

Graphic Organizers ED491D Mize

Used to organize information
Text processing (reading, writing)
Student listening
Show relationships between information
Show causation
Show conceptual organization
Help students access prior knowledge
Preview main ideas and concepts
Operate as metacognitive stimuli
“Support and organize thought but do not do the thinking”
Are a tool for sheltered instruction because graphic organizers are:
Visual, Non-verbal, Can be used with classes of any size
Give context or “frame” the information

When Graphic Organizers Can Be Used

BEFORE

Prepares the mindset
Activate prior knowledge
Develops key-concept vocabulary
Guides the thinking
Illustrates the relationship between concepts and words

DURING

Requires interacting with the text
Requires categorizing and organizing of information (higher-level thinking skills)
Guides the reading and thinking
Keeps reader focusing on the relevant information

AFTER

Confirms or rejects prior knowledge
Shows relationships of newly gained ideas/vocabulary to what is already known
Reinforces and extends vocabulary meaning and knowledge
Increases retention of information

AS A STUDY SKILL STRATEGY

Effective substitute for traditional note taking and outlining
Can be used as a pre-writing activity to organize ideas

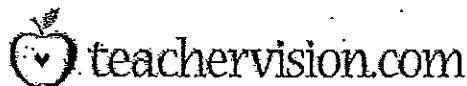
A great resource: <http://www.graphic.org/goindex.html>

Spanish graphic organizers: <http://www.colorincolorado.org/article/13354>
and <http://www.eduplace.com/graphicorganizer/spanish/>

A great resource!

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

You need to sign up for a free 7-day trial, but then you can print all of the samples!



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Graphic Organizers

[Print Page](#) | [Email Page](#)

These graphic organizers will help children organize ideas and concepts.

Math Graphic Organizers

[Blank Bar Graph](#)
[Centimeter Grid](#)
[Master Game Board](#)
[Square Pyramid Model](#)

Language Arts Graphic Organizers

[Alphabet Organizer](#)
[Antonyms and Synonyms](#)
[Beginning, Middle, and End](#)
[Central Issues and Conclusion](#)
[Causal Chains](#)
[Concept Wheel](#)
[Conflict Dissection Chart](#)
[Conflict Dissection Chart](#)
[Event Map](#)
[Five-Paragraph Essay](#)
[Five-Sentence Paragraph](#)
[The Handy 5 Ws and 1 H](#)
[Herringbone Graphic Organizer](#)
[I Need Support](#)
[Make Me a Cheese Sandwich](#)
[Outlining](#)
[Paragraph Blueprint](#)
[Persuasion Plan](#)
[Prefix Webs](#)
[Sequencing](#)
[Stair Step](#)
[Story Pyramid](#)
[Vocabulary Web](#)
[What Would Happen if?](#)

All-Subject Graphic Organizers

Charts

[Chart, Two-Column](#)
[Chart, Three-Column](#)
[Chart, Four-Column](#)
[Chart, Five-Column](#)
[Compare/Contrast Matrix](#)
[Facts Chart](#)
[Group Flow Chart](#)
[KWL Chart](#)
[KWL Chart v. 2](#)
[KWL Chart v. 2](#)
[KWL Chart v. 2](#)
[Picture the Order](#)
[Sensory Imaging](#)

Problem and Solution

[Checklist for Problem Solving](#)
[Cause and Effect](#)
[Cycle Organizer](#)
[Decision Making Graph](#)
[Decision Making Graphic Organizer](#)
[Problem and Solution](#)
[Problem and Solution, v. 2](#)

Venn Diagrams and Webs

[Brainstorming Web](#)
[Clustering](#)
[Venn Diagram, v. 1](#)
[Venn Diagram, v. 2](#)
[Web, v. 1](#)
[Web, v. 2](#)
[Web, v. 3](#)

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Also see www.graphic.org for more complicated graphic organizers

everythingESL

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Graphic Organizers for Content Instruction

by Judie Haynes

Graphic organizers make content area information more accessible to second language learners. They convert complex information into manageable chunks. Download graphic organizers from this page.

One of our roles as ESL and bilingual specialists is to encourage mainstream teachers to employ teaching techniques which make content area information more accessible to second language learners. Content materials present text which is too dense for ELLs. Teach your students to use graphic organizers such as webs, Venn diagrams, and charts to help them better comprehend these texts. These are visual tools that help ELLs understand and organize information. They are like mind maps which promote active learning. Graphic Organizers can also help students develop higher level thinking skills and promote creativity.


One of our goals in teaching our English language learners is to help them summarize and interpret text. Graphic Organizers are excellent tools in achieving this goal.

Download the PDF files listed below or try a customized graphic organizer at Teach-nology.com. This site allow you to print out several graphic organizers with the labels that you want.

Activity Downloads

Note: To view the classroom activities, you must have [Acrobat Reader](#) intalled. Acrobat is a free application available from Adobe Systems.


 [Compare and Contrast Chart \(2k .PDF\)](#)

 [Story Map \(2k .PDF\)](#)

 [KWL chart \(2k .PDF\)](#)


Search


Activity Downloads


 [Compare and Contrast Chart](#)


 [Story Map](#)

 [KWL chart](#)

 [Story Action Map](#)

 [Story board](#)


 [Venn diagram](#)

 [Fishbone map](#)

 [Network tree](#)

 [Spider map](#)

 [Story star](#)

 [Cycle chart](#)

 [T-Chart](#)

Related Links

[Helping Mainstream Teachers in Content Area Classes](#)


[Teach-nology.com](#)


[SIOP: Making Content Comprehensible for ELLs](#)


[Organizing and Assessing in the Content Area Class](#)


[Study Skills for ELLS](#)


Resource Picks


 [Teach-nology.com](#)


 [Story Action Map \(2k .PDF\)](#)


 [Story board \(3k .PDF\)](#)


 [Venn diagram \(2k .PDF\)](#)

 [Fishbone map \(23k .PDF\)](#)

 [Network tree \(2k .PDF\)](#)

 [Spider map \(6k .PDF\)](#)

 [Story star \(93k .PDF\)](#)

 [Cycle chart \(2k .PDF\)](#)

 [T-Chart \(2k .PDF\)](#)

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Related Links

[Helping Mainstream Teachers in Content Area Classes](#)

What difficulties do your K-12 English language learners experience when learning content? Help your ELLs with their subject area learning by making their classroom teachers aware of the challenges they are facing.

[The Standards Movement and the Impact on ESL](#)

Discover how the standards movement currently sweeping the US will have a positive impact on the education of ESL students, while also presenting instructional challenges to ESL and mainstream professionals.

[SIOP: Making Content Comprehensible for ELLs](#)

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.

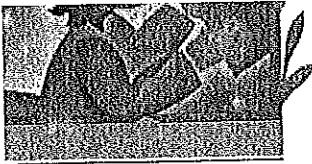
[Organizing and Assessing in the Content Area Class](#)

How do you help mainstream teachers accurately monitor for student comprehension, organize the content class, and design realistic assessments? These questions will be addressed in this article, which is the second part of "Meeting the Challenge of Content Instruction."

[Study Skills for ELLS](#)

English language learners may need help in learning how to study for content area tests. Here are some helpful techniques that you can teach them.

Resource Picks



Bright ideas that work! Graphic organizers

Grade Levels: K-12
Core Subjects: All

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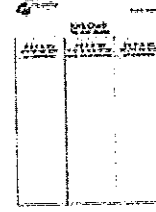
- [Links](#)

- [Glossary](#)

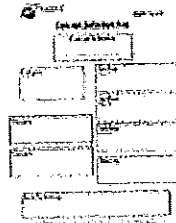
- [About](#)

Graphic organizers are a great tool to use when teaching English language learners (ELLs). Visual illustrations allow ELLs to better understand the material while learning important vocabulary. Graphic organizers are most useful to ELLs when presented in small group activities. During the activities ELLs benefit from opportunities to work cooperatively -- students are able to discuss and share their thoughts as they begin to contribute to the group effort. When ELLs use graphic organizers, they show achievement benefits across a variety of content areas, in all grade levels.

When teachers begin to use graphic organizers they need to follow some simple steps to make sure ELLs gain knowledge from such a simple yet reliable tool (Merkley & Jefferies, 2001). For example as a teacher begins to present a new topic, such as the solar system, an organizer can assist introducing the new idea (see *graph 1*). Teachers should also begin to verbalize the relationship between the ideas, and the information that will be taught. Students or adults can write/draw the information provided by other students using a KWL chart (click for a blank one). Graphic organizers should be tailored to reinforce the relationships between concepts, reminding students that this is just a quick preview of the material that will be taught next.



Graph 1



Graph 2

Secondly, teachers need to provide the opportunity for students to participate in discussions. ELLs need to have numerous pauses to process language in order to participate. For instance, classroom activities can be tailored to let students create graphs such as a concept definition map (see *graph 2*). Students can create a list of familiar terms to these maps. Once students had the opportunity to share their thoughts and understand the topic that it is to follow, teachers can start to connect new material to their prior knowledge. Lessons need to guide ELLs to activate prior knowledge as they recollect earlier taught content to be able to retain new material (Merkley & Jefferies, 2001). In other words, graphic organizers provide a visual summary as they describe information -- introducing ELLs to new technical vocabulary as they reinforce decoding skills of

key words for an upcoming lesson.

Graphic organizers facilitate ELLs' comprehension through visual illustrations of key terms, vocabulary, ideas, and the relationship among them. Improving student's reading comprehension can be challenging, but such progress is necessary when focusing on students who are learning English (Kim, Vaughn, Wanzek, & Wei, 2004).

September's Bright Idea was provided by Terri Siguenza, a Director of Elementary ELL Programs in Minneapolis, MN. She has 17 years teaching experience with bilingual and special education students.

Terri Siguenza expressed that ELLs are not necessarily struggling learners; they are learning a new language, and this is an enormous job on its own. As an advocate for ELL students her primary goal is to assure they are taught at their grade level using graphic organizers to meet their second language needs. Terri believes that graphic organizers hold the key to providing an opportunity for students to have access to content material with visual supports to fully reach their learning potential. Graphic organizers are easily accessible and adequate for all grade levels as they make learning meaningful, to all students.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities, 37* (2), 105-116.
Merkley, D. M., Jefferies, D. (2001). Guidelines for implementing a graphic organizer. *The Reading Teacher, 54* (4), 350-357.

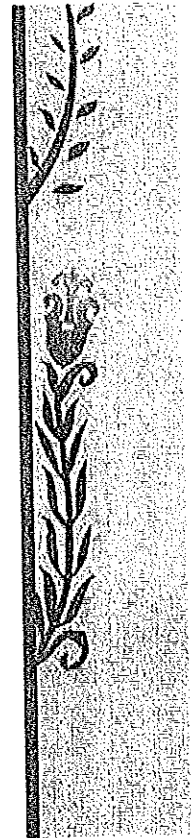
Do you have a Bright Idea that Works?

[Click here](#) to submit it.

If your idea is chosen for publication, you'll receive a \$20.00 gift certificate!



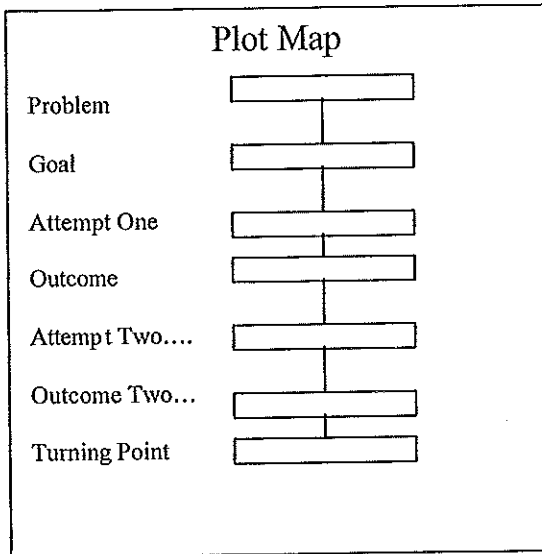
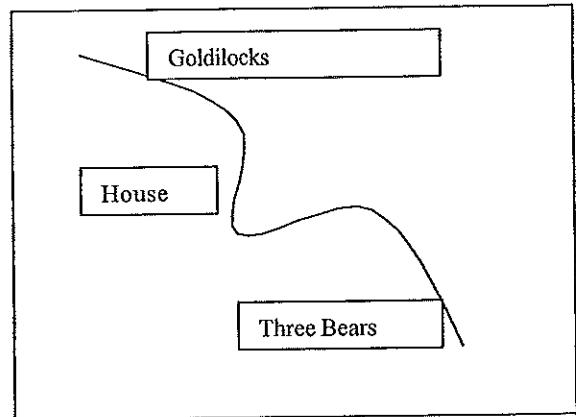
Browse the [hot links](#) to resources on the web for this bright idea.



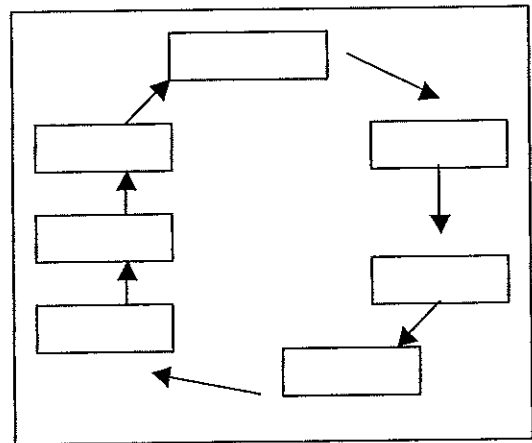
Response Journal

Thoughts	Feelings	Questions

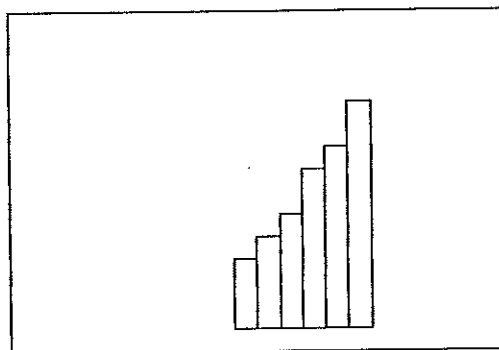
Story Path



Circle Map - for use with "circular" stories



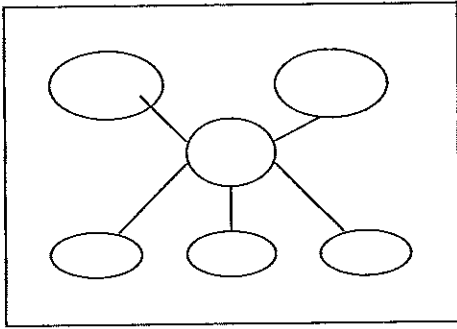
Cumulative Map



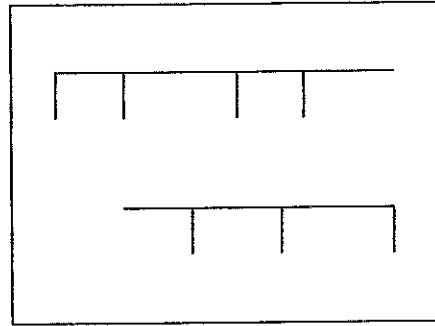
List Map

Opinion
Reason
Fact
Fact

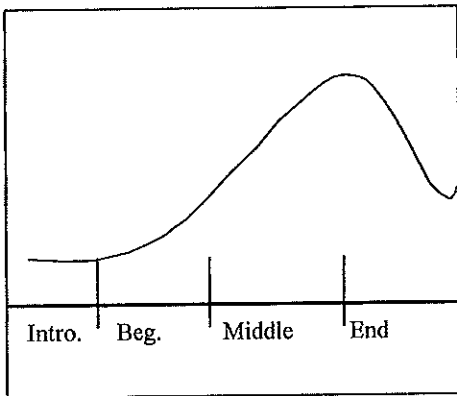
Cluster Map



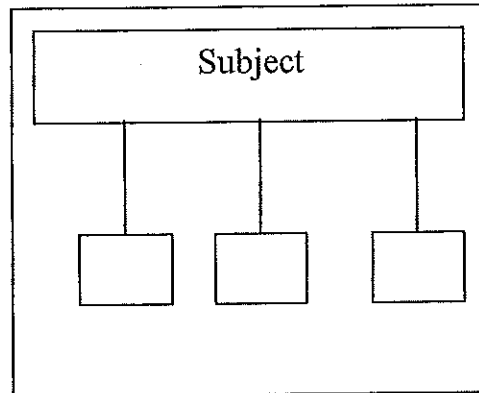
Timeline



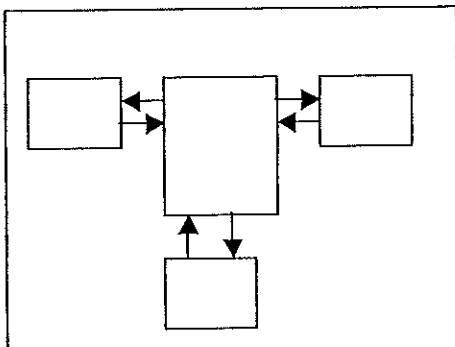
Storyline Map



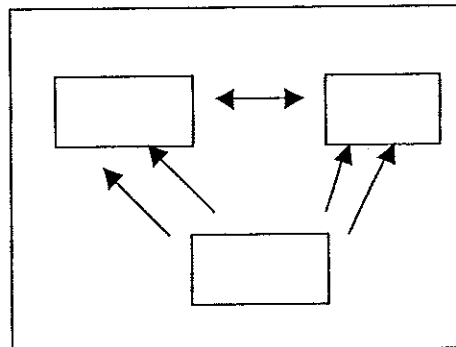
Structured Overview



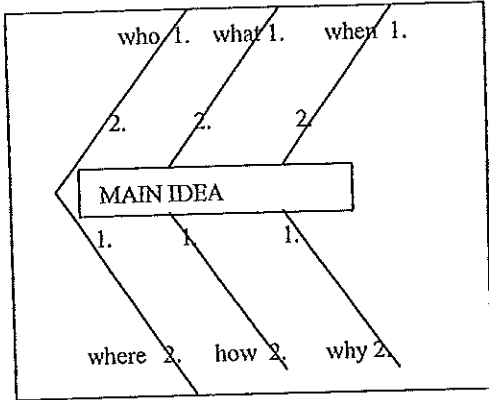
Character Map



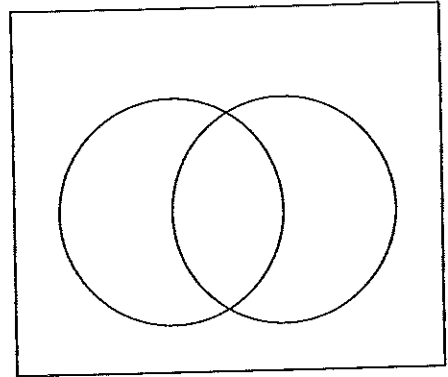
Character Triangle



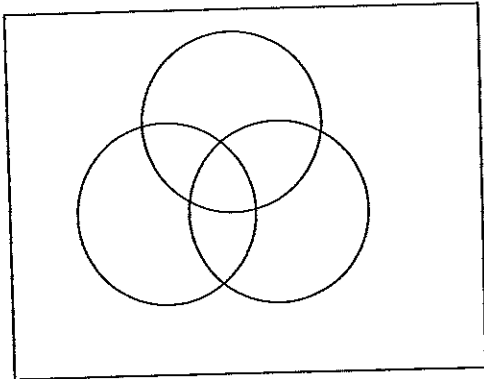
Herringbone Map



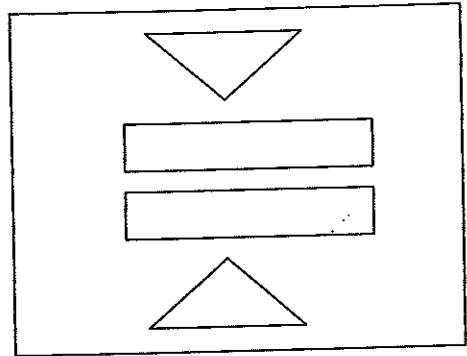
Venn Diagram



Triple Venn Diagram



Research Map



"What I Know" Map (aka KWL)

FARMS		
What I know	What I want to know	What I learned

Question/Prediction Chart

Question	Predictions