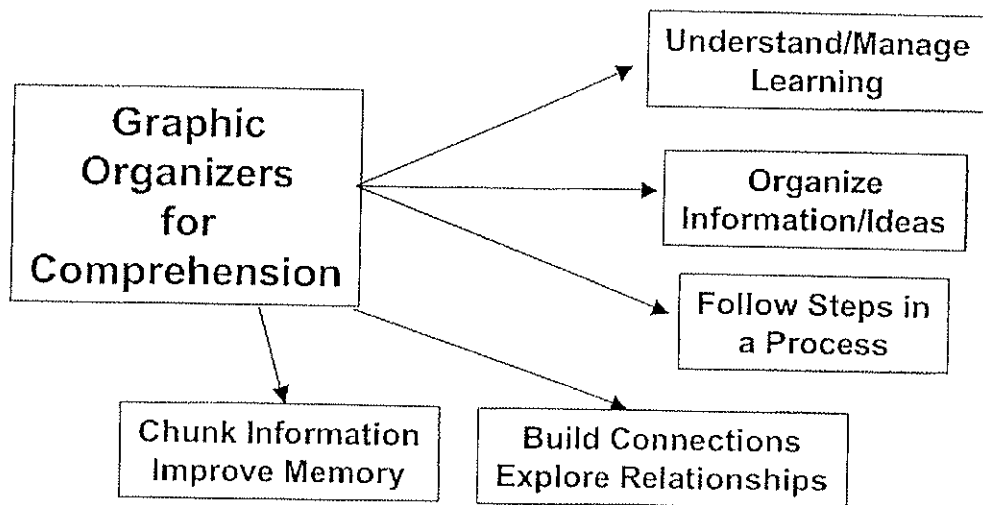




# Graphic Organizers



## Graphic Organizers

- Help students comprehend information through visual representation of concepts, ideas, and relationships.
- Provide a structure for short and long term memory.
- Lift out the key ideas of the lesson; help answer the Essential Question.

Topic:

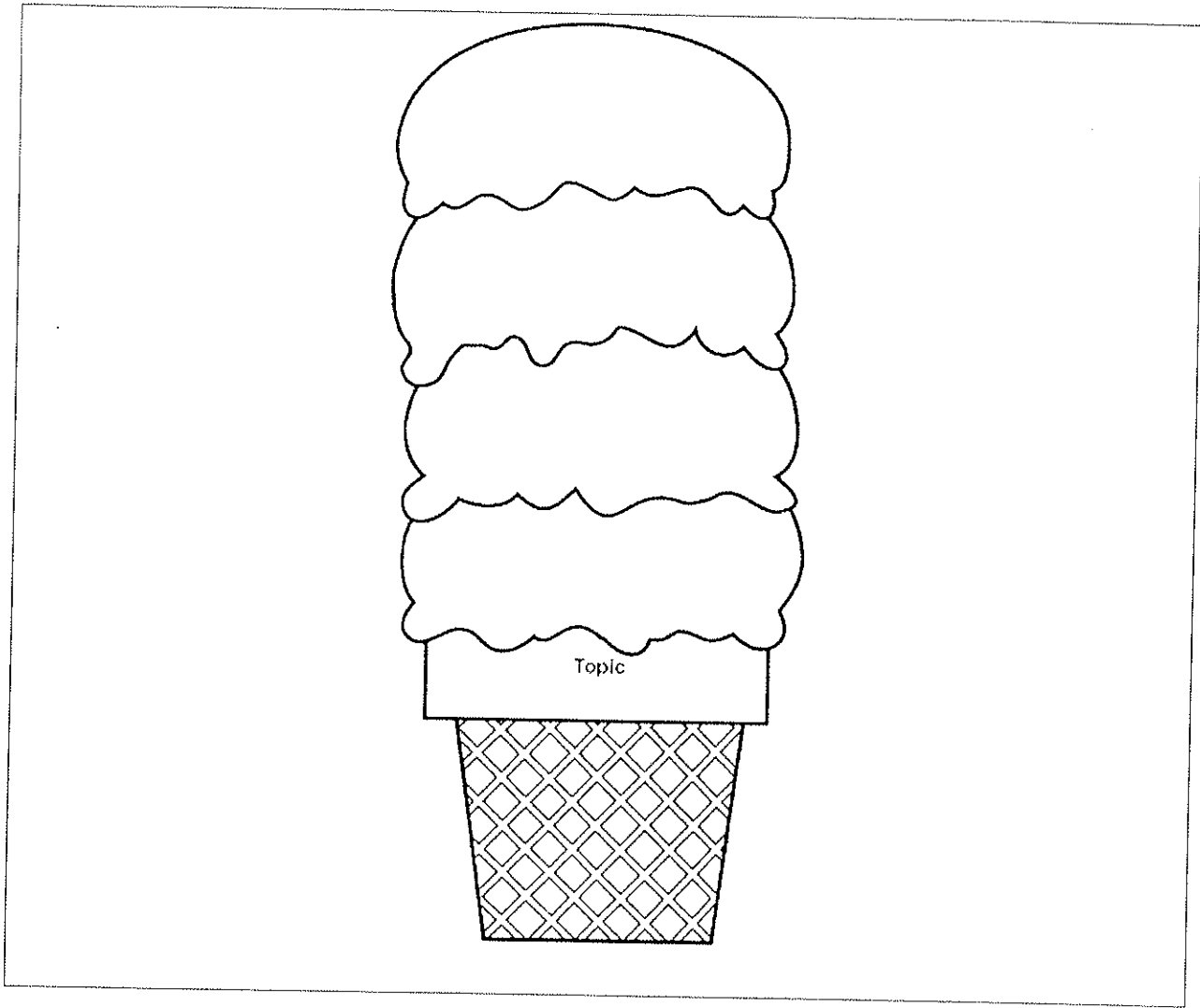
Detail:

Detail:

Detail:

Concluding Sentence:

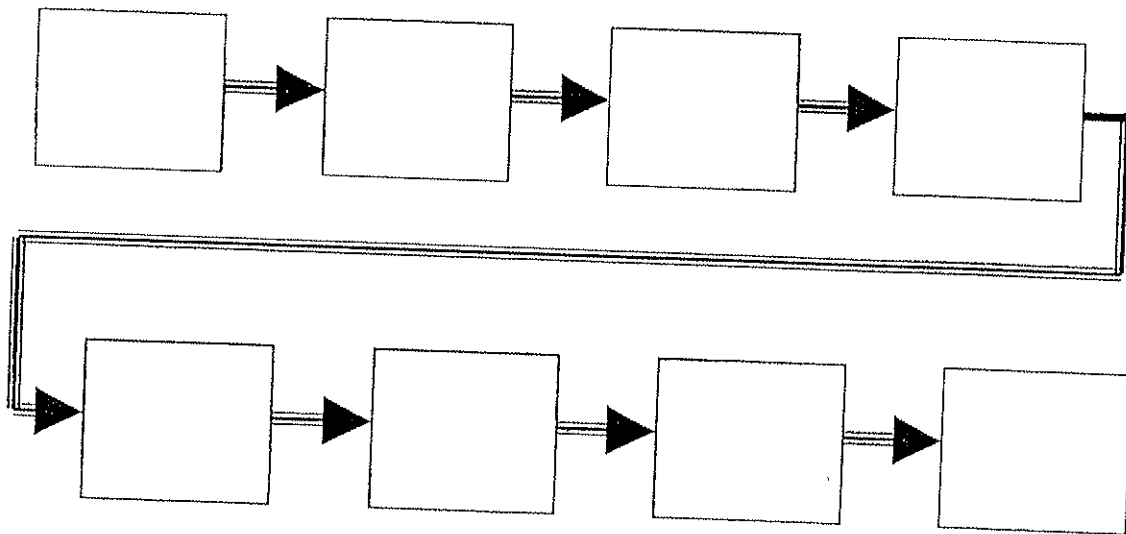
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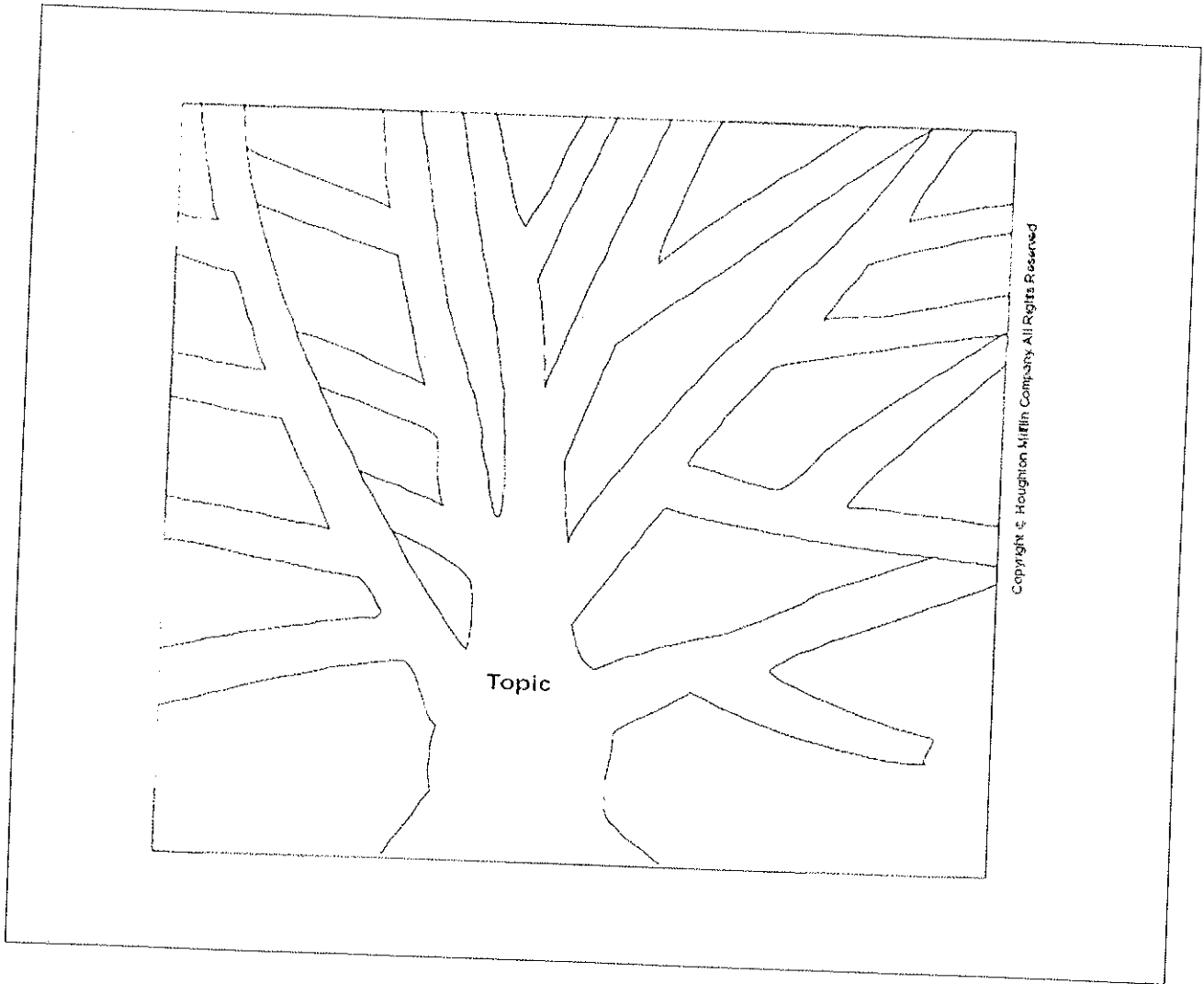


# Flow Chart (Sequence)

---

Skill or Problem:

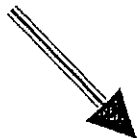




# Compare / Contrast

Concept 1

Concept 2



How Alike?






How Different?




With Regard To


## Story Pyramid (Characterization)

---

---

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

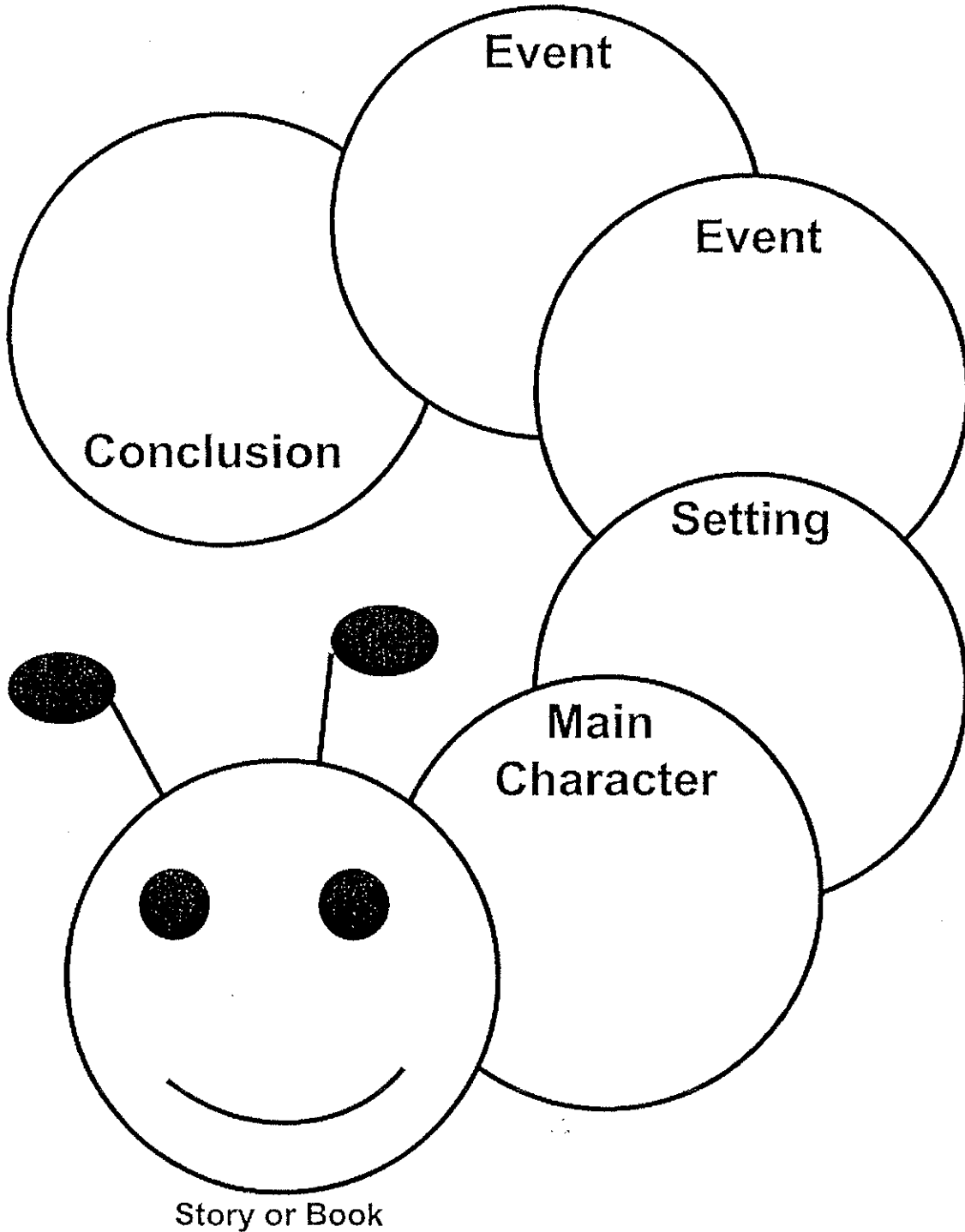
4. \_\_\_\_\_

5. \_\_\_\_\_

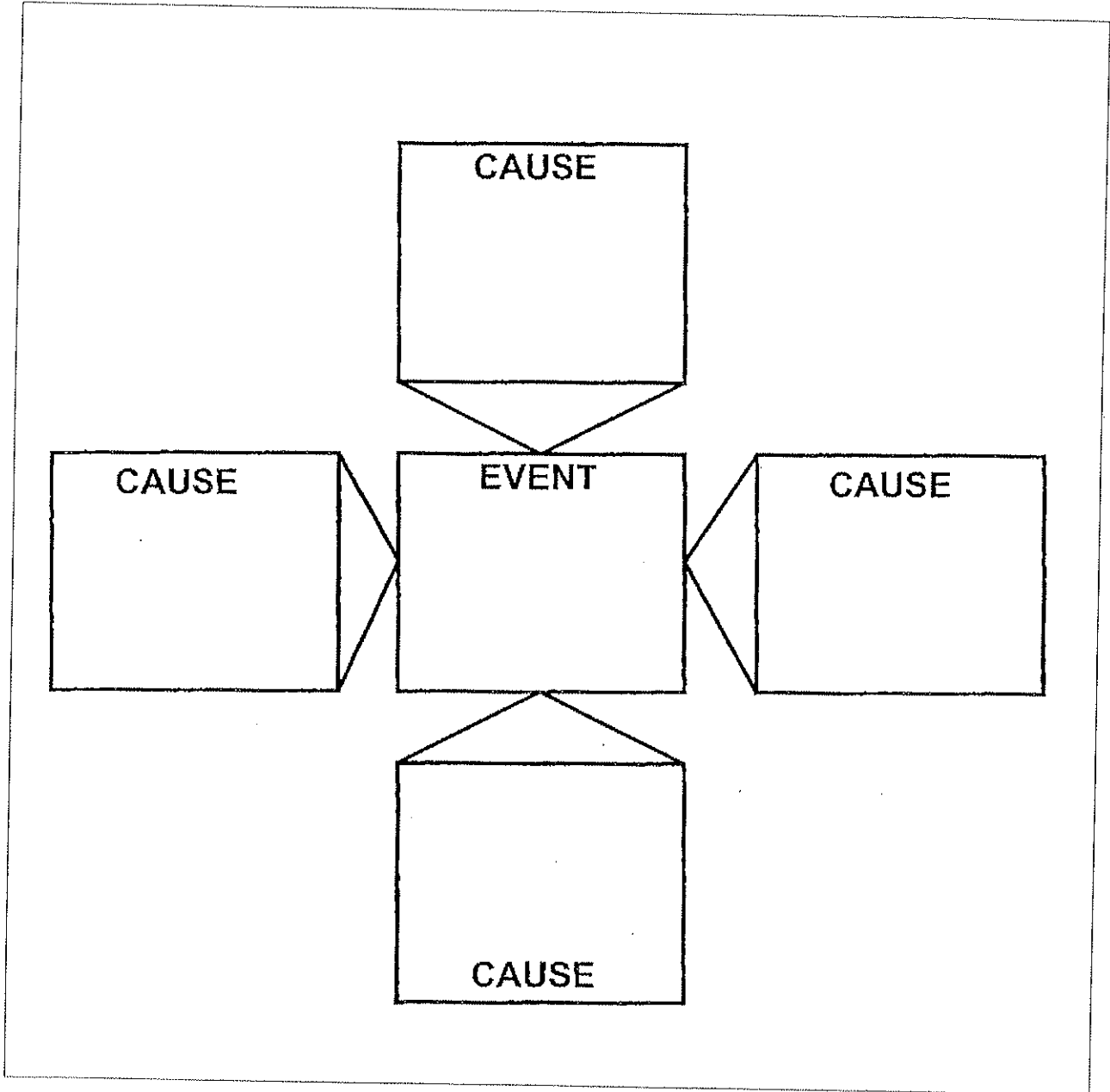
### Directions:

1. Insert 1 word that names a central character.
2. Insert 2 words that describe the setting.
3. Insert 3 words that describe a character.
4. Insert 4 words that describe one event.
5. Insert 5 words that describe another event.

# STORY WORM (Literary Elements)

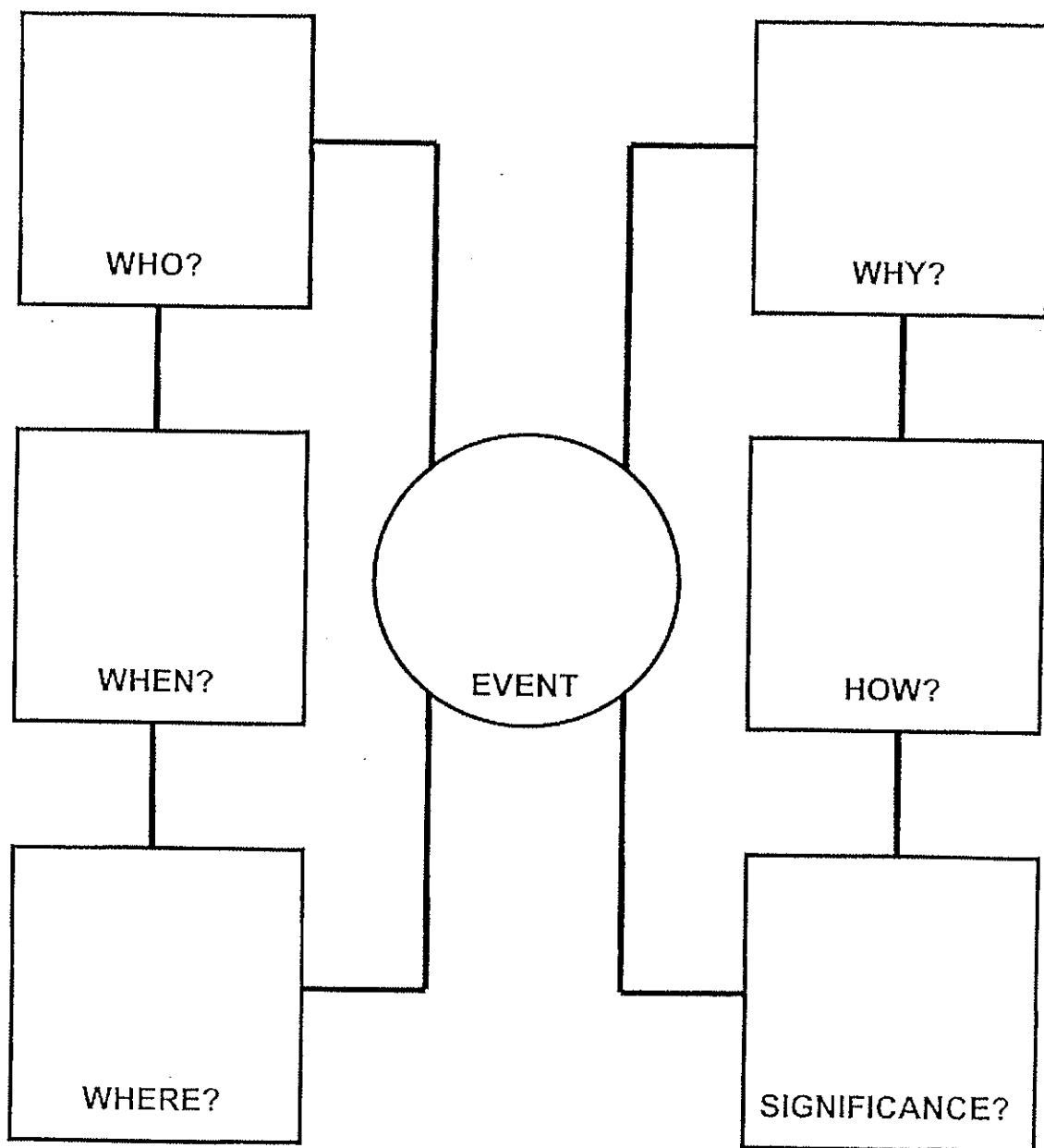






## Describing An Event (Abstracting)

---



**MATRIX** (Compare / Contrast Several Items)

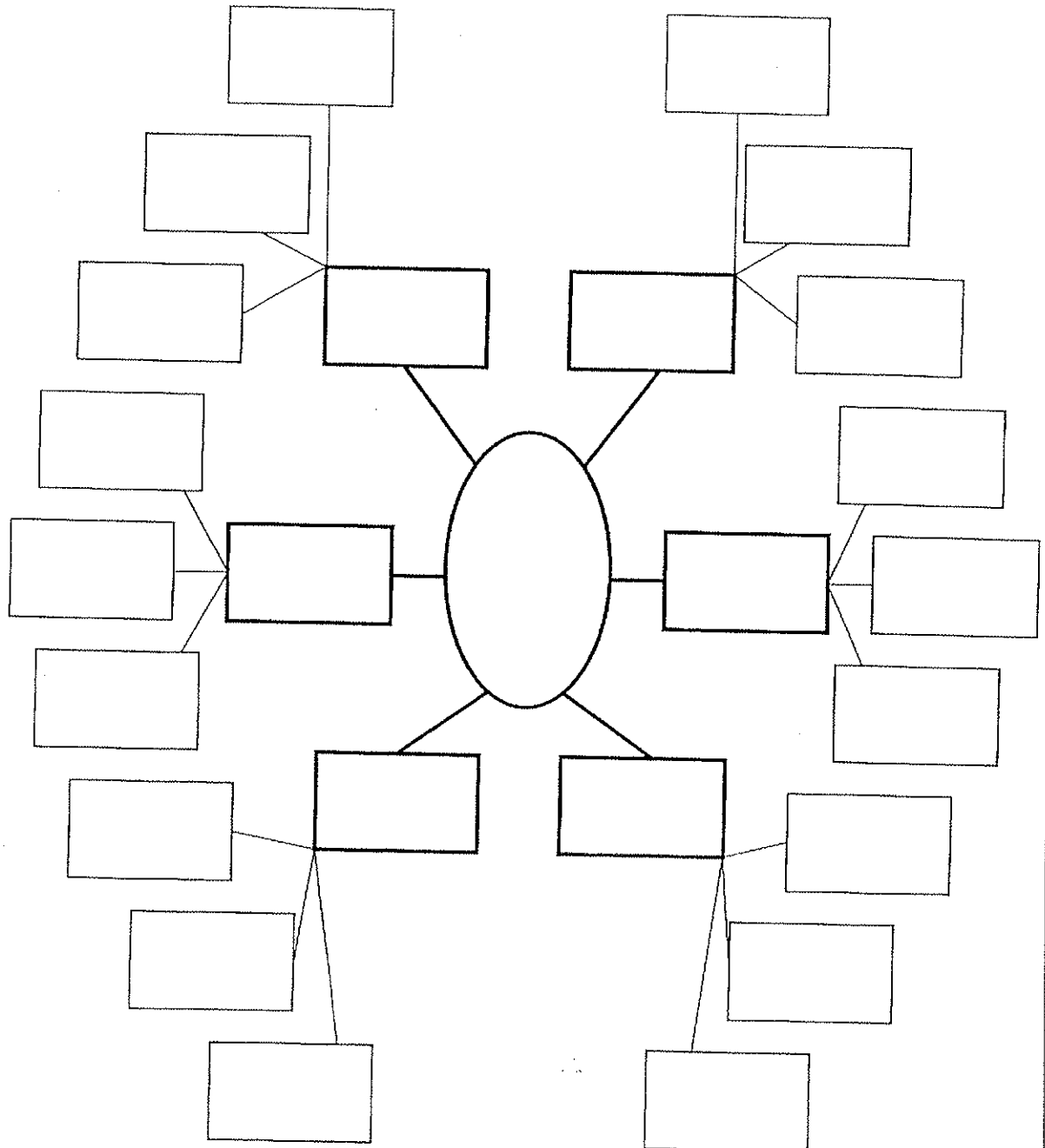
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<b>Top Category</b> <b>Side Category</b>			

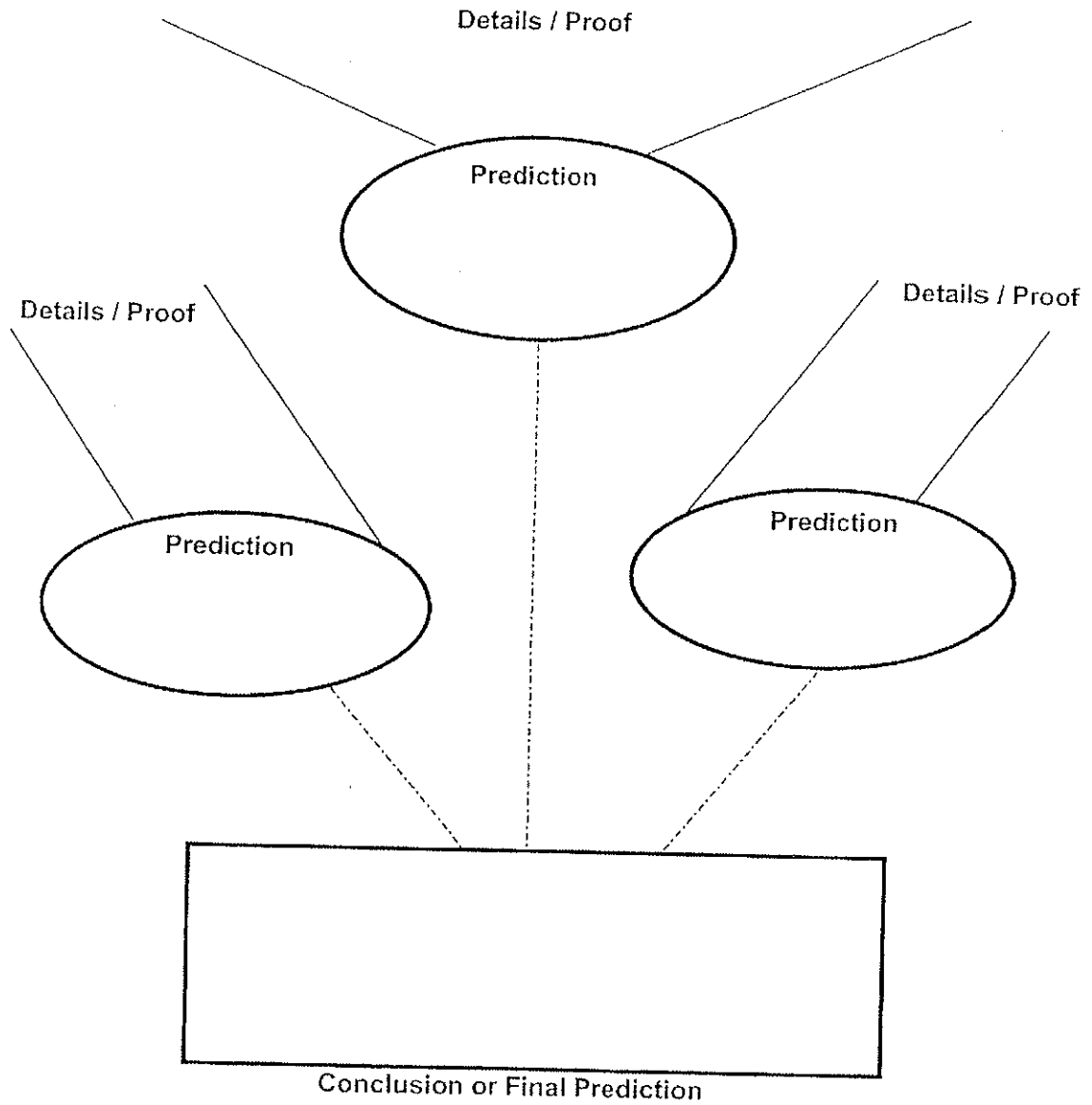
# WEB DIAGRAM (Classifying)

---



## Prediction Tree Model (Deduction)

---



1. Solid Lines Are Details / Proof      2. Ovals Are Predictions      3. Box is Conclusion
- Directions: 1. Students Read and Note Details, Facts, Proof  
2. Read, Gather Details, Facts, Proof and Make Predictions  
3. Make Conclusion or Final Prediction

# STORY MAP (Literary Element)

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

Setting:

Characters: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem:

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

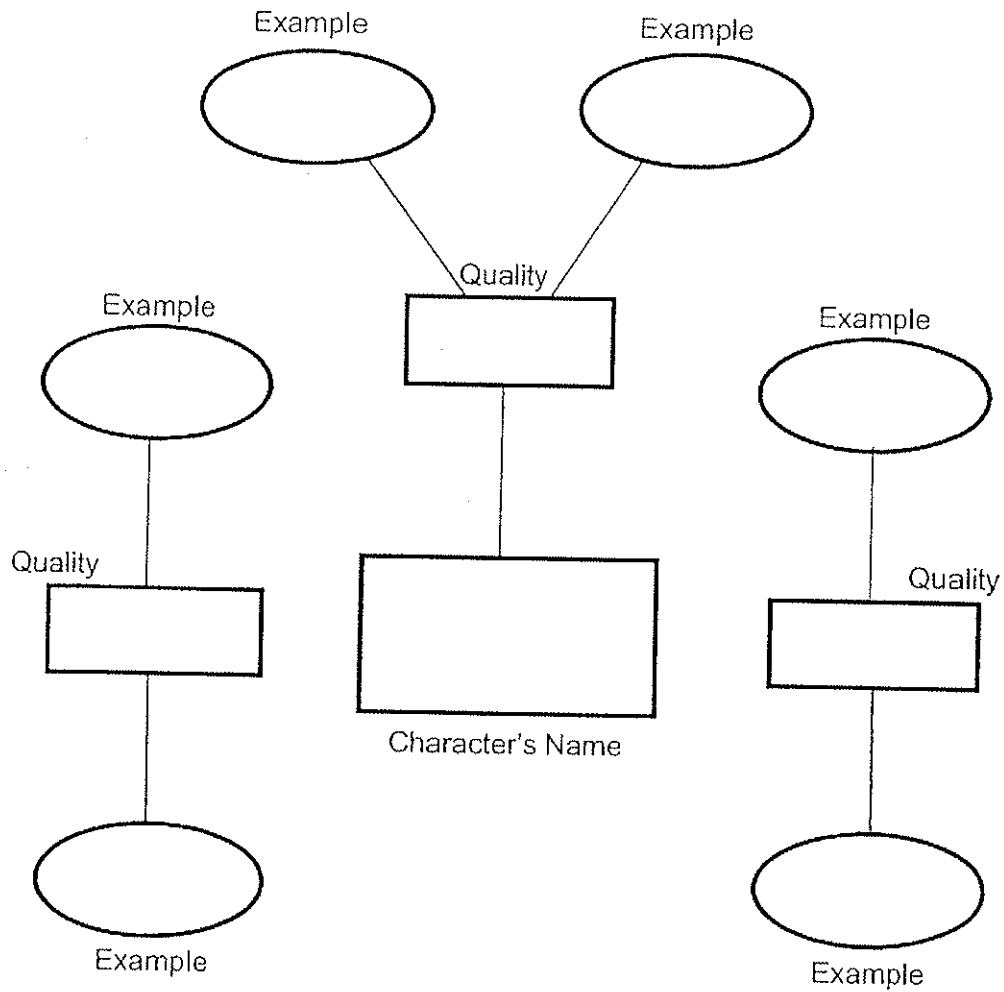
Event 4: \_\_\_\_\_

Event 5: \_\_\_\_\_

Solution:

## Character Map (Literary Element)

---

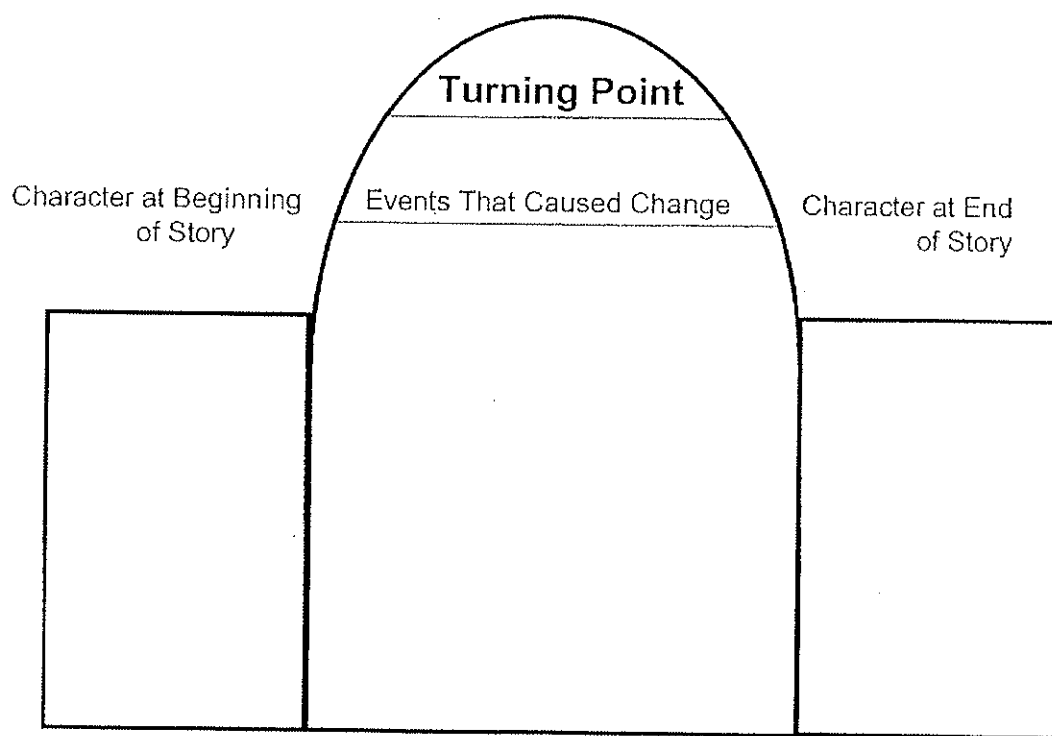


### Directions:

1. Write character's name in central square.
2. In the rectangles, list adjectives or qualities that describe that character.
3. In the ovals, write examples from the text that support the adjectives or qualities.

## Story Map Showing Character Change

---





## Newspaper Model – 5W Model (Abstracting)

Topic:

Who	What	When	Where	Why

Using the information from this form write a paragraph.

### Example 5W and How Chart

**TOPIC:** Martin Luther King, Jr

<b>Who:</b> Martin Luther King, Jr was a leader in the civil rights movement.
<b>What:</b> Led nonviolent civil rights movement for integration, anti-war movements, and a movement against poverty, especially in the south.
<b>When:</b> Martin Luther King, Jr was active in the civil rights movement in the 1950's and 1960's. Awarded Nobel Peace Prize in 1964. He died in 1968.
<b>Where:</b> Martin Luther King, Jr was raised in Atlanta and after being ordained as a minister moved and lived in Alabama. He led the movement all over the South.
<b>Why:</b> Martin Luther King, Jr could not tolerate the injustices against black people during the 1950's and 1960's. He strove to create peace and equality for all.
<b>How:</b> Martin Luther King, Jr would organize peaceful demonstrations and marches.
<b>Summary Statement:</b> Martin Luther King, Jr led nonviolent civil rights demonstrations and marches in the 1950's and 60's advocating peace and equality.

# Word Problems: Math (Problem Solving)

What is the question?

What is the essential information?

What information is not needed?

What operations will I use?

Does my answer make sense?

Can I draw a diagram of the problem?

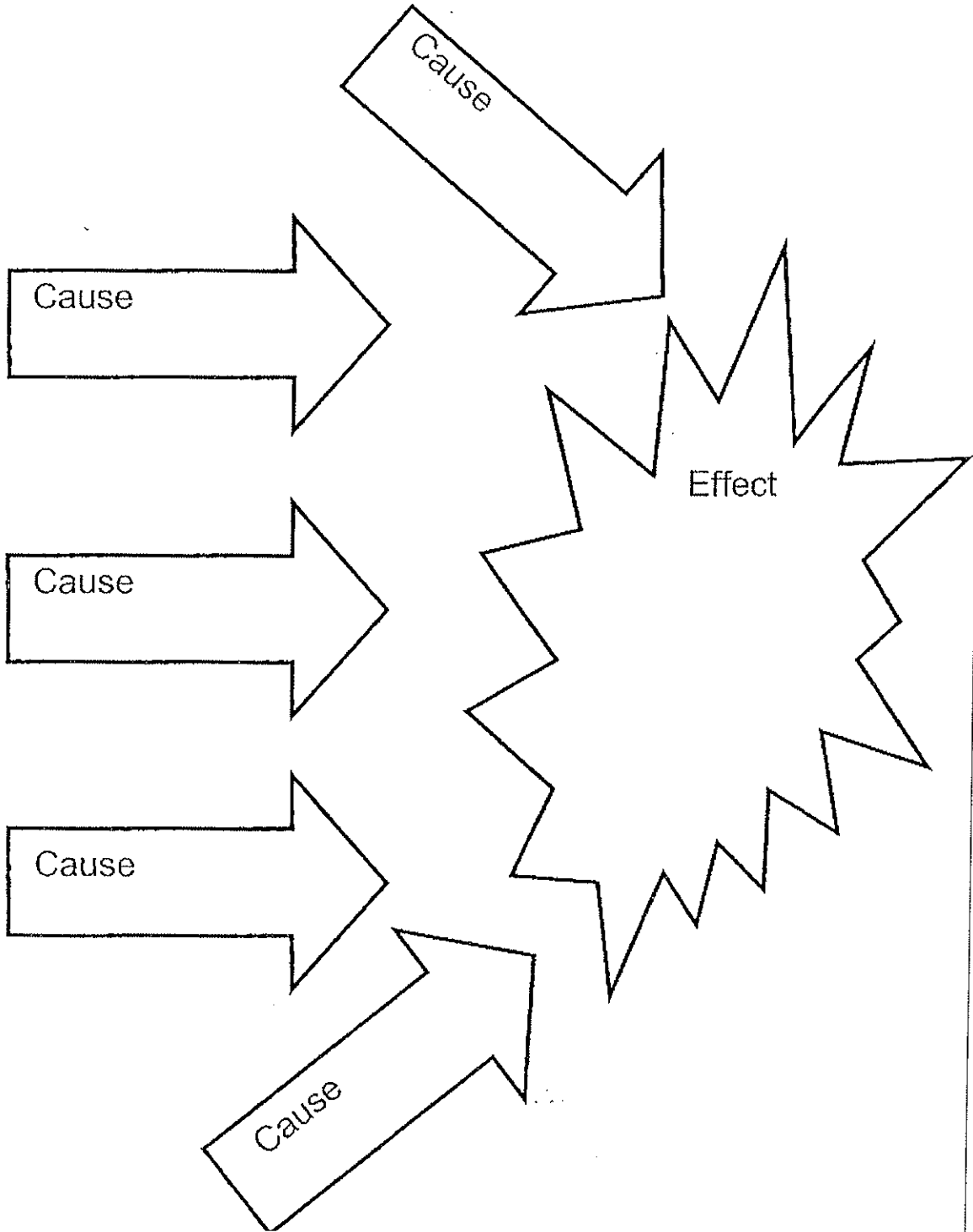
**Problem / Solution Organizer** (Problem Solving)

---

Topic		
Problem		Solution
	→	
	→	
	→	
	→	
	→	
	→	
Main Idea Sentence		

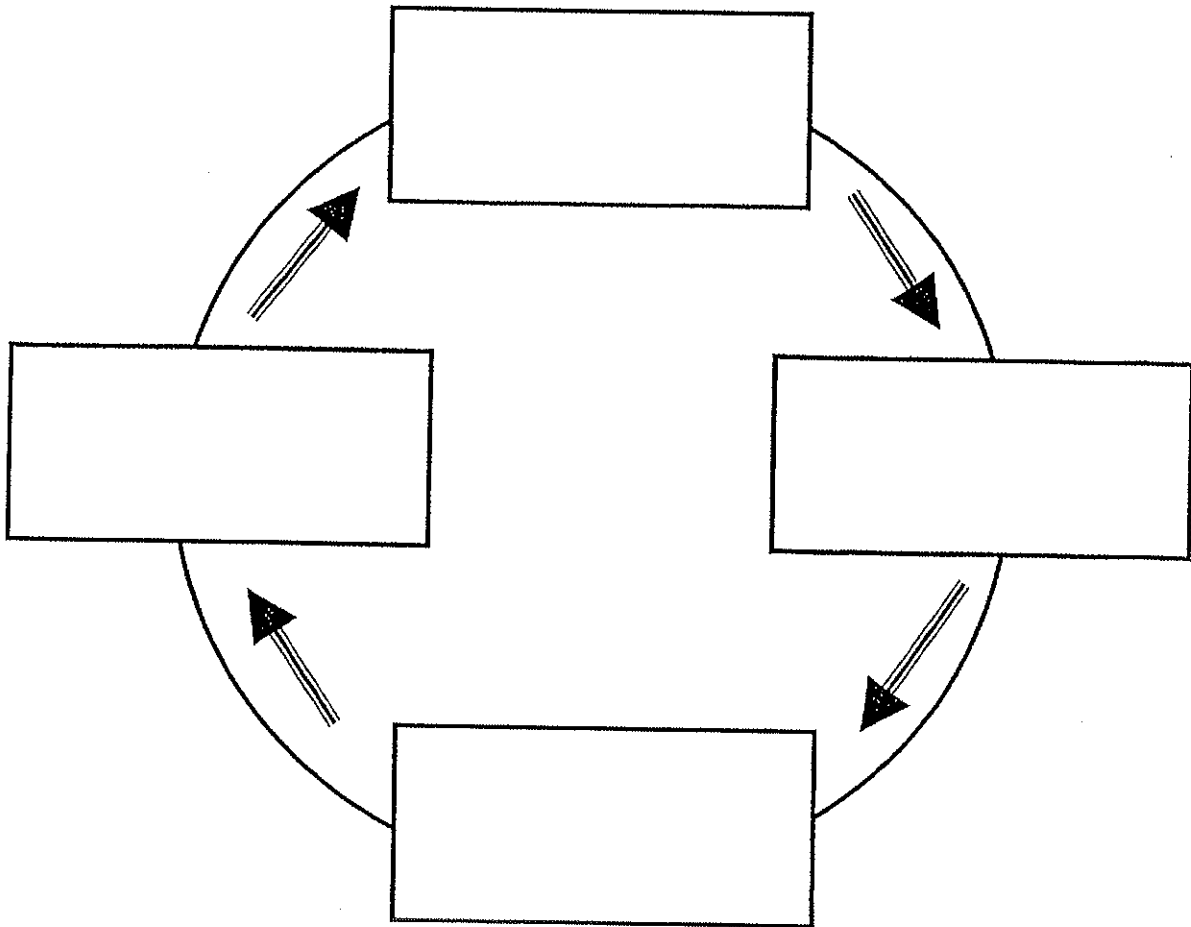
# Cause and Effect

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## Cycle Graph (Sequence and Repeat)

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# SKILLFULL DECISION MAKING

## OPTIONS

What can I do?

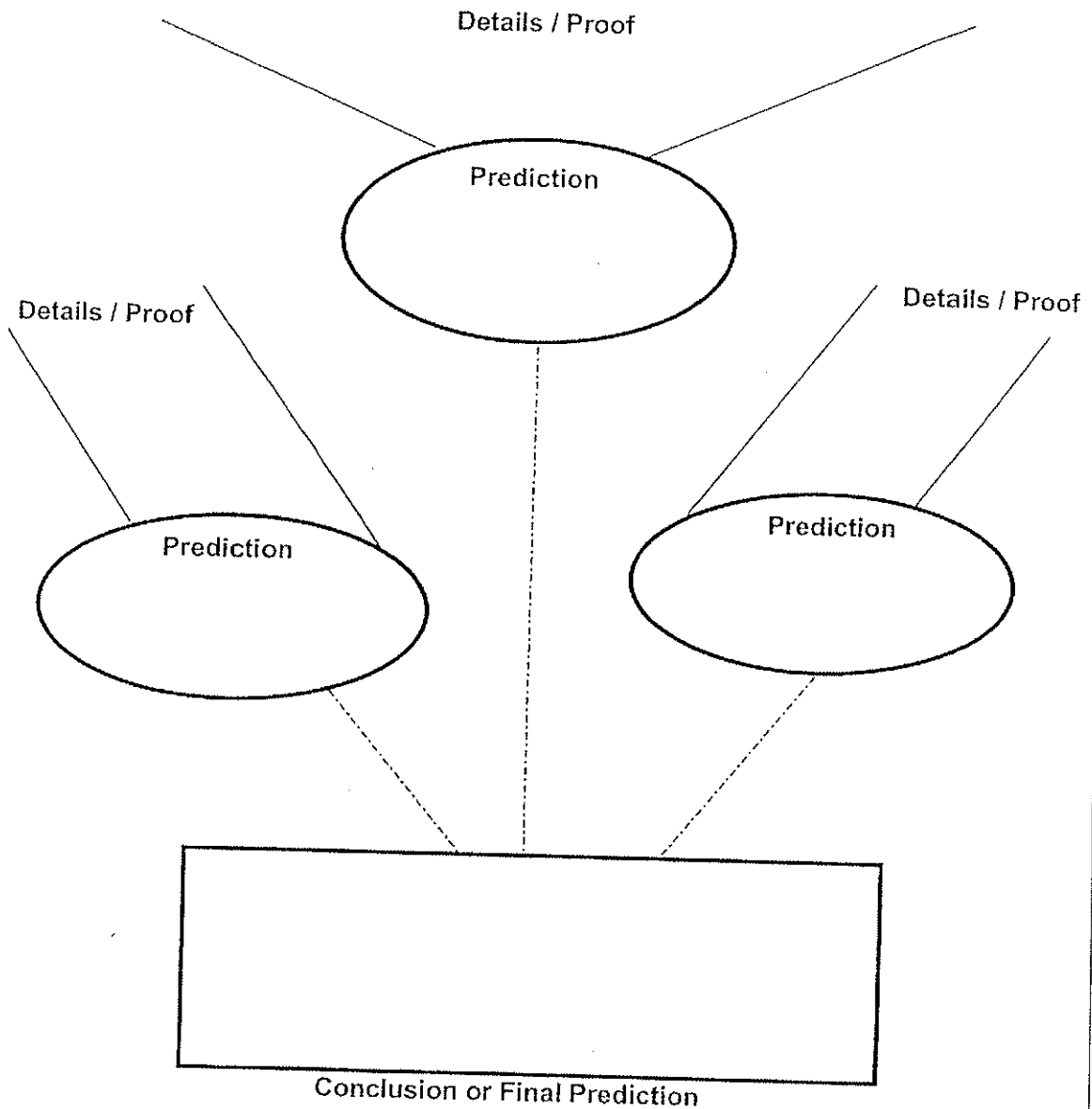
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OPTION CONSIDERED

<b>CONSEQUENCES</b> What will happen if You take this option?	<b>SUPPORT</b> Why do you think each Consequence will occur?	<b>VALUE</b> How important is the Consequence? Why?

## Prediction Tree Model (Deduction)

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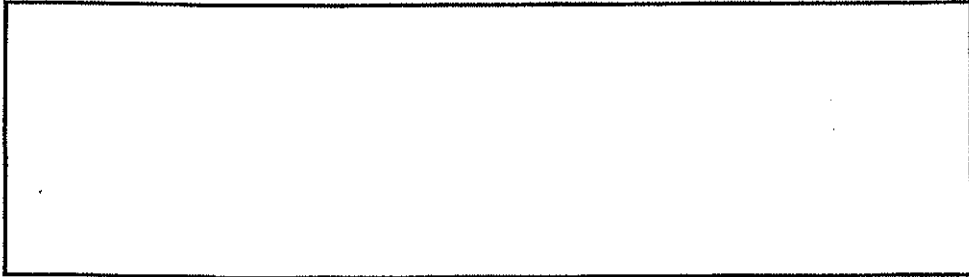


1. Solid Lines Are Details / Proof      2. Ovals Are Predictions      3. Box is Conclusion
- Directions: 1. Students Read and Note Details, Facts, Proof  
2. Read, Gather Details, Facts, Proof and Make Predictions  
3. Make Conclusion or Final Prediction

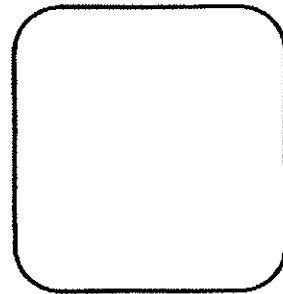
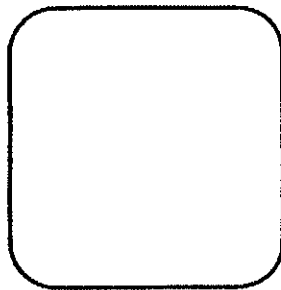
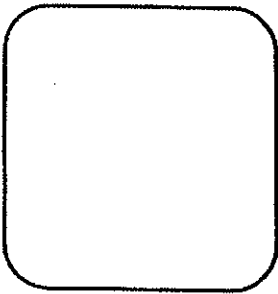
# Constructing Support

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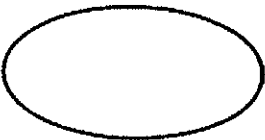
Position Statement



Reasons

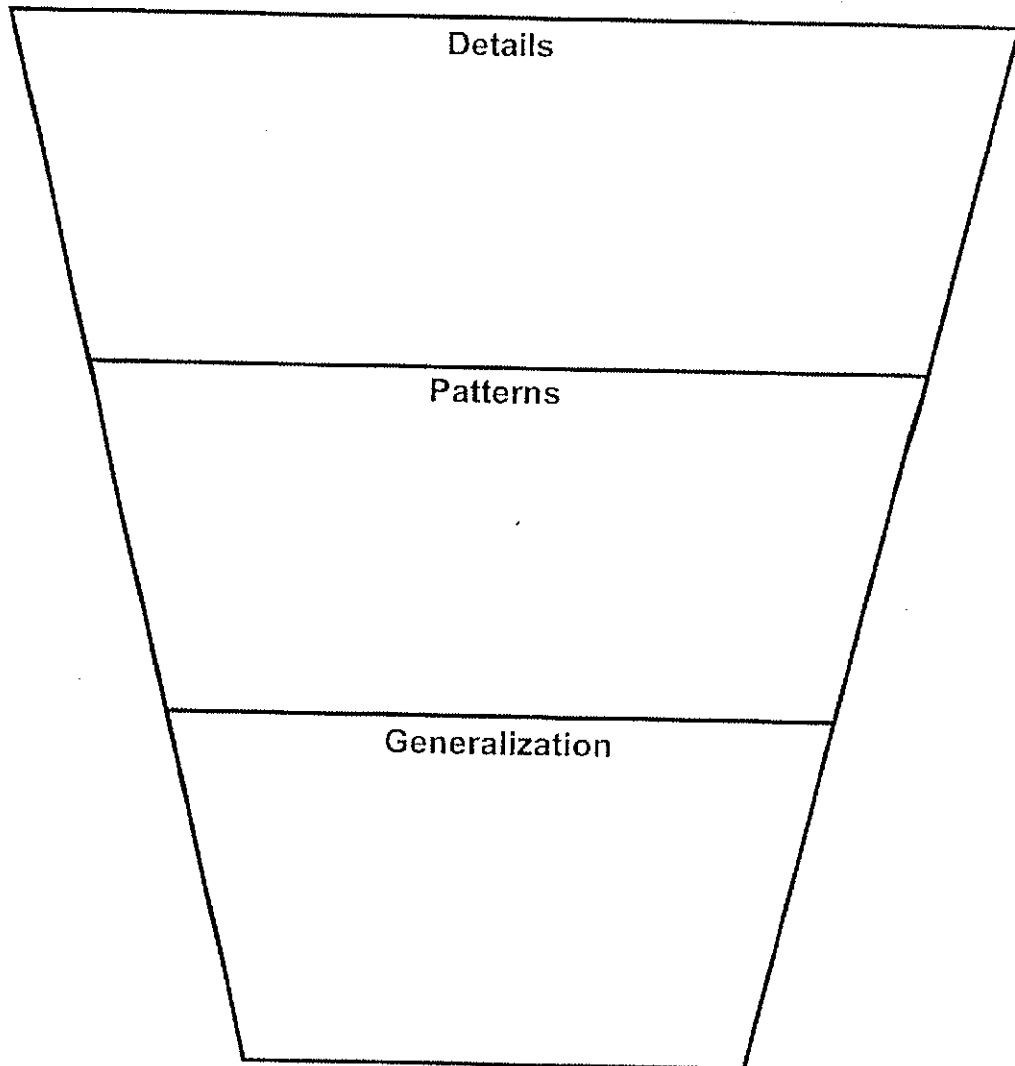


Facts





## Inductive Reasoning



## Analyzing Perspectives

Issues

Personal Perspective  
or  
Main Character's Perspective

Reason / Logic

Different Perspective

Reasons / Logic

Conclusion / Awareness