GRAPHIC ORGANIZERS

The following graphic organizers can be used with multiple skills. An example is provided with a blank organizer on its own page afterward.

Word Map

Use to help determine word meaning.

EXAMPLE

That afternoon, I let Roli sit in front and brood all the way home as I pick the dried red paint from under my nails.

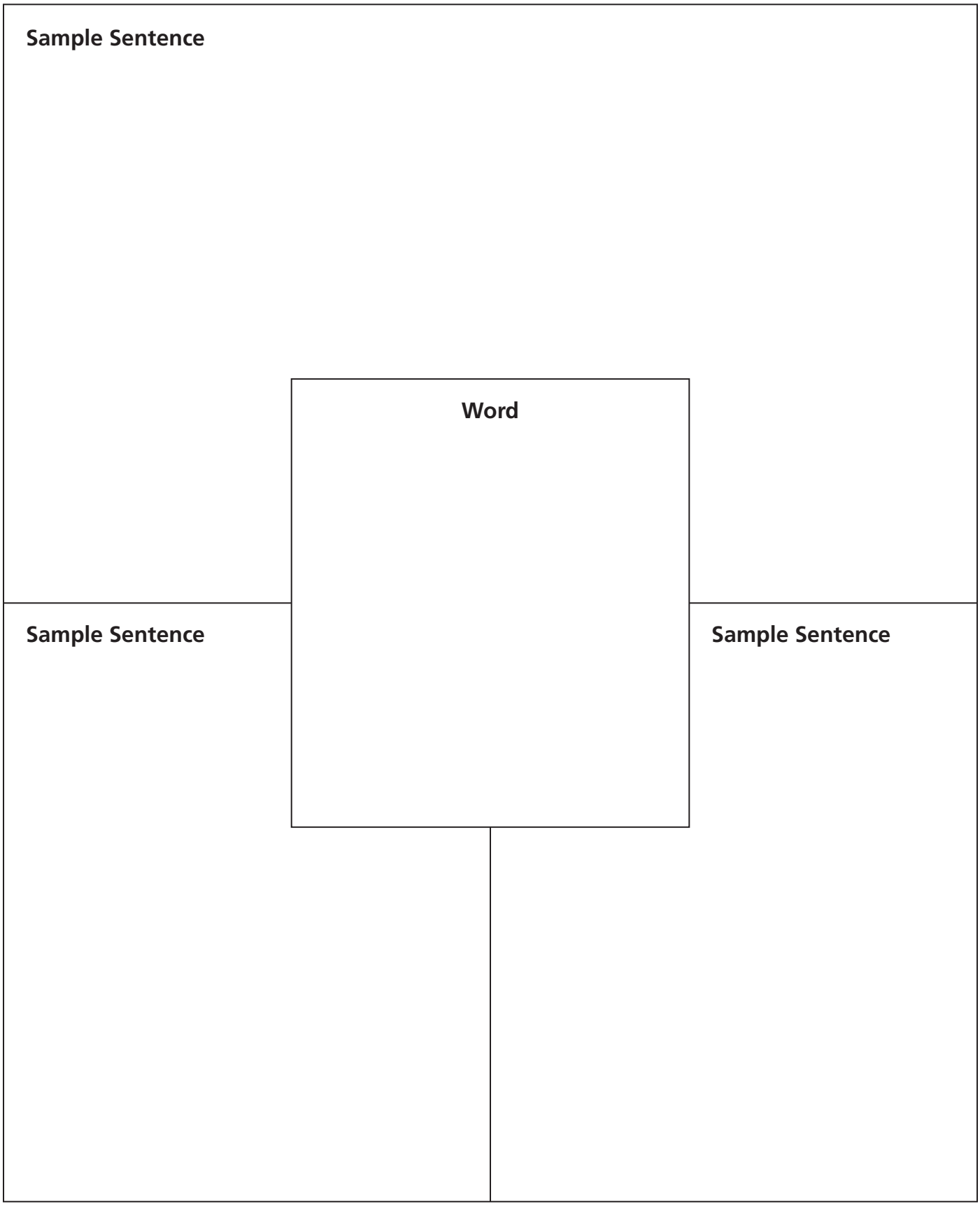
brood

Merci did not like how her father reacted to the soccer players. She would not speak to him all afternoon. She is also upset by how the students treated her and her family.

I think "brood" means to act upset or depressed.

Word Map

Use to help determine word meaning.



5-Ws Chart

Use while listening for key ideas.

EXAMPLE

What does my classmate believe is the theme of the story?
Who does she think shows this with their actions in the story?
Where in the text does the character act this way?
When does my classmate see the character change?
Why did my classmate react this way to the story?

5-Ws Chart

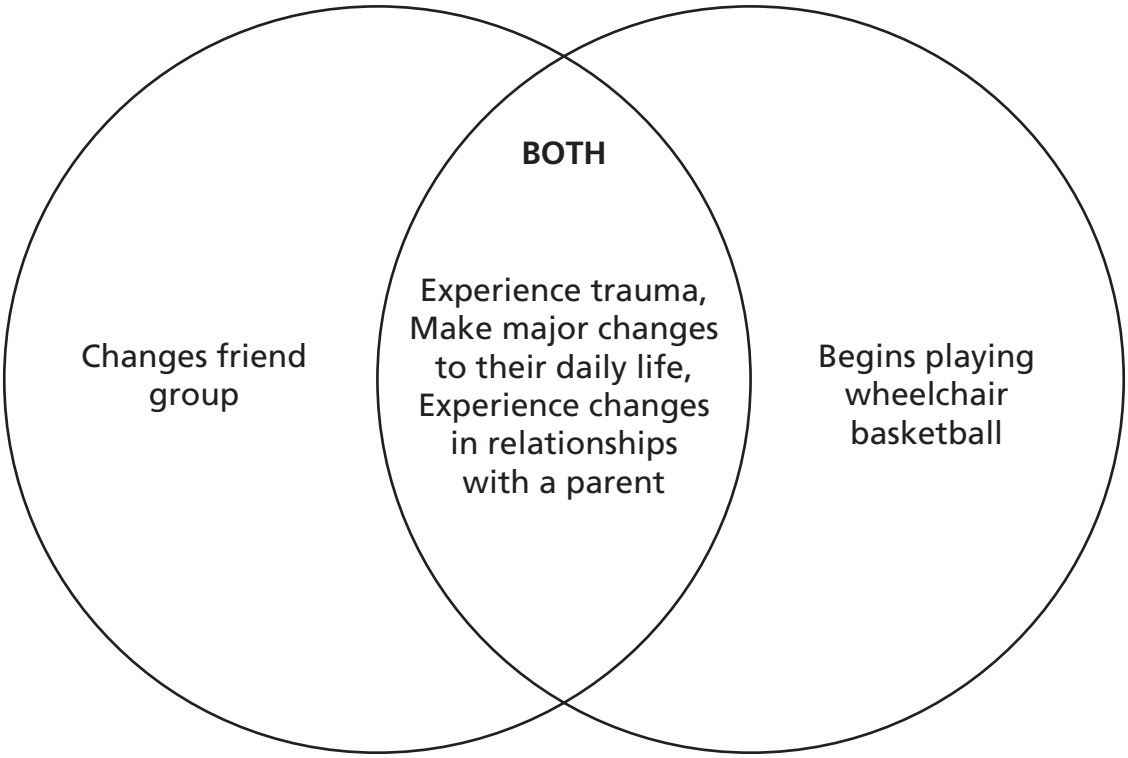
Use while listening for key ideas.

What?
Who?
Where?
When?
Why?

Venn Diagram

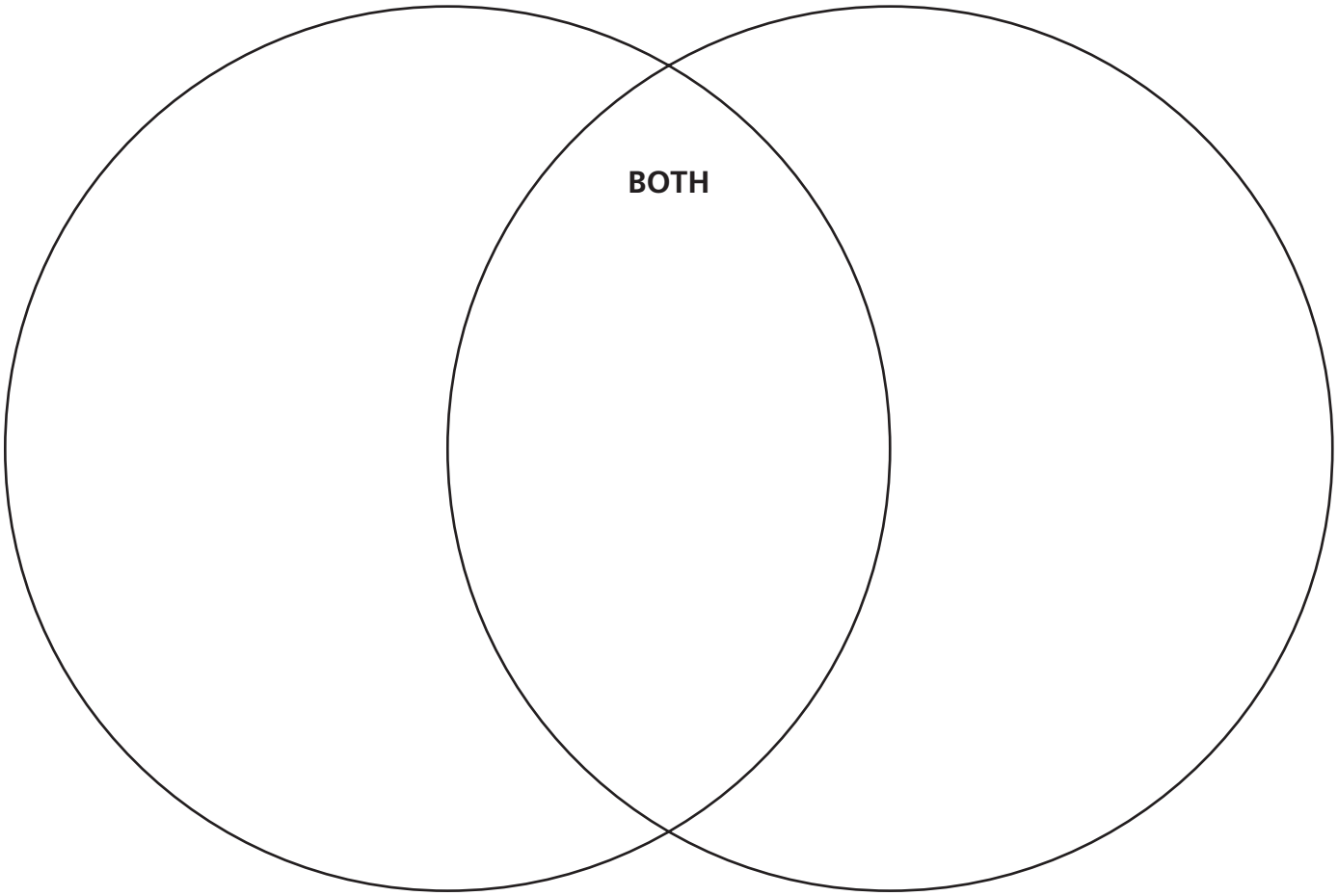
Use to compare and contrast texts, characters, ideas, or other textual elements.

EXAMPLE



Venn Diagram

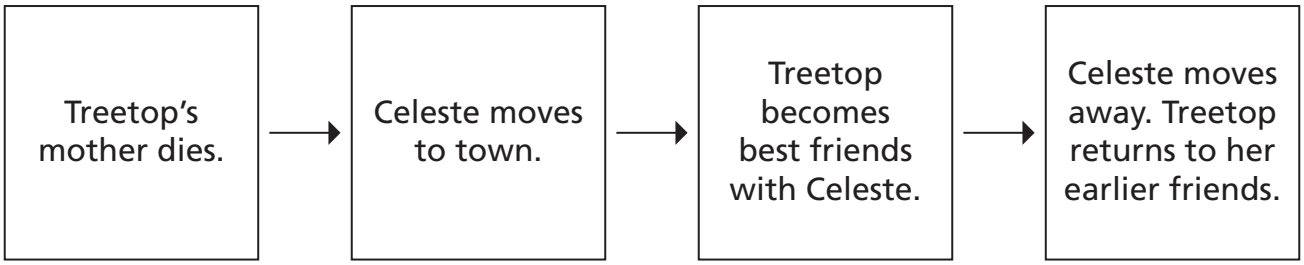
Use to compare and contrast texts, characters, ideas, or other textual elements.



Sequence Chain

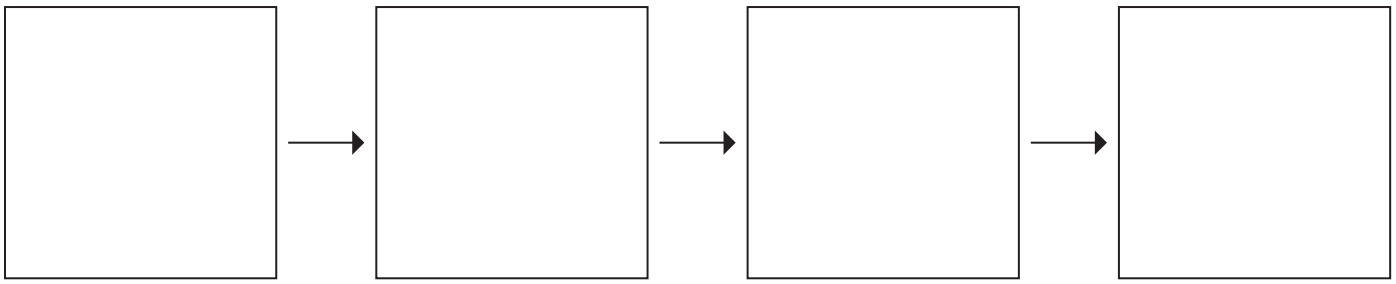
Use to track order of events or ideas.

EXAMPLE



Sequence Chain

Use to track order of events or ideas.



Cause-and-Effect Chart

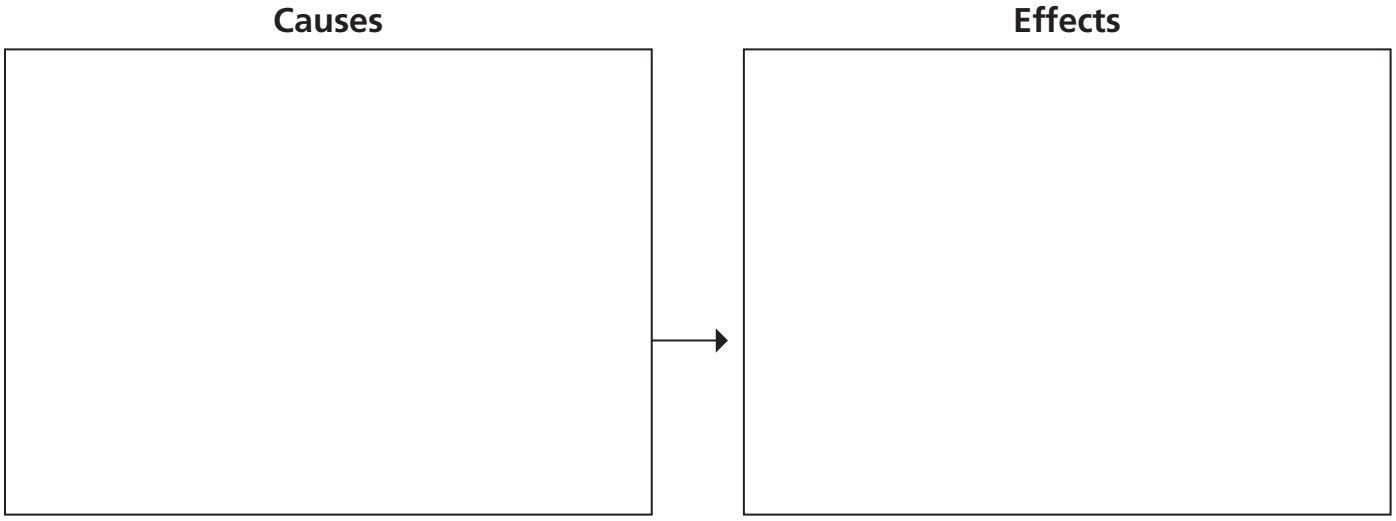
Use to identify causes and corresponding effects.

EXAMPLE

Causes	Effects
Merci's mother is upset by her grades. Merci's dad does not yell at the soccer players. Roli understands that Merci is upset that night.	Merci is going to the school her brother attends. Merci is disappointed with her father, and she is ashamed of how those students see her family. He tries to cheer her up by jumping in the pool and telling her to race him.

Cause-and-Effect Chart

Use to identify causes and corresponding effects.



Problem-and-Solution Chart

Use to identify problems and corresponding solutions.

EXAMPLE

Problem

Chris is hurt in a car accident. His dad is upset by his injury and how Chris cannot play traditional basketball anymore.

Steps to Solution

Chris joins a wheelchair basketball team.

Solution

Chris's dad becomes involved with the team, too. They both realize Chris can still accomplish his dreams.

Problem-and-Solution Chart

Use to identify problems and corresponding solutions.

Problem

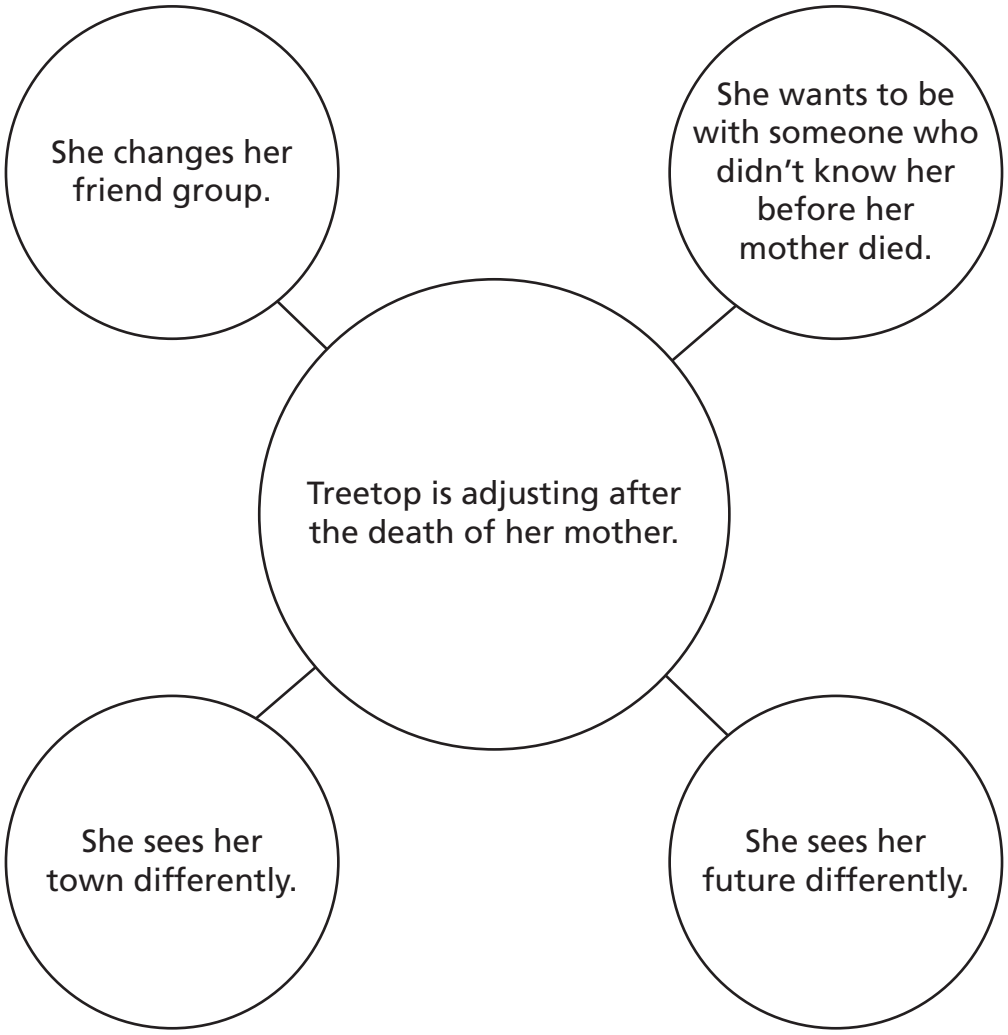
Steps to Solution

Solution

Main Idea–Details Cluster Map

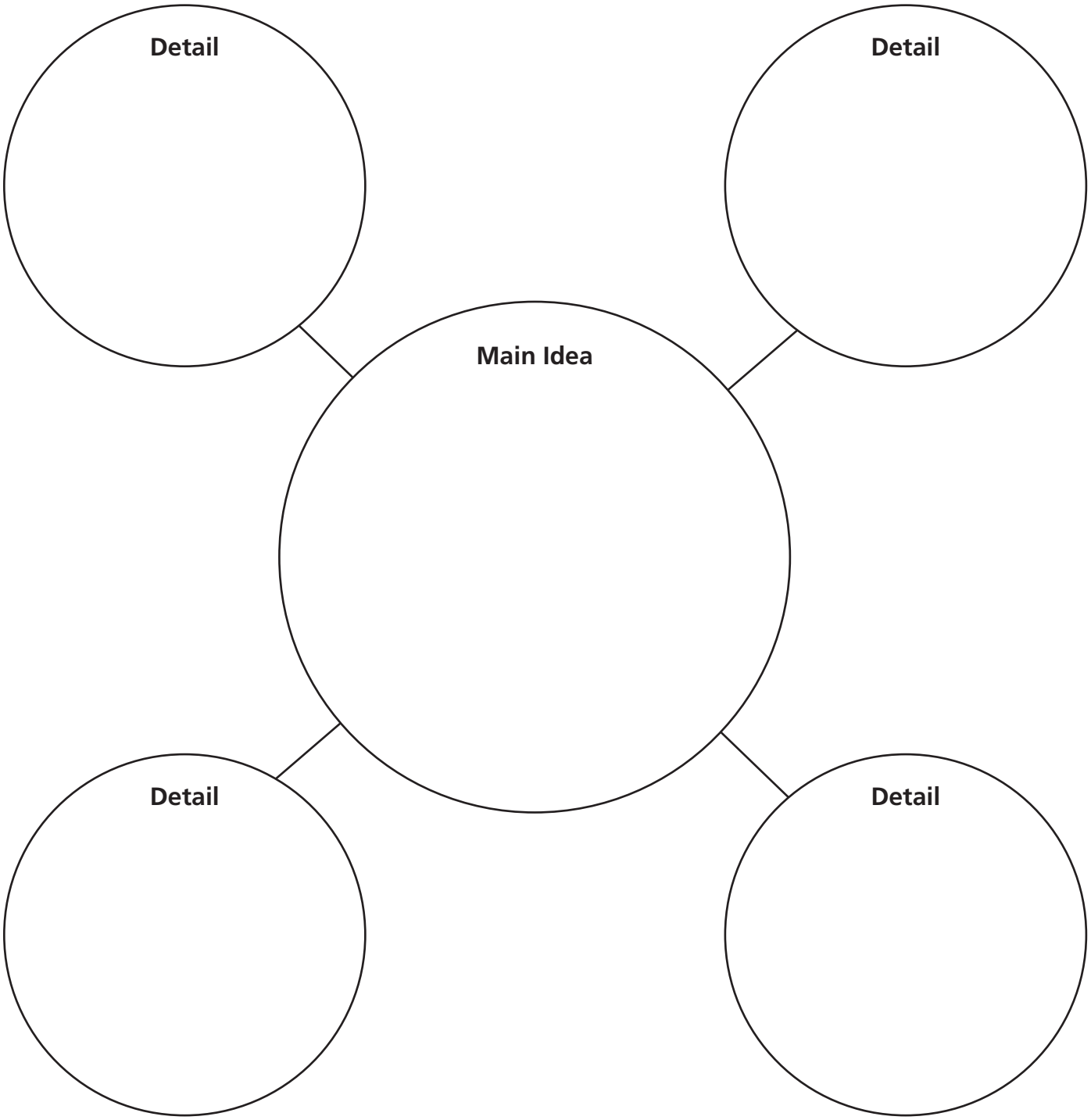
Use to identify main idea and supporting details.

EXAMPLE



Main Idea–Details Cluster Map

Use to identify main idea and supporting details.



Story Map

Use to track plot, conflict development and resolution, and other narrative elements.

EXAMPLE

Beginning

Merci and her father and brother head to a new painting job.

Middle

1. Merci and Roli find out they are painting part of their school.
2. Roli is embarrassed to be there for work.
3. Students at the school make a mess and do not apologize, making Merci angry.
4. Merci's father and brother do not get upset, and this makes Merci angry. She is ashamed when the students laugh at her family.

End

Merci begins to realize why her father has to act differently with other people. She feels sad and angry. Roli cheers her up at the pool.

Story Map

Use to track plot, conflict development and resolution, and other narrative elements.

Beginning



Middle

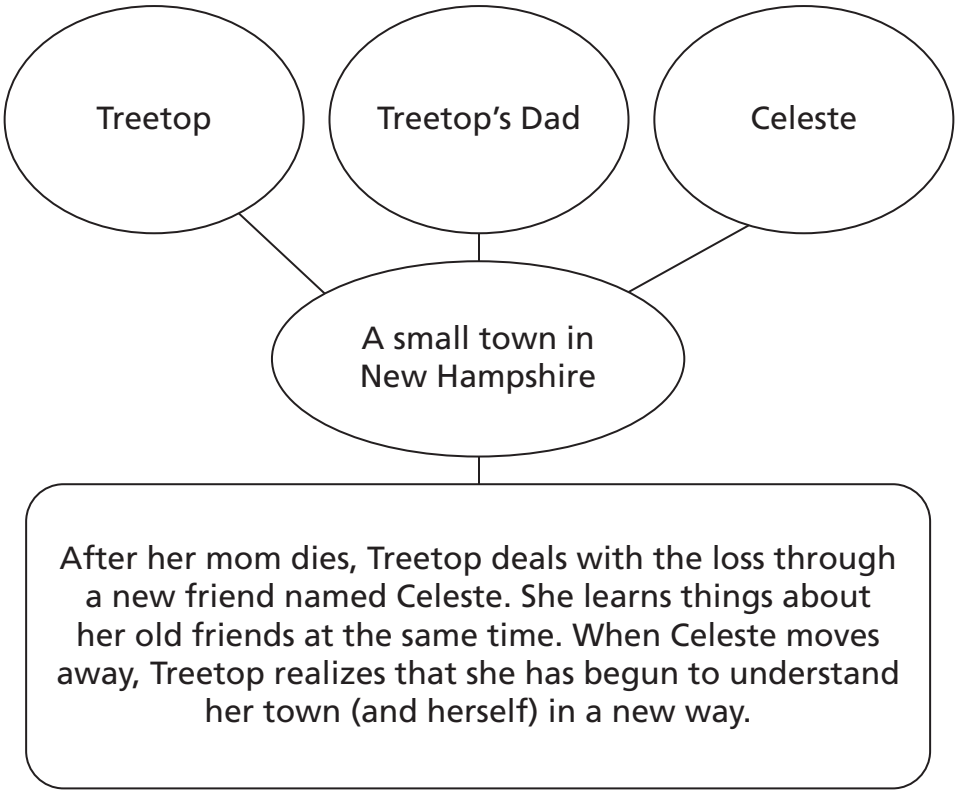


End

Character-Setting-Plot Diagram

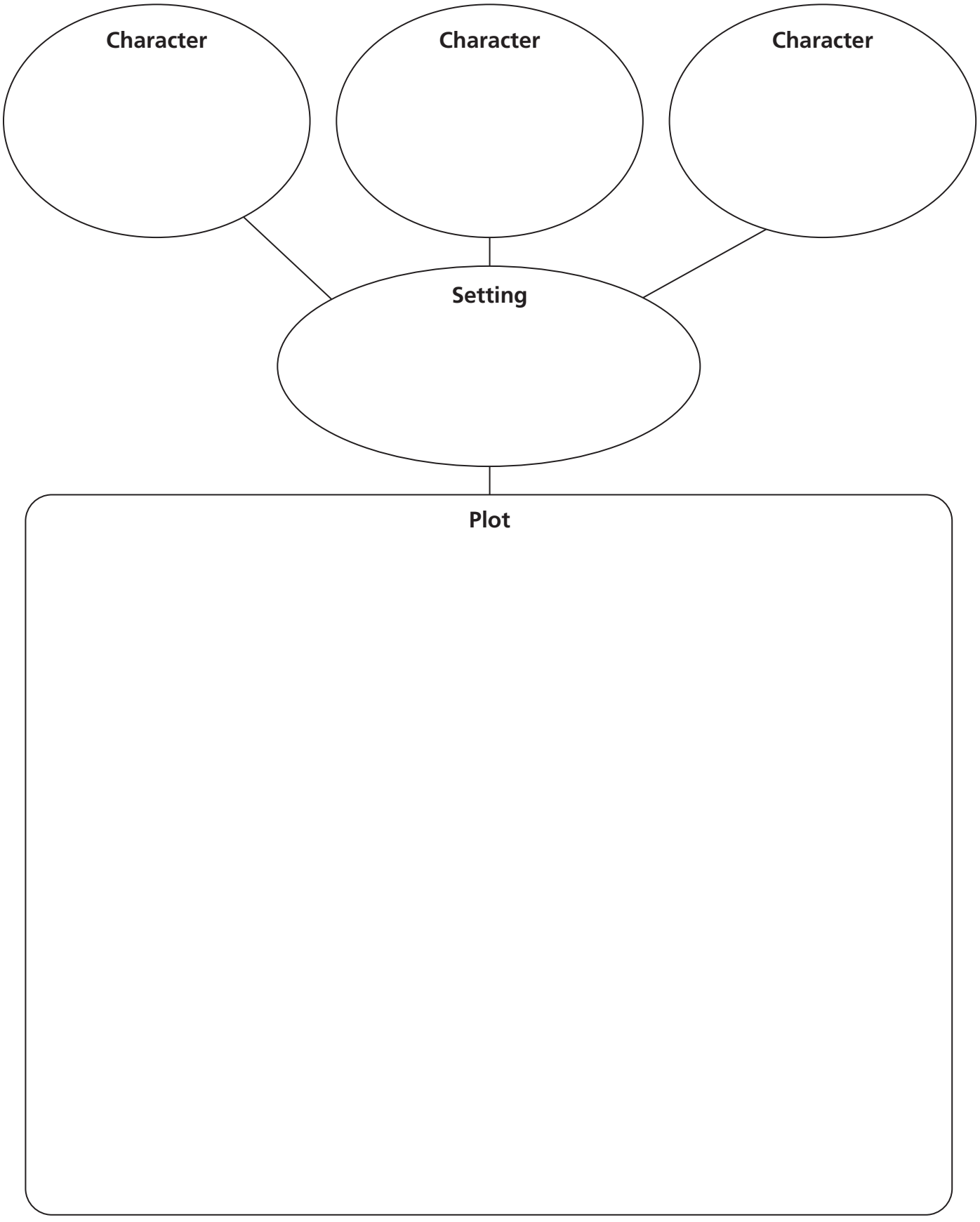
Use to identify characters, setting, and plot in a narrative text.

EXAMPLE



Character-Setting-Plot Diagram

Use to identify characters, setting, and plot in a narrative text.



LANGUAGE FUNCTIONS

Use this chart to understand the functions of language that are used every day and in academic, office, or business settings. Understanding the purposes for communication, examples, and prompts will engage and support English learners.

The Student Will…	In Order to…	Key Words and Phrases	Teacher Prompts
Inform	Retell Paraphrase Summarize Give examples Explain Describe Define Restate Identify Illustrate Name	*for example* *for instance* *shows that* *illustrates that* *explains that*	Summarize … Describe … Tell about … Show how … What happened?
Compare and contrast	Distinguish Compare Contrast Recognize Find differences Find similarities Find commonalities Differentiate	*similarly* *in contrast* *differently* *in comparison*	Compare and contrast … Differentiate how … How are … and … the same (different)? What do … and … have in common? Do these two items …?
Order or sequence	Organize process Outline Order List Arrange	*first* *next* *then* *last* *finally*	What happens first/last? Put these events in time order. When does … take place? What happens before/after? Put these items in order of importance.
Classify or categorize	Classify Categorize Include Arrange Group Label	*characteristics* *features* *elements* *types* *methods*	What is theme/style/ pattern of …? What types of … are described here? What traits do these items share? Sort these ideas by …

The Student Will…	In Order to…	Key Words and Phrases	Teacher Prompts
Analyze	Analyze Calculate Choose Diagram Break down Deduce Detect Discriminate Separate Subdivide Transform Support Determine cause/effect	*if … then …* *as a result of* *part/whole* *component of* *fraction of*	What is the main idea? What details support the main idea? What are the causes of …? What are the effects of …?
Infer and conclude	Predict Make inferences Draw a conclusion	*inference* *conclusion* *probably* *guess* *clues*	What does the text say about …? What do you know about …? How do you know … ? What can you infer? The logical conclusion is that … will happen next because …. Why did that happen?
Justify or persuade	Justify Argue Persuade Convince Support Test Verify Express point of view Make a claim State a thesis Provide evidence Provide reasoning Debate	*claim* *evidence* *support* *reasoning* *justification* *call to action*	What is your viewpoint on …? What reasoning supports the viewpoint? What evidence supports your reasoning? How would you convince someone that …? Justify your claim about …

The Student Will…	In Order to…	Key Words and Phrases	Teacher Prompts
Solve problems	Solve Hypothesize Recommend Determine Present problem Offer solution	*question is* *answer is* *problem/solution* *remedy* *fix* *solve*	What is the problem? What are possible solutions? How might these solutions be put in place?
Synthesize	Compile Develop Document Integrate Modify Reconstruct Generalize	*Source A says that … while Source B says that …* *According to both Source A and Source B, …* *Source A and Source B disagree about/ conclude …*	What does Source A say about …? How do Source A and Source B relate/connect to each other? How do these viewpoints affect the way you think about …? Use these sources to make a generalization about … How is your thinking about … changed by …?
Evaluate	Appraise Assess Criticize Critique Determine Discriminate Distinguish Evaluate Judge Recommend Rate Rank Measure Develop criteria	*good/bad* *best/worst* *effective/ineffective* *most/least important* *most/least unimportant*	What is your favorite/ least favorite …? Why is this useful/not useful? Why is this important/ not important? Why is this valuable/not valuable? Why is this effective/ ineffective?