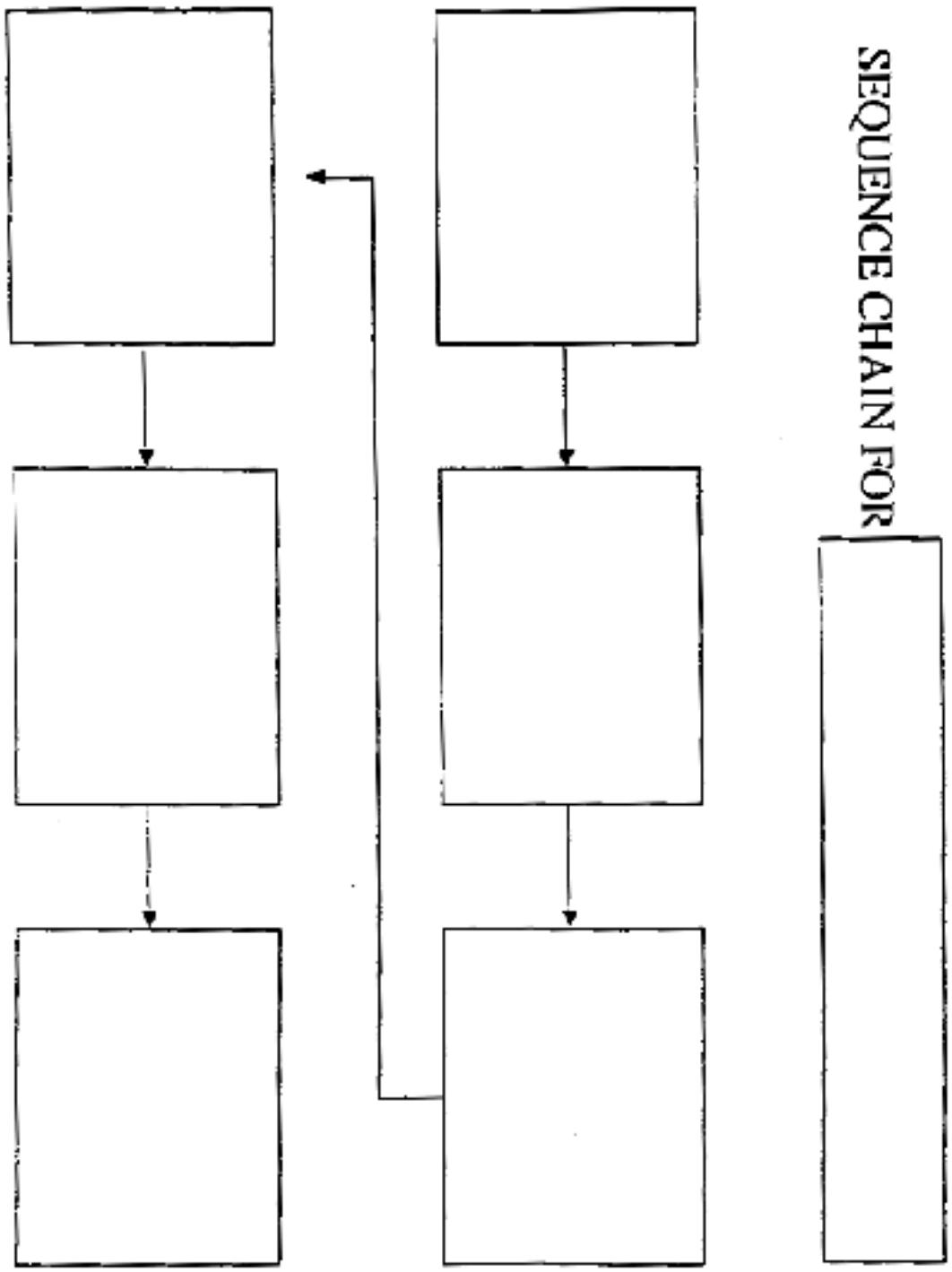


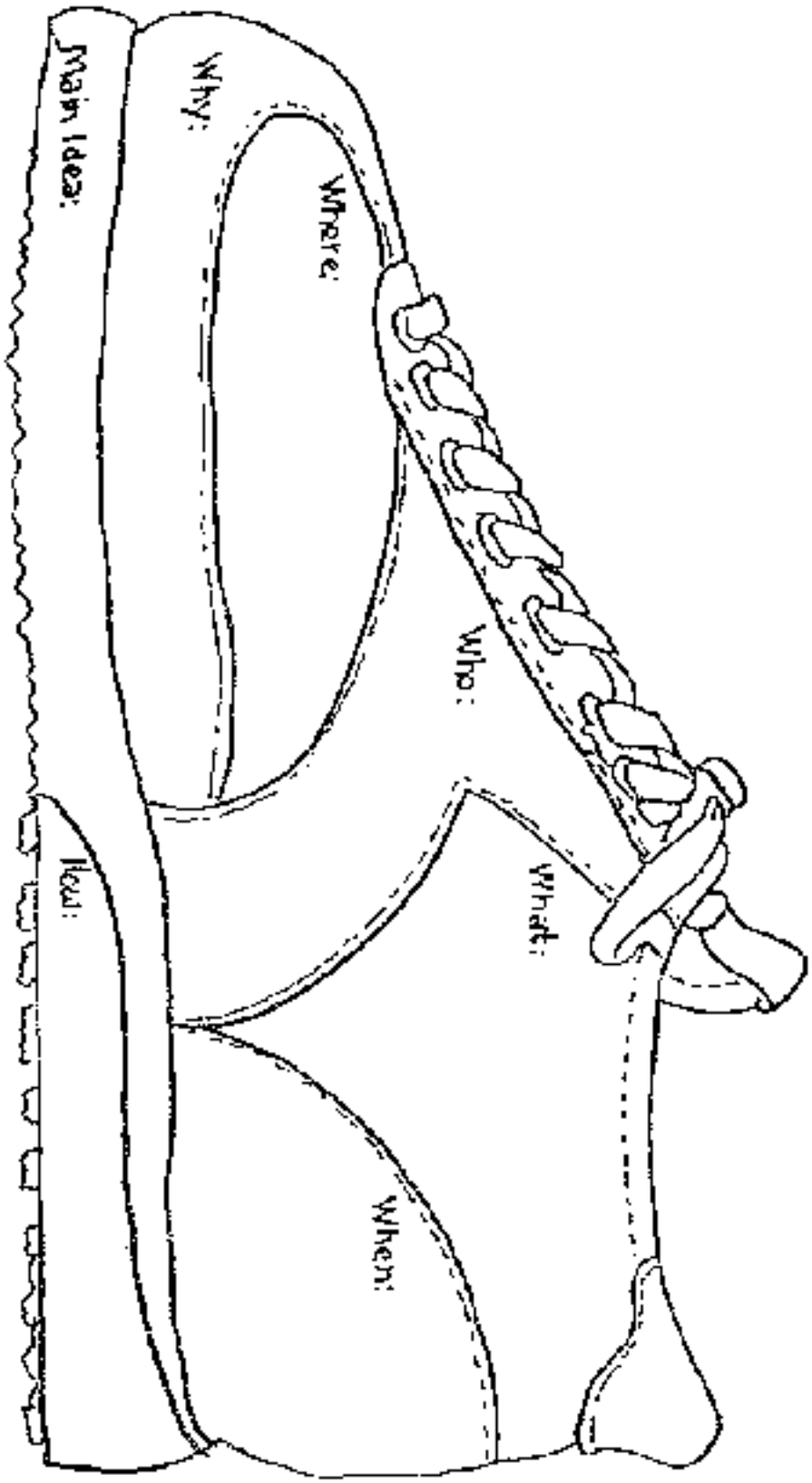

CHARACTER(S)
PLACE
TIME
POSSIBLE SOLUTION
PROBLEM

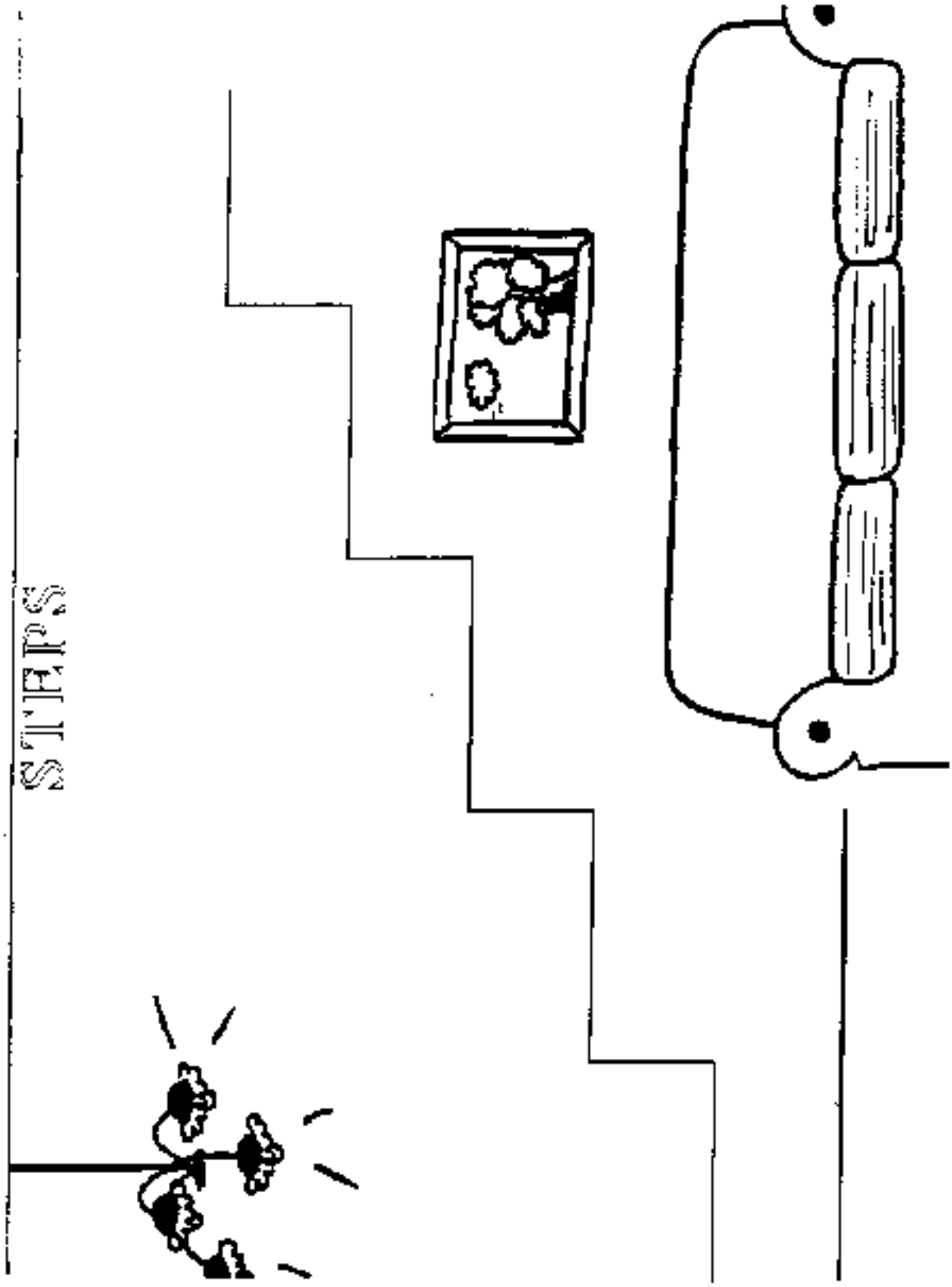







SEQUENCE CHAIN FOR


Main Idea:
Why:
Where:
Who:
What:
How:
When: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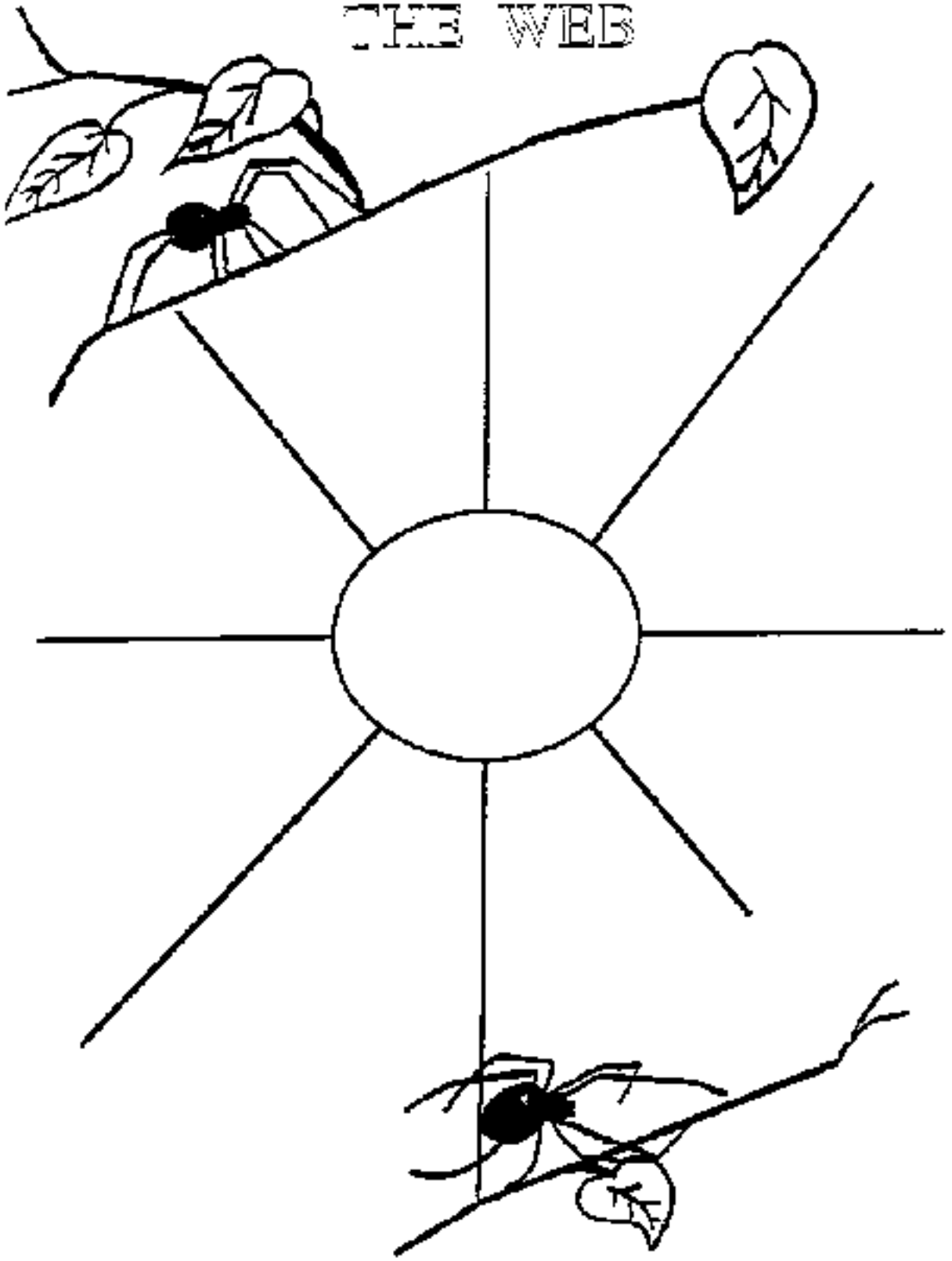
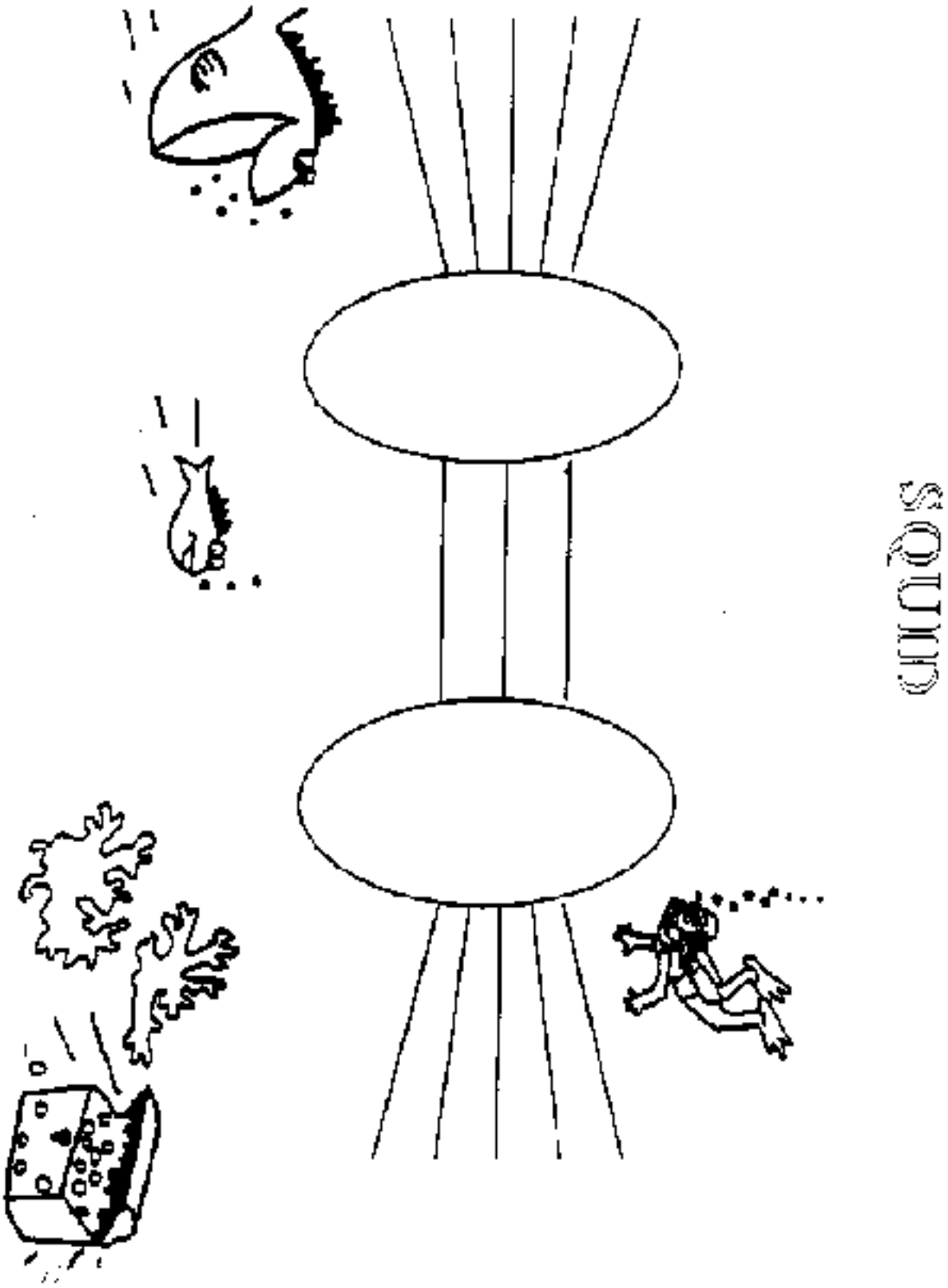

THE WEB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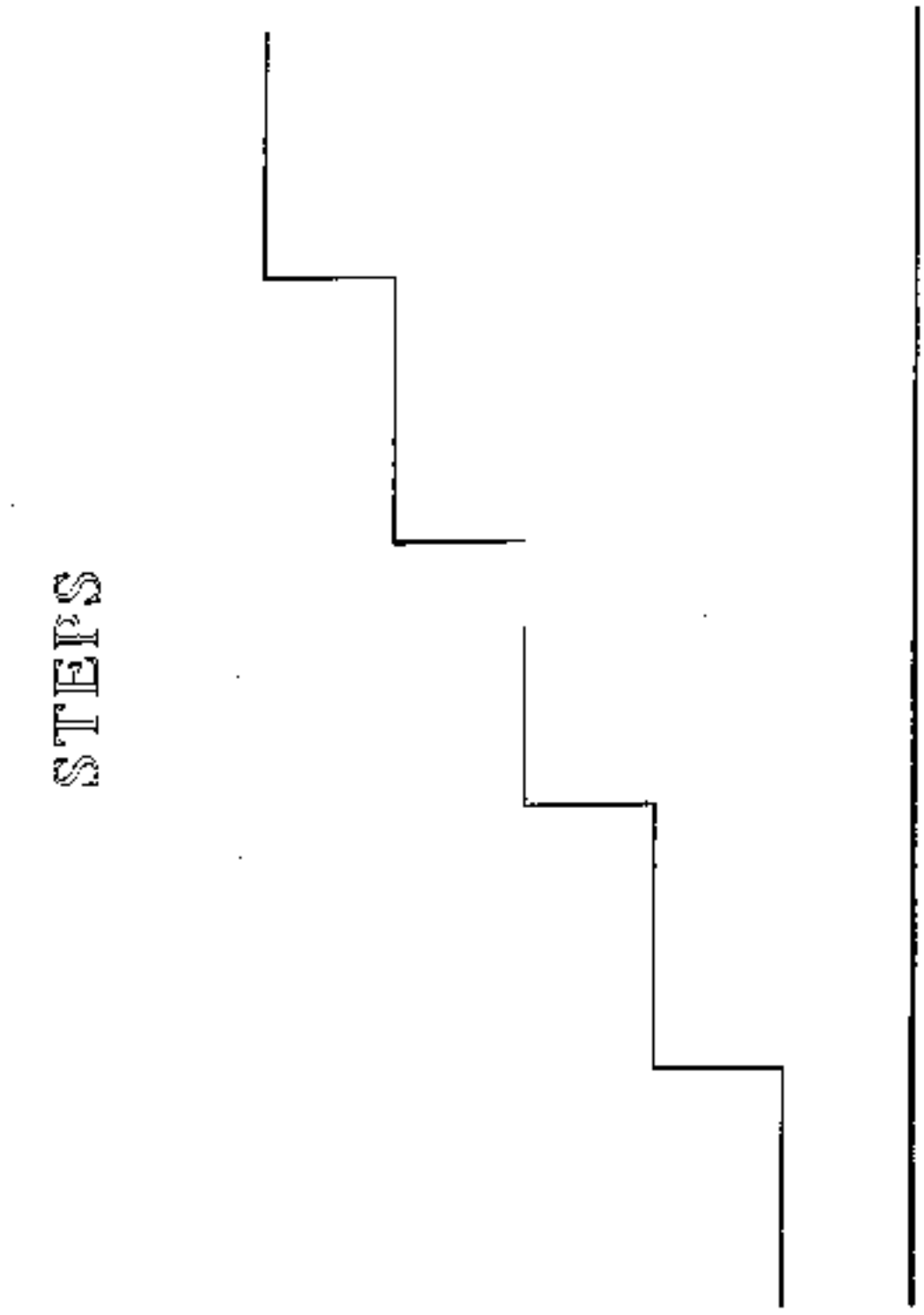

STEPS

# STORY MAP

Title: _____

Setting:

Characters: _____ _____

_____ _____

_____ _____

Problem:

Event 1 _____

Event 2 _____

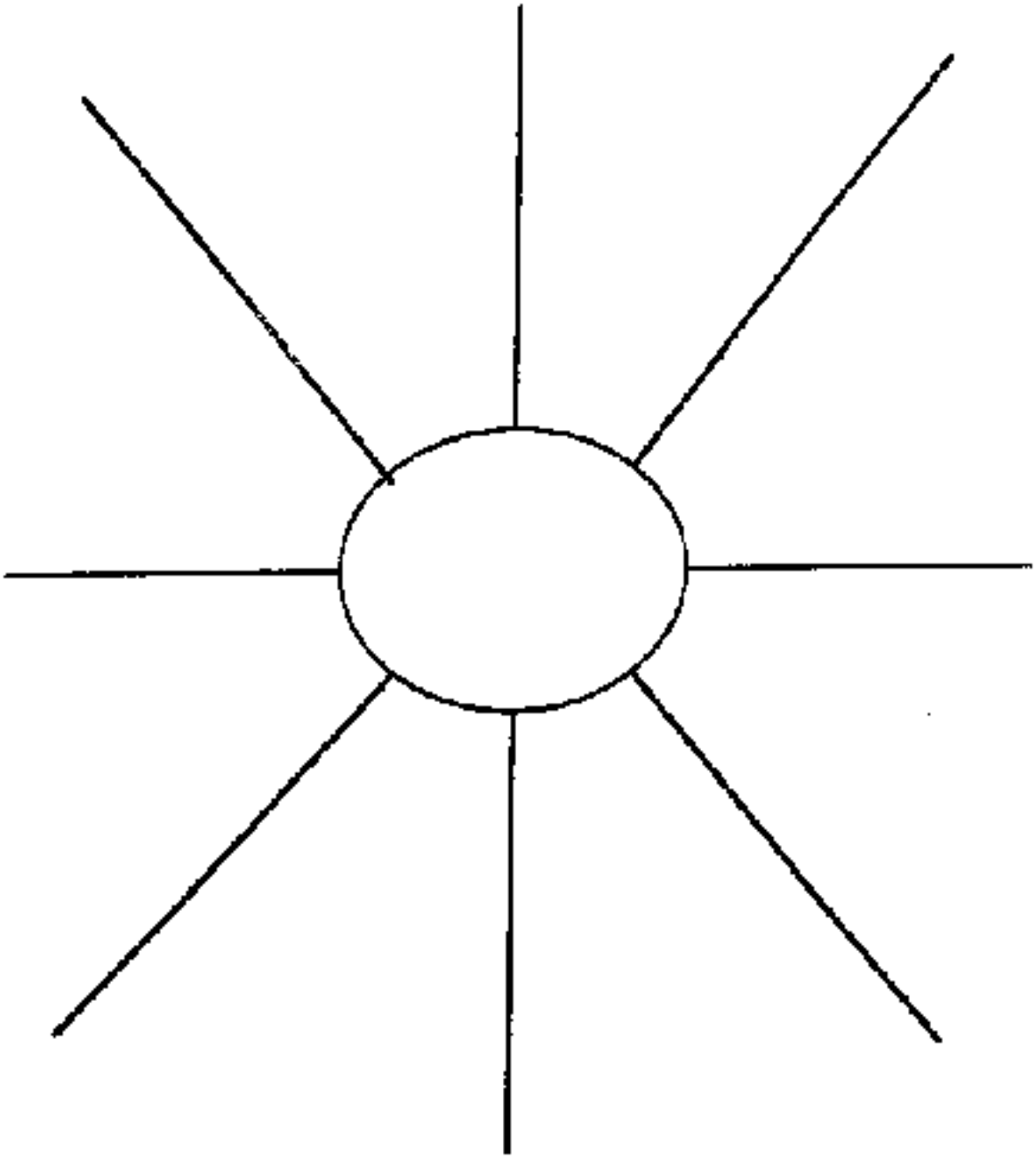
Event 3 _____

Event 4 _____

Event 5 _____

Solution:

# THE WEB



# Student-Generated Graphic Organizers

- **May reflect unique understandings of text**
- **Put each person's comprehension into "display," thus enriching all comprehension**
- **May be linked to vocabulary development where students "manipulate" key concept terms from the text**

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## Notes:

Students may eventually have access to a file of organizers from which they select for use as needed. (This will require declarative, procedural, and conditional knowledge.) If different students choose different graphics, then students may see the same text reflected in multiple formats. This will make the point that "when two people read the same thing, it's not the same thing." Even more importantly, being able to make choices among alternatives is the essence of conditional knowledge.

# Cooperatively-Made Graphic Organizers

- **Provide context for "guided practice" in creating graphics when teacher and students work together**
- **Provide a previewing tool for text that creates a concrete product of text survey**
- **Socializes the normally solitary act of reading**
-

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**Notes:**

Students can very effectively work together to select or design a graphical form that they can use in reading a text together. For example, graphics can be incorporated into reciprocal teaching activities of predicting, questioning, clarifying, and summarizing.

# Teacher-Made Graphic Organizers

- **Use text language to display relationships of ideas in text**
- **Provide students with a road map for text**
- **Organize students' learning from text by providing the skeleton which their reading can "fill out"**
- **Give students a scaffold onto which to build understandings**

Previous slide Next slide Back to first slide View graphic version

## Notes:

There are two major reasons that a teacher might want to hand a prepared graphic organizer to students:

1) To provide the students with an introductory overview of a topic, lesson or unit to be taught

2) To give the students an "outline" of the text that allows them to partially complete with their prior knowledge and fill in gaps by reading.

# Graphic Organizers

- **Diagrammatic shapes to generate or organize thought and**
  - Make visible the invisible process of thought
  - Make concrete the abstract structure of comprehension
  - Make memorable the forgettable details of text
- **May be teacher-made, cooperatively-made, or student-created**
  - See ch. 8, pp. 248-281, Vaca & Vaca

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**Notes:**

Graphic organizers are tools that serve the reader to:
illustrate comparisons/contrasts
distinguish main ideas & supporting details
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