Graphic Organizers

Graphic Organizers enables students to visually discern how a text is structured as they process and make sense of the information within the text. There are many different types of Graphic Organizers that can be used as pre-teaching or post-teaching strategies to aid students in processing the information in the text to make meaning. The purpose of Graphic Organizers is varied and includes introducing or reinforcing key concepts, identifying main ideas, cause and effect relationships or interactions, and sequencing events or steps within the text.

How to implement the strategy:

1. Select a graphic organizer that aligns with the reading selection and content being presented.
2. Review the graphic organizer with the students, pointing out details regarding the structure and purpose of the graphic organizer.
3. Model how to use the graphic organizer by "thinking aloud" about the components or questions provided in the graphic organizer and identify key words or phrases from the text that address the questions or components of the graphic organizer.
4. Record the responses in the appropriate space on the graphic organizer.
5. Discuss with the students how the structure of the graphic organizer helps them make meaning of complex ideas or content.
6. Have students work in small groups to complete the graphic organizer on their own.

For more information on the research base of graphic organizers:

- Barron, R. F. (1969). The use of vocabulary as an advanced organizer. In H. L. Herber & P. L. Sanders (Eds.), *Research in reading in the content areas: First year report*. Syracuse, NY: syracuse Universtiy
- Cunningham, P.M., & Allington, R. (2002). *Classrooms that work: They can all read and write* (3rd ed.). Boston: Allyn & Bacon.
- Tierney, R. J., Readance, J. E., & Dishner, E. K. (1995). *Reading strategies and practices*. Boston: Allyn & Bacon.

Graphic Organizer: Analyze Text – Cite Evidence and Draw Conclusion

What **CLAIM** does the author or article make?

What **RELEVANT EVIDENCE** does the author or article give to support the claim(s)? Circle any evidence from credible sources.

What do I **CONCLUDE** as a result of **ANALYZING** the text and weighing the **EVIDENCE**? What **SUPPORTS** my decision?

Graphic Organizer: T-Chart