



SAMPLE MATERIAL

Graphic Organizer Examples

Burlingame High School, California

KIPP San Francisco Bay Academy, California

Pocomoke Middle School, Maryland

Stoughton High School, Massachusetts

Topic: Adolescent Literacy

Practice: Comprehension Strategies

Graphic organizers are commonly used across grade levels and content areas to support comprehension. Teachers typically use graphic organizers to call attention to text structure or key vocabulary words. Because each graphic organizer is organized differently, teachers need to select the most appropriate form that matches text structure and complexity as well as the student's background knowledge.

This collection of graphic organizers illustrates a range of purposes and types as used in different subject areas.

1. Nonfiction Text Organization

This is a visual aid used to help students identify five common structures in nonfiction text, applicable to all subject areas. Note that the organizer provides "signal words" to help students recognize types of structure.

2. Cause and Effect Chart

While this chart is filled in with a science example, the format is useful in social studies and current events as well as adaptable to narrative plots.

3. Sequence Chart

The simple chart can be used in science and social studies classes and with literary texts to track actions and events.

4. Venn Diagram Compare and Contrast

Venn Diagrams help students organize and compare information. In this example, the art teacher intends comparison between two works of art, asking students to identify what is unique to each and what is similar.

5. Windows Notes

The example is set up to guide students' use of comprehension strategies while they read a literary text: tracking details about plot and character, making connections, and raising questions. With adaptation of the section headings, the graphic organizer could be used in other subject areas as well. Note the distinction between "questions for the class" and "clarification questions."

6. Observation/Inference

Engaging students in reflecting on their understanding as they read is the purpose of this graphic organizer which can be used with narrative and expository texts.

7. Problem/Solution



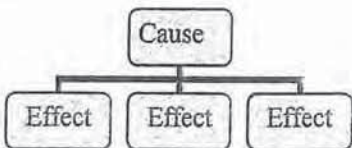


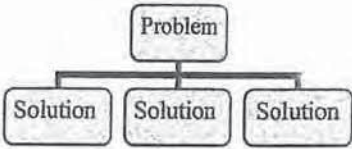

The purpose of this organizer is to help students make connections among ideas.

8. Organizational Patterns of Text

Used with expository text in any subject area, this tool is designed for students to use in identifying text pattern clues. Can be used along with the Nonfiction Text Organization (see #1 above)

Nonfiction Text Organization

File this sheet in your reading section.

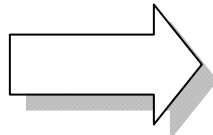
What are the 5 Most Common Structures of Nonfiction Text?		
Organizational Structure	Description 	Signal Words 
1. Cause and effect 	Explains why something happens; shows how facts/events lead to other facts/events	Therefore, consequently, so, as a result, because, if . . . then
2. Compare and contrast 	Points out the similarities and/or differences between 2 or more subjects	Like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as
3. Description or list 	Gives facts, characteristics, attributes of a subject, event, person, or concept	To begin with, for example, for instance, most important, in front, beside, near
4. Problem and solution 	Describes a problem and gives one or more possible solutions to that problem	Therefore, consequently, so, as a result, because, if . . . then
5. Sequence or Time Order 	Gives a series of events in a time order	First, second, third, before, not long after, after that, next, at the same time, finally, then, following

Cause and Effect Chart

Cause

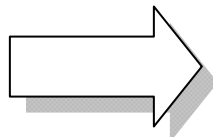
Effect

Lightening strikes in the woods.



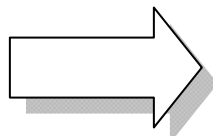
A tree falls down.

The tree dies.



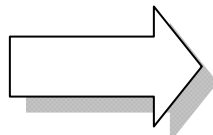
Decomposers, such as worms and millipedes begin to eat it.

The decomposers excrete waste.



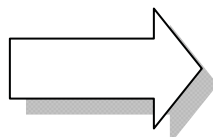
Nutrient-rich soil is created; the tree is decomposed.

Seeds land in the new soil.

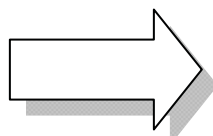


New saplings grow.

A hiker leaves trash on the ground.



A plastic bottle remains on the ground; it cannot decompose.

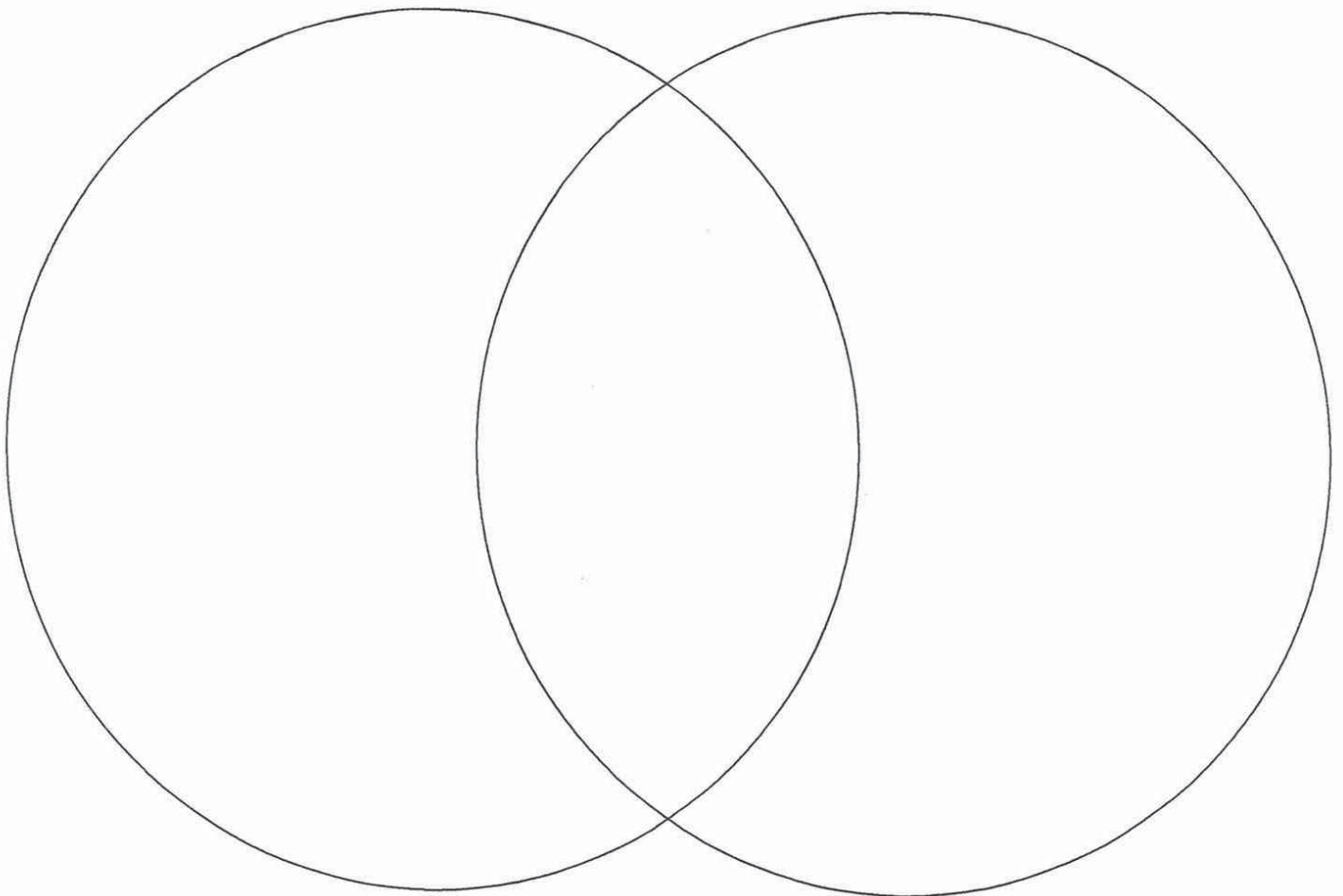


Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Last

Compare and Contrast Artwork #1 and Artwork #2



(Think about the Lines, Shapes, Colors and Subject)

Windows Notes

Facts:	Thoughts/Feelings:
<p>Kino, Juana, and Coyotito live in a brush house near the Gulf.</p> <p>There are pigs, roosters, and other animals near them including a scorpion.</p> <p>The scorpion stung Coyotito.</p> <p>Kino and Juana have clothes that have seen "a thousand washings."</p> <p>The doctor has silver and china and many fine things.</p>	<p>I like how Kino describes "personal songs." He describes "The Song of the Family" as the routine sounds and movements of the morning. He also describes "The Song of Evil" when the scorpion gets near Coyotito.</p> <p>I think the doctor only cares about himself and money. Even though the doctor is just spending his morning eating chocolate and biscuits, he refuses to see Coyotito because they have no money and because they are of a different race.</p>
Questions for the Class:	I would like to know more about? I need clarification about?
<p>Why do you think it was such an unusual thing for Juana to ask for a doctor?</p> <p>Why do you think Kino offer the doctor pearls as payment?</p> <p>If you were Kino and Juana, what would you do next?</p>	<p>I have an idea...</p> <p>I need some clarification about the setting. Where exactly does this take place?</p> <p>I don't understand why all the neighbors went with Kino and Juana to the doctor's house.</p>

Observation/Inference Chart

In the column that reads "Observations" write down interesting or confusing observations you notice as you read. Then, in the column that reads "Inferences" write down inferences you can make based on the observations.

Observations	Inferences

Problem:

Possible Solution:

Possible Solution:

Possible Solution:

Organizational Patterns of Text

[illegible]