

Graphic Organizers are not worksheets!

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Elementary + Staff Leadership

"Graphic organizers are tools that help your brain think." - Kylene Beers

Graphic organizers are in the new ELA IRP K-7 (2006)

Reading and Viewing Prescribed Learning Outcome B7 (Strategies)

Kindergarten (B6)	Grade 1	Grade 2	Grade 3
Engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning	Use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - rereading or "re-viewing" - discussing with others - retelling - sketching - writing a response 	Use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - rereading or "re-viewing" - discussing with others - retelling and beginning to summarize - sketching - writing a response 	Use a variety of strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - generating a response - visualizing - retelling and summarizing - using 'text features' to locate information - using graphic organizers to record information
Grade 4	Grade 5	Grade 6	Grade 7
Select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information - summarizing and synthesizing 	Select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information - summarizing and synthesizing 	Select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information - summarizing and synthesizing 	Select and use various strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information - summarizing and synthesizing

Where to get the Graphic Organizers

<http://www.eduplace.com/graphicorganizer/>

<http://www.angelfire.com/wi/writingprocess/specificgos.html>

<http://www.sdcoe.k12.ca.us/SCORE/actbank/torganiz.htm>

http://www.edhelper.com/teachers/graphic_organizers.htm (six free downloads)

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm

<http://www.region15.org/curriculum/graphicorg.html>

<http://teacher.scholastic.com/tools/>

<http://www.writedesigonline.com/organizers/>

<http://www.thinkport.org/Technology/template.tp> In pdf and word!!

<http://eduscapes.com/tap/topic73.htm>

http://gotoscience.com/Graphic_Organizers.html

<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

<http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html>

http://www.cast.org/publications/ncac/ncac_go.html

<http://school.discoveryeducation.com/schrockguide/assess.html>

Rubric for Graphic Organizers - Inspiration Diagrams/Concept Maps

CATEGORY	Developing	Proficient	Exemplary
Arrangement of Concepts	Main concept not clearly identified; subconcepts don't consistently branch from main idea.	Main concept easily identified; most subconcepts branch from main idea.	Main concept easily identified; subconcepts branch appropriately from main idea
Links and Linking Lines	Linking lines not always pointing in correct direction; linking words don't clarify relationships between concepts; hyperlinks don't function or fail to enhance the topic.	Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks effectively used.	Linking lines connect related terms/point in correct direction; linking words accurately describe relationship between concepts; hyperlinks effectively used
Graphics	Graphics used inappropriately and excessively; graphics poorly selected and don't enhance the topic; some graphics are blurry and ill-placed.	Graphics used appropriately most of the time; most graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.	Graphics used appropriately; greatly enhance the topic and aid in comprehension; are clear, crisp and well situated on the page.
Content	Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors.	Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three misspellings or grammatical errors.	Reflects essential information; is logically arranged; concepts succinctly presented; no misspellings or grammatical errors
Text	Font too small to read easily; more than four different fonts used; text amount is excessive for intended audience.	Most text is easy to read; uses no more than four different fonts; amount of text generally fits intended audience.	Easy to read/ appropriately sized; no more than three different fonts; amount of text is appropriate for intended audience; boldface used for emphasis.
Design	Cluttered design; low in visual appeal; requires a lot of scrolling to view entire diagram; choice of colors lacks visual appeal and impedes comprehension.	Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses color effectively most of time.	Clean design; high visual appeal; four or fewer symbol shapes; fits page without a lot of scrolling; color used effectively for emphasis.

<http://www.uwstout.edu/soe/profdev/inspirationrubric.html>

by Kathy Franker

Research:

Graphic organizers are proven, with solid research, to:

- Improve vocabulary knowledge
- Improve comprehension especially when used after reading/studying activities
- Be especially effective for students with learning disabilities, as GOs help organize information visually
- Require direct teacher instruction to be effective
- Support students in
 - verbalizing relationships between the concepts represented within the organizer
 - providing opportunities for student input
 - connecting new information to past learning
 - making reference to upcoming text
 - reinforcing decoding and structural analysis

Introduction - how research/curriculum supports teaching graphic organizers- 10 minutes

How to implement using graphic organizers (sample teaching process); focus on gradual release of responsibility and use with fiction/non-fiction- 10 minutes

Using Tea Party (Kylene Beers); each participant takes one graphic organizer and has one minute on how to implement it and with what group - 10 minutes (ten switches)

Back to group - use for staff leadership and workshops - group discussion - 5 minutes

Have group at each table sort the GOs into using for school/district leadership conversations - 5 minutes

Using a main idea and supporting details graphic organizer - have each person do a graphic organizer in a partner activity. 5 minutes

My supplies:

three sets of graphic organizers - in plastic page protectors for sorting and tea party activities, in binders
chart stand (if available)