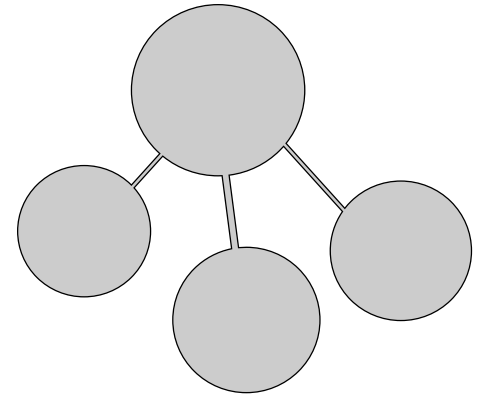


# Content-Area Graphic Organizers

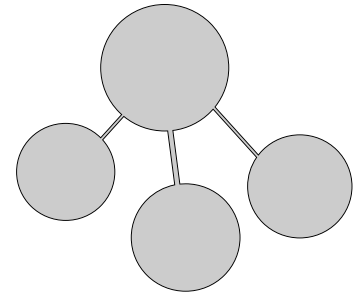
**LANGUAGE ARTS**

Margaret Cleveland



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## To the Teacher

Graphic organizers can be a versatile tool in your classroom. Organizers offer an easy, straightforward way to visually present a wide range of material. Research suggests that graphic organizers support learning in the classroom for all levels of learners. Gifted students, students on grade level, and students with learning difficulties all benefit from their use. Graphic organizers reduce the cognitive demand on students by helping them access information quickly and clearly. Using graphic organizers, learners can understand content more clearly and can take clear, concise notes. Ultimately, learners find it easier to retain and apply what they've learned.

Graphic organizers help foster higher-level thinking skills. They help students identify main ideas and details in their reading. They make it easier for students to see patterns such as cause and effect, comparing and contrasting, and chronological order. Organizers also help learners master critical-thinking skills by asking them to recall, evaluate, synthesize, analyze, and apply what they've learned. Research suggests that graphic organizers contribute to better test scores because they help students understand relationships between key ideas and enable them to be more focused as they study.

This book shows students how they can use some common graphic organizers as they read and write in language arts classes. As they become familiar with graphic organizers, they will be able to adapt them to suit their needs.

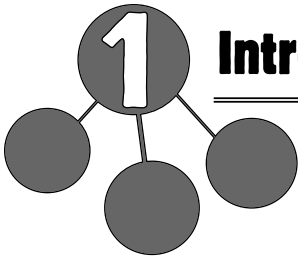
In the language arts classroom, graphic organizers help students:

- preview new material
- make connections between new material and prior learning
- recognize patterns and main ideas in reading
- understand the relationships between key ideas
- organize information and take notes
- review material
- prepare for the writing process

This book offers graphic organizers suitable for language arts tasks, grouped according to big-picture skills, such as organizing, categorizing, and classifying; comparing and contrasting; showing cause and effect; showing sequence and development; and writing. Each organizer is introduced with an explanation of its primary uses and structure. Next comes a step-by-step description of how to create the organizer, with a worked-out example that uses text relevant to the content area. Finally, an application section asks students to use the techniques they have just learned to complete a blank organizer with information from a sample text. Throughout, learners are encouraged to customize the organizers to suit their needs. To emphasize the variety of graphic organizers available, an additional organizer suitable for each big-picture skill is introduced briefly at the end of each lesson.

*Content-Area Graphic Organizers for Language Arts* is easy to use. Simply photocopy and distribute the section on each graphic organizer. Blank copies of the graphic organizers are included at the back of this book so that you can copy them as often as needed. The blank organizers are also available for download at our website, [walch.com](http://walch.com).

As learners become familiar with using graphic organizers, they will develop their own approaches and create their own organizers. Encourage them to adapt them, change them, and create their own for more complex strategies and connections. Remember, there is no one right way to use graphic organizers; the best way is the way that works for each student.



# Introduction to Graphic Organizers

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Welcome to the world of graphic organizers! If you've ever made a web or filled in a chart, then you already know how to use a graphic organizer. In this book, you'll explore a variety of graphic organizers and learn how to tailor them to meet your needs. And you'll find that they can make learning a lot easier!

You can use graphic organizers before you even begin a lesson. They can help you lay the foundation for new ideas. They also help you review what you've learned or already know about a subject, such as when you create a brainstorming web.

Graphic organizers are great tools when you are reading—they can help you through a poem, a story, a biography, or an informational article. Organizers help you analyze what you are reading. You can use them to recognize patterns in your reading, such as identifying the main idea of a story or an article, and finding the details that support the main idea. They can help you compare and contrast things within a story or between two stories. They can even be useful after you read. You can use them to organize your notes and figure out the most important points.

You can use graphic organizers when you write, too. They are particularly useful for prewriting and planning. Organizers can help you brainstorm new ideas and sort out the key points you want to make. Organizers are tools to focus your writing, and you can even use them to remember the steps of the writing process.

## **Graphic Organizers in English and Language Arts**

In this book, you'll learn about graphic organizers that will help your reading and writing in language arts and English classes. Whether you are reading plays, poems, short stories, novels, or informational articles, you can use graphic organizers to get the most out of your work and time.

## **Graphic Organizers for Reading**

Whenever you read a text or a story, you'll find that the author has organized the writing in a certain way. Normally in stories, the reading is organized in sequential order—there's a beginning, a middle, and an end. In informational writing, text may be organized in a number of ways. It may be written chronologically—in time order. It may be written to show a comparison between one event or character and another. The writing may be organized to show cause and effect—how one thing affects another. Recognizing these patterns of organization will help you understand your English and language arts reading.

Graphic organizers can help you recognize the patterns in your reading assignments. In this book, you'll use graphic organizers to

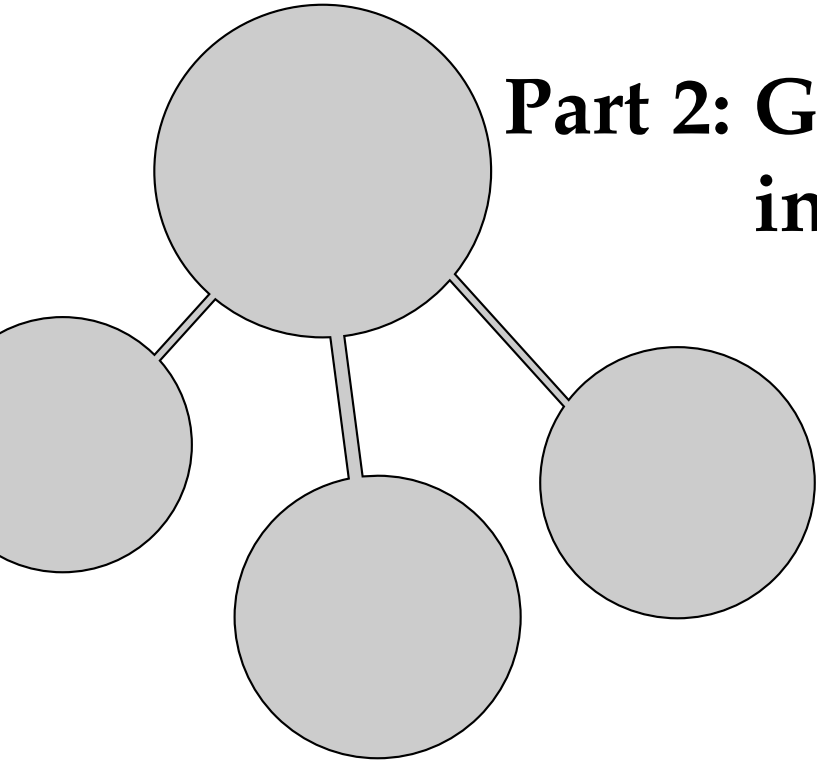
- organize, classify, and categorize information
- compare and contrast characters, events, or ideas
- understand cause and effect
- recognize and show story sequence and character development

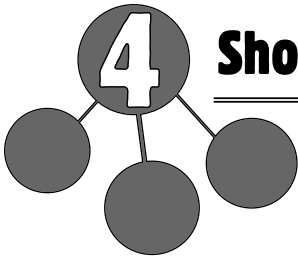
## **Graphic Organizers for Writing**

Graphic organizers don't just help you understand your reading. They can also be useful as you prepare to write an essay, a story, or a poem. They are particularly useful for planning in the prewriting stage. In this book, you'll learn how to brainstorm using a web. You'll also learn the best ways to outline, both formally and informally. Once you understand these prewriting skills, writing will be much easier.

As you learn how to use the organizers in this book, you can adapt them to suit your needs. Don't be afraid to get creative with them. Add rows and columns to tables, add circles to webs, or use different shapes. The only "correct" way to use graphic organizers is the way that suits your learning style. Graphic organizers are your tools, and you should make them work for you. Good luck!

## **Part 2: Graphic Organizers in Language Arts**





## Showing Cause and Effect

If your alarm clock doesn't go off in the morning, you will probably be late for school or work. If you go outside in the winter without a coat, you will be cold. If you sow a seed in the early spring, a plant will grow. All of these statements represent an important relationship—cause and effect.

In the cause and effect relationship, the cause always comes first. The effect is always a result of the cause. These are the causes for the statements above:

- Your alarm clock doesn't go off.
- You go outside in winter without a coat.
- You sow a seed.

These are the effects:

- You are late for school or work.
- You are cold.
- A plant grows.

Recognizing cause and effect helps us understand why things happen in our reading and in our everyday lives. In your reading, you can look for key words that signal cause and effect. These are some common key words and phrases:

accordingly	due to	so that
as a result	for this reason	then
because	if...then	therefore
consequently	since	thus

When these signal words are not in the text, you will have to infer the cause of the events. When you infer, you make your best guess based on your knowledge and experience. The best way to make an inference is to ask yourself two important questions:

1. What happened? (This is the effect.)
2. Why did it happen? (This is the cause.)

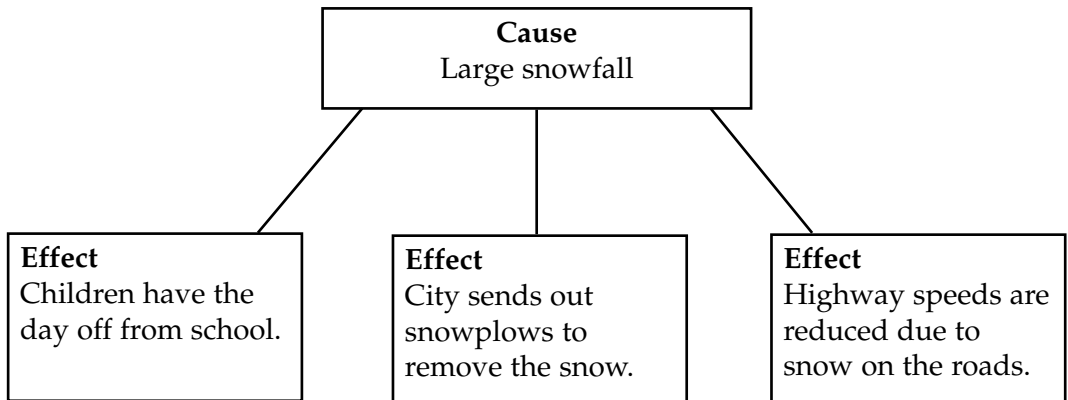
You can use a graphic organizer to understand the cause and effect relationship between two events. In this lesson, you will learn about two common and useful graphic organizers: the cause and effect map and the fishbone diagram.

## Cause and Effect Maps

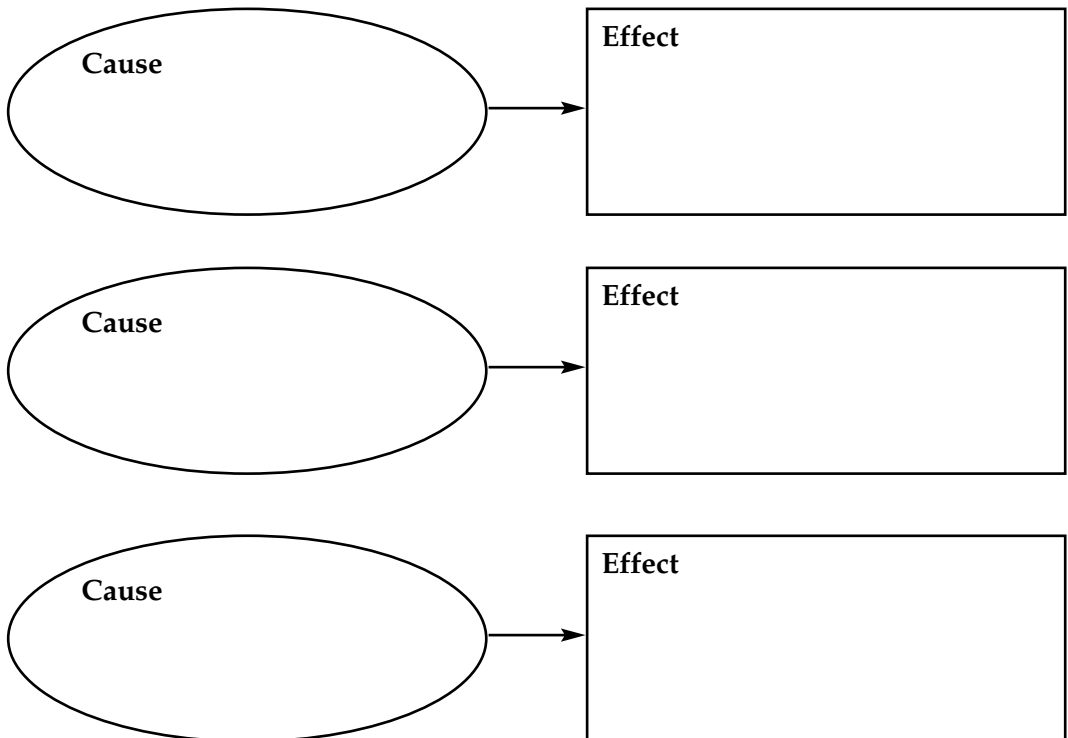
A cause and effect map illustrates the relationship between the effect and the cause. It can be used to organize the plot of a story. You can also use it to help sort out the events of an informational story.

The format of cause and effect maps is flexible. For example, you can create a chart that lists just one effect. Then you can compose the list of causes that led to the event. You can also make a chart that shows one cause and several effects.

For example, suppose you lived in a place where there was a huge snowfall. What are some of the events that would happen as a result of the snowfall? If you were to create a simple cause and effect map, it might look like this:



Sometimes there is more than one cause and more than one effect. In this case, you might use a cause-and-effect map like this:





## Cause and Effect Maps in Action

Here is an example of how you might use a cause and effect map. Read the sample below. Underline any cause-and-effect signal words. Then see how the cause and effect graphic organizer is filled out.

### Girls of Invention

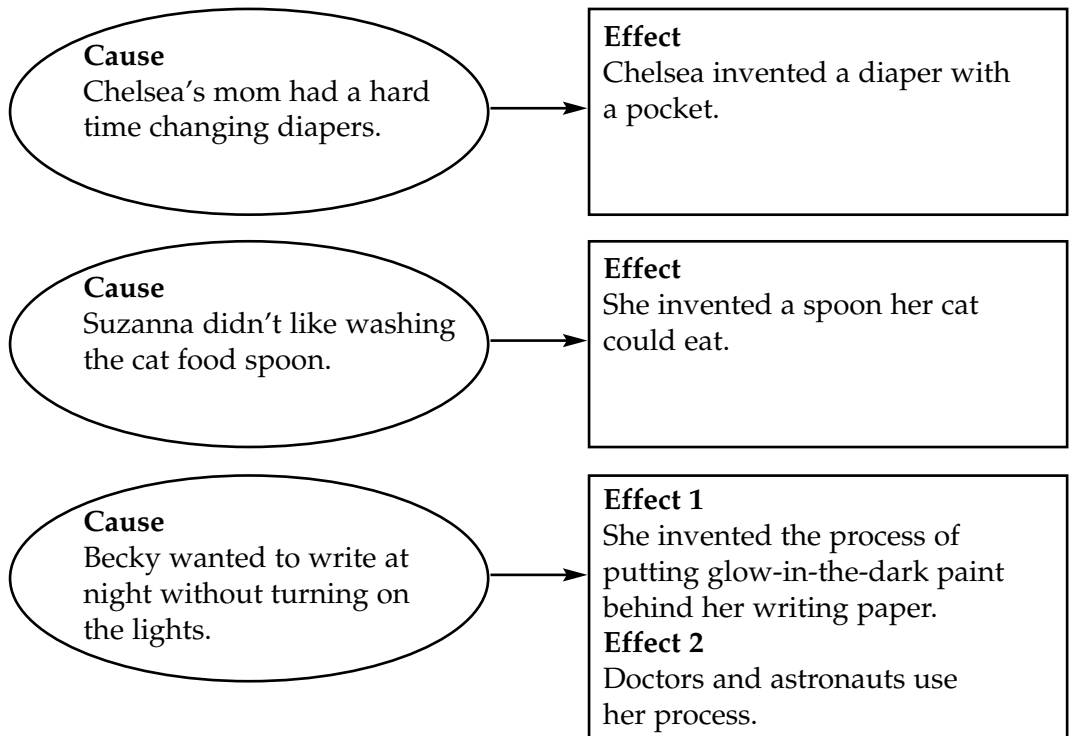
You don't have to be an adult to come up with bright ideas for new products. In fact, some very interesting things were invented by children—some under the age of ten!

When Chelsea Lannon was in kindergarten, she watched her mother change her brother's diaper over and over again. Her mother wrestled with the wipe and the powder and the diaper, often all with one hand! Chelsea came up with a new type of diaper—one with a little pocket. That way, everything her mother needed would be in one handy place. Chelsea was just eight when she received a patent for her invention.

Suzanna Goodin's daily chore was feeding her cat. Part of that job meant cleaning off the cat food spoon—a messy, smelly job. Suzanna came up with a great idea. She decided to create a spoon that her cat could eat. So she invented an edible spoon, made out of a dried cat food cracker—no more messy spoons!

And Becky Schroeder was only fourteen when she invented a way to use glow-in-the-dark paint underneath her writing paper so she could write at night. Today, astronauts use this process to read their manuals when there is no power. Doctors use it, too, to read medical charts at night without waking the patients.

Perhaps you have an invention waiting to happen. What will you invent?



**Application** Now it's your turn to create a cause and effect graphic organizer. Read the following article about the writer Roald Dahl. Remember to look for signal words to help you find the causes and effects. Also ask yourself the questions: What happened? What caused it to happen? Then fill out the graphic organizer on the next page.

## Life Imitating Art

If you've ever read *Charlie and the Chocolate Factory* or *James and the Giant Peach* (or seen their film adaptations), then you are familiar with the work of Roald Dahl. Dahl began his career as a serious writer of stories for adults, but he is best known for his quirky children's stories. Much of Dahl's own life is reflected in his stories.

Dahl didn't intend to be a writer. He was a pilot during World War II and expected to go into business after the war. But one day a writer asked Dahl to have lunch with him and to tell him about some of his flying adventures. The writer was eating and asked Dahl to jot down some notes for him. Then Dahl agreed to finish up the notes after the lunch. He finished up the notes and then created a story for his friend. He had enjoyed the task so much and was so good at it that he decided to keep writing. His first story, called "A Piece of Cake," was a result of that lunch. From there he went on to write many short stories for adults and for children.

When Dahl was a child, his sister died tragically. His father never recovered from his grief. He became distant, and Dahl felt that his father was not really there for him. As a result of his own experience, several of Dahl's characters are orphaned or are neglected by their parents.

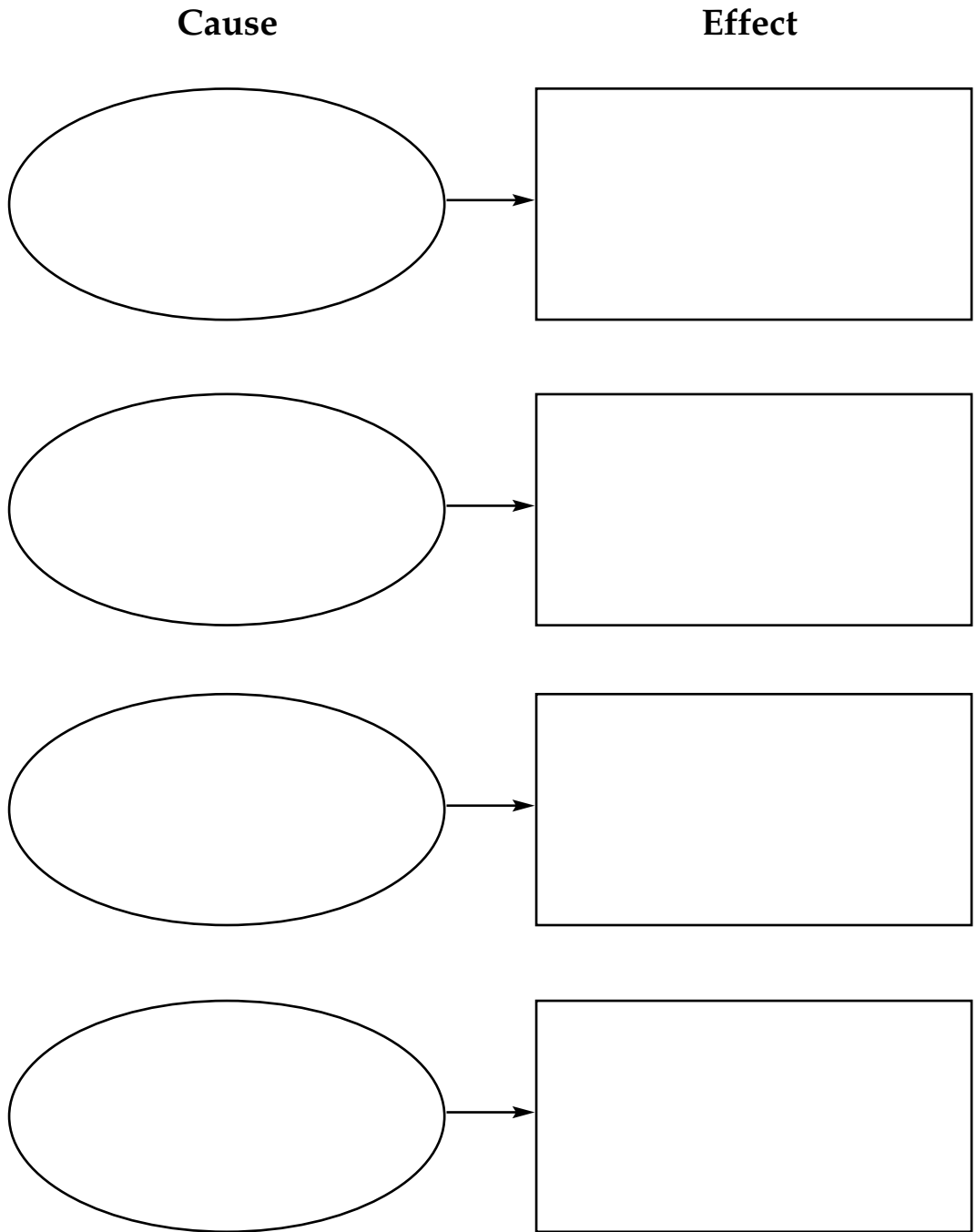
Dahl also was a rebellious child. He questioned his teachers and the strict principals at his schools. He felt that those in charge at his schools were more interested in controlling the students than in teaching them. Because of his own experiences, Dahl brings this theme to several of his stories, such as *Matilda*.

One of Dahl's greatest loves was chocolate. When he was young, the Cadbury chocolate company came to his school to test their new products. Dahl and his classmates looked forward to these "tests." No doubt it was from these visits that the idea for *Charlie and the Chocolate Factory* was born.

Most writers call on their own experiences to form their stories. Dahl's slightly odd childhood is clearly represented in his eccentric stories that continue to charm readers of all ages.

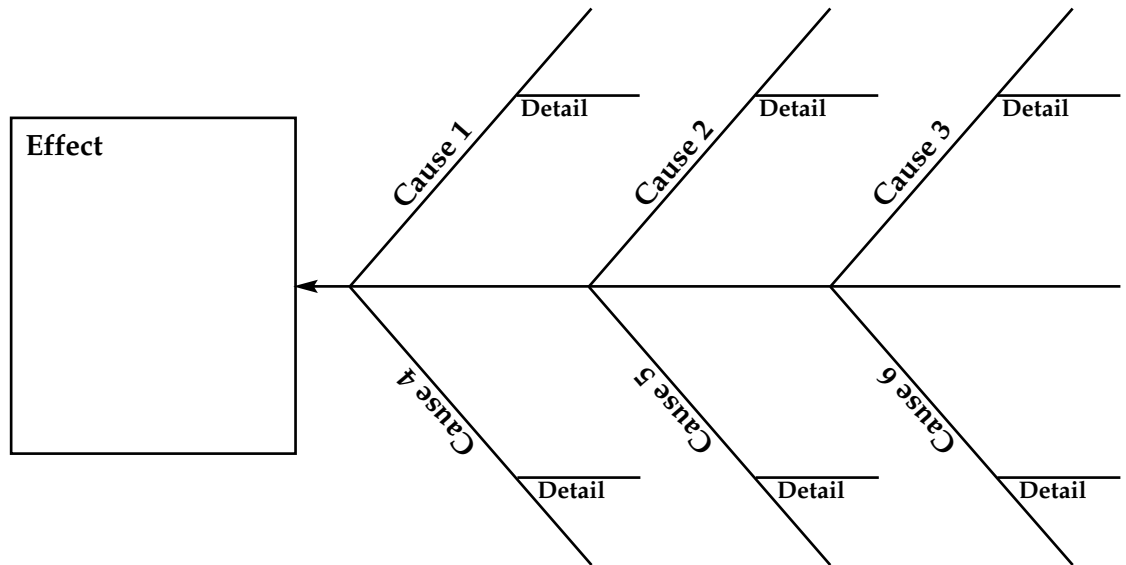
**Cause and Effect Map**

Use this graphic organizer to show the causes and effects in the reading on page 36. Write each cause in one oval. Write all its effects in the box. Add or delete ovals and boxes as needed.



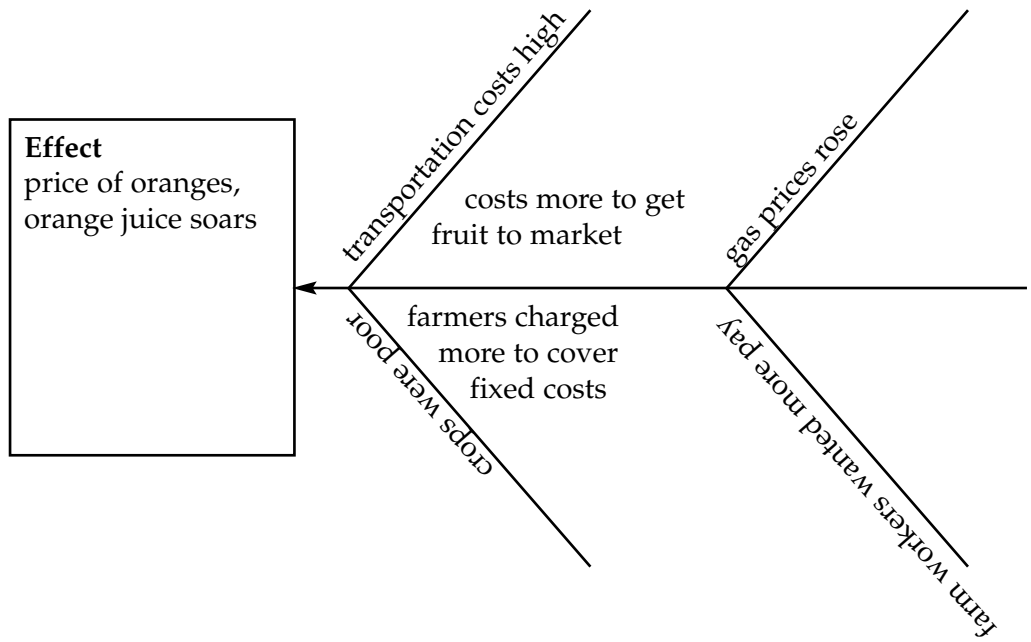
**Fishbone Maps** Another useful graphic organizer is the fishbone map. The fishbone map is a bit more complex than the cause and effect map. The fishbone map illustrates several causes that produce a certain result.

**Using Fishbone Maps** The fishbone map begins with a result. This is similar to the effect in the cause and effect map. Then come the causes that led to the event.



**Fishbone Maps in Action** Here's an example of a fishbone map. You go to the grocery store and find that the price of oranges and orange juice is sky high. This is the effect. The first question you need to ask is, "Why did this event take place?" Think of some causes for the high prices. One possible reason is that the cost of transporting oranges to your supermarket is high. Then ask why again: Why might transportation costs be high? The answer could be that the price of gas has gone up, so it's more expensive to transport oranges. What might be another reason prices are higher? Farm workers asked for more pay, so orchard owners needed to charge more to cover the cost of paying the workers. Another reason could be that the crop didn't do as well as was expected. In this case, farmers might have to charge more to cover other expenses, like farming equipment, labor, and maintenance. These are just some of the reasons you might think of.

Here's how the reasons listed on the previous page can be shown in a fishbone map:



**Application** Do you know the story of the sinking of *Titanic*? Read the informational article below. Then fill in the fishbone map on page 41. Remember to ask yourself: What is the result? What made the result happen? Also remember to support your causes with as many details as you can.

## The Day *Titanic* Went Down

April 15, 1912, was a very sad day. This was the day that the mammoth ocean liner *Titanic* hit an iceberg and sank, and 1,503 people were lost at sea.

*Titanic* was the largest ship ever built. Those who built it said it was “practically unsinkable.” This was a popular notion spread by the media. People believed it to be true. The irony was that the ship did sink due to several mistakes made by the builders, the captain, and the crew.

Calm seas are usually considered a good thing at sea. But calm seas in cold air make icebergs almost invisible from a distance. It is only when the seas are churning that foam around the giant ice islands makes them visible from far away. The crew, who were on lookout without proper binoculars, did not see the iceberg that gouged *Titanic* until it was too late to turn the ship away. And while the ship was not going at full speed, it was still traveling faster than recommended, making it impossible to turn at short notice.

Other crew errors added to the fate of the ship. Radio operators did not follow up with officers about reports describing icebergs in their path. Many of the staff who worked on the ship had been hired just before *Titanic* set sail, so they were not trained properly. And when the ship struck the iceberg, crew members tried to keep passengers calm and downplayed the danger. As a result, many of the lifeboats left without being filled.

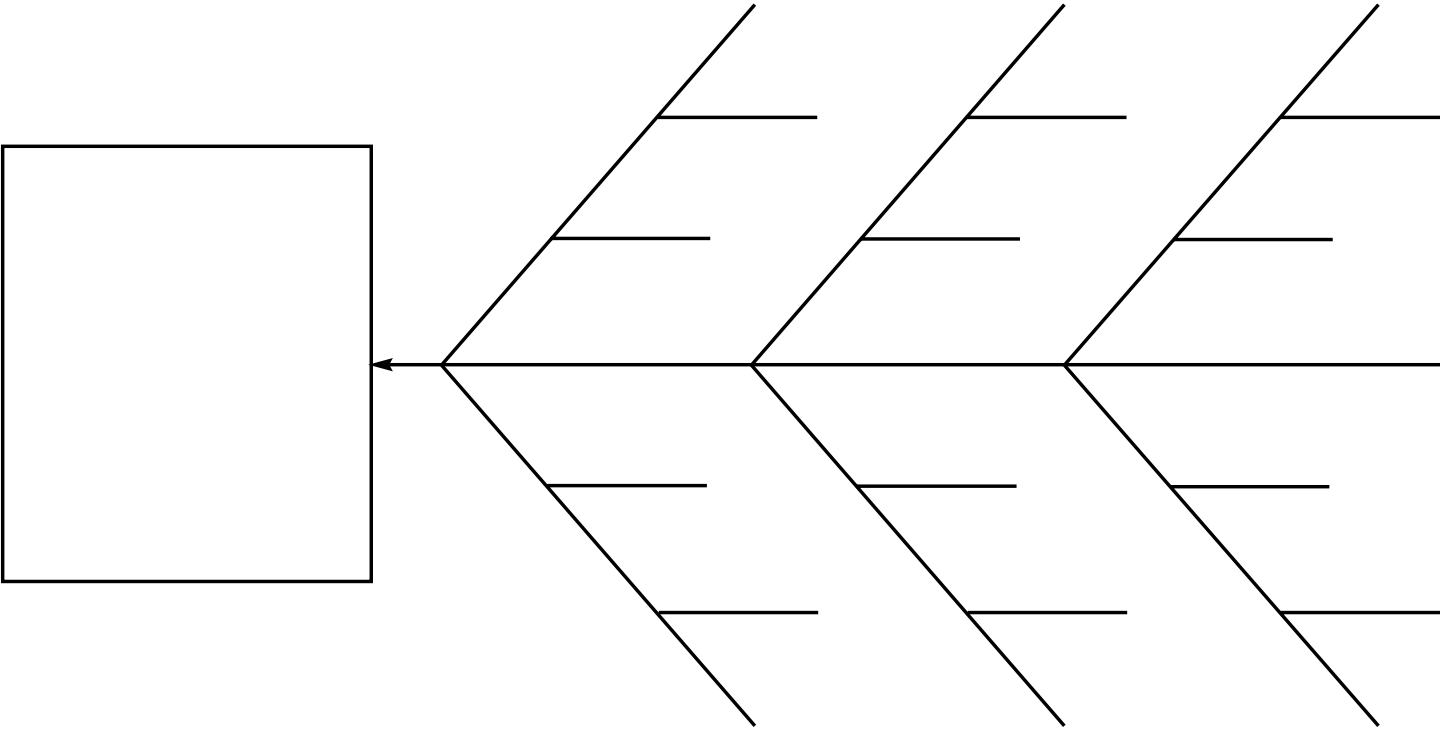
Design and planning issues also contributed to *Titanic*'s sad end. There were only enough lifeboats aboard for a ship that weighed a quarter of what *Titanic* weighed. Still, shipping regulations stated that the ship needed just sixteen lifeboats. The White Star Line, *Titanic*'s managing company, had added four more, just to be on the safe side.

*Titanic* had other design flaws as well. The structure of the ship between the third and fourth funnels was the weakest on the ship. This spot is precisely where the iceberg struck. The bolts used to fasten the steel hulls were of poor quality and were unstable at freezing temperatures.

While the sinking of *Titanic* is tragic, some lessons were learned from this disaster. Lifeboat standards changed to ensure the safety of all passengers. Radio contact with the shore and other ships is required throughout a ship's voyage. Now caution is always the rule rather than the exception.

**Fishbone Map** Use this fishbone map to show the causes and effects in the reading on page 40.

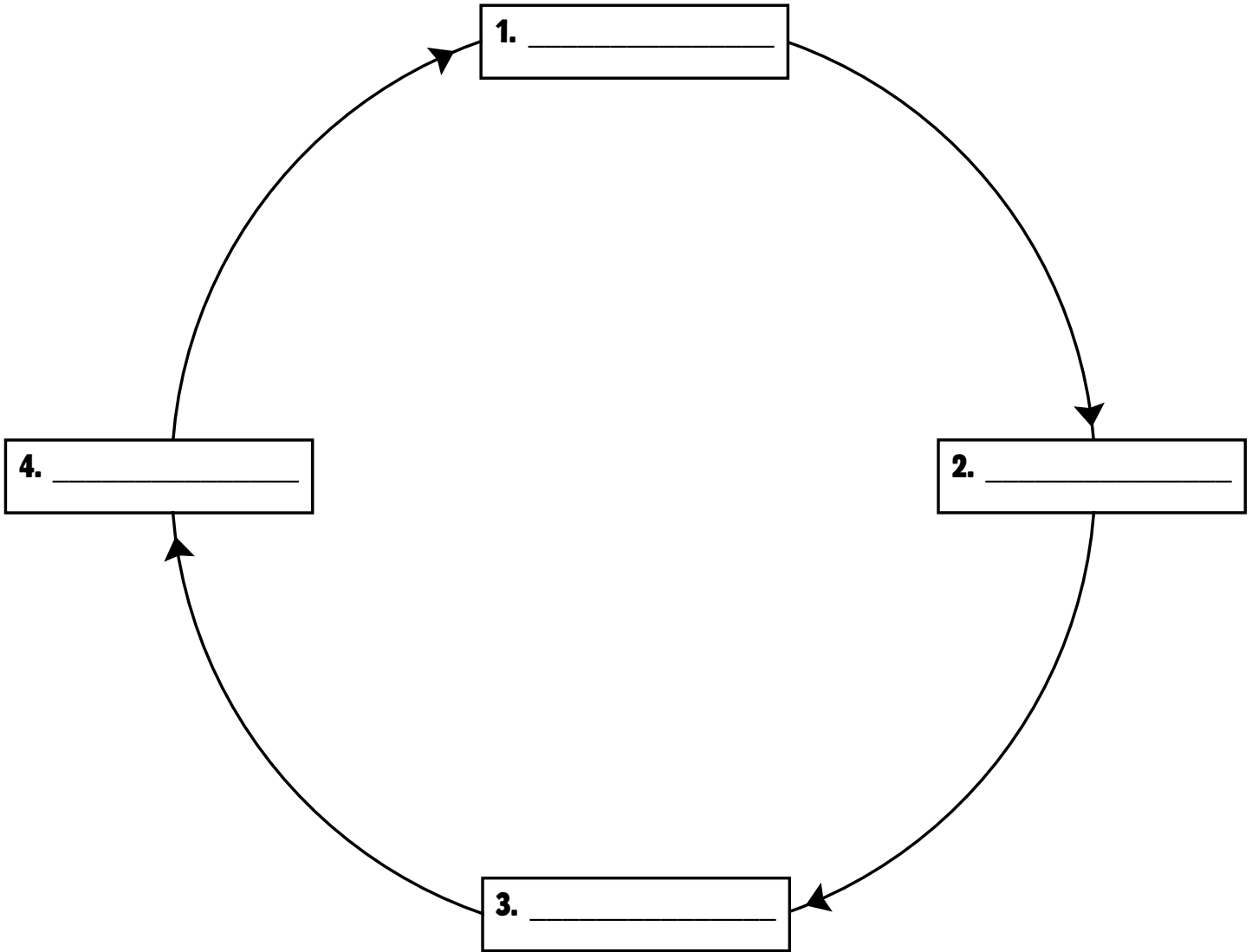
Write the effect in the box at the left. Write the causes on the diagonal lines.  
Write details on the short horizontal lines. Add or delete lines as needed.



## Cycle Diagrams

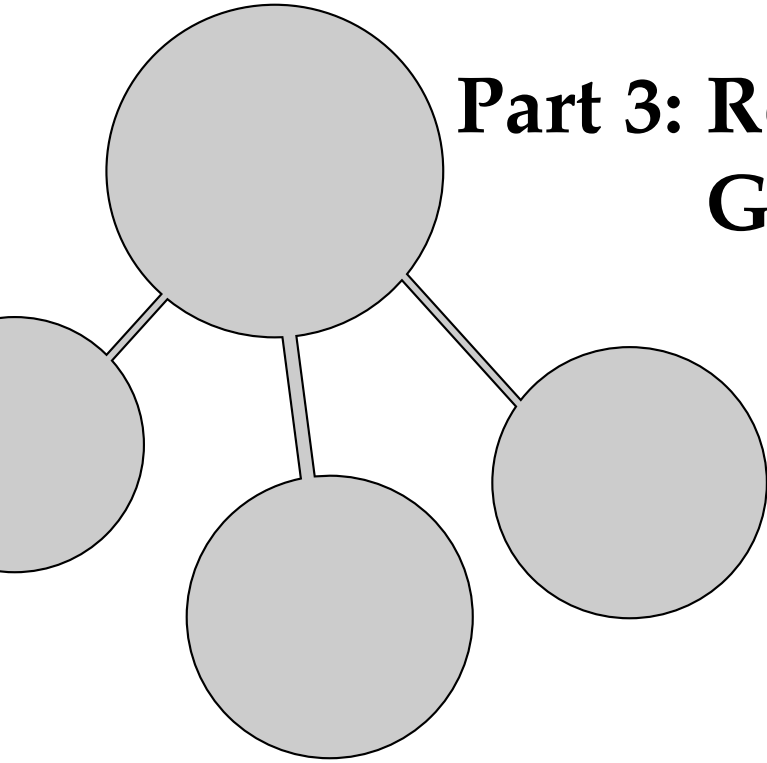
We have looked at two types of organizers in this section, but there are lots of other ways to keep track of causes and effects. Here is another organizer you could use to show cause and effect. Experiment with different ways to use graphic organizers and find the ones that work best for you.

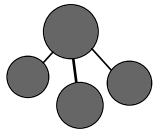
Use this organizer to show how a series of events produces a cyclical set of results. Write the events in order on the lines. Add or delete lines and boxes as needed.





# **Part 3: Reproducible Graphic Organizers**

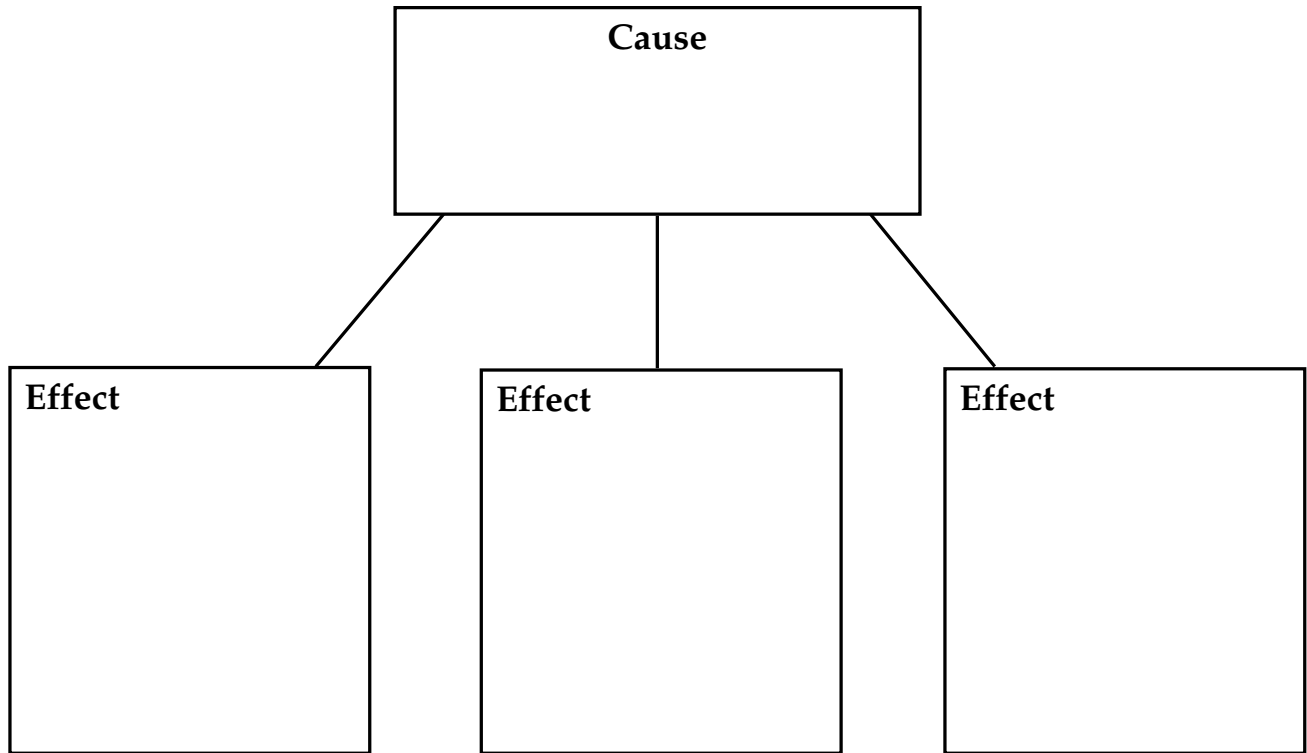


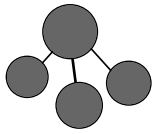


# Cause and Effect Map 1

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Use this organizer to show one cause with several effects. Write the cause in the box at the top. Write the effects in the boxes below. Add or delete boxes as needed.





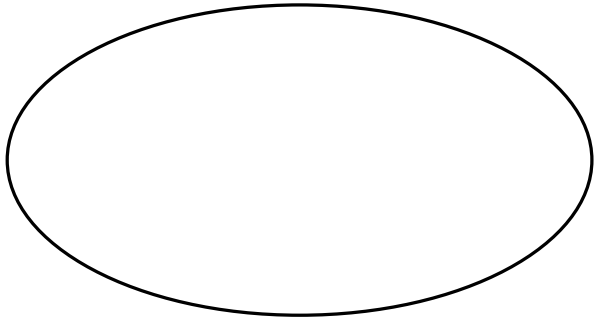
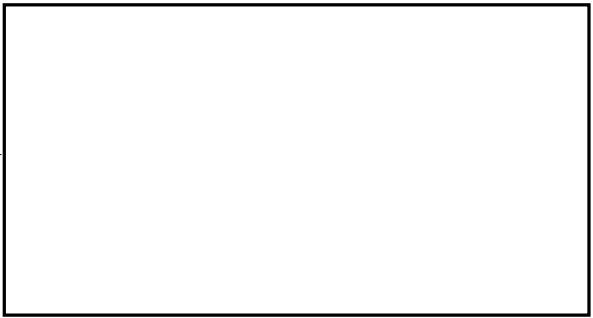
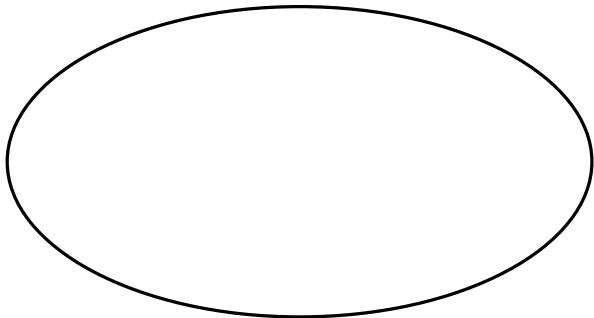

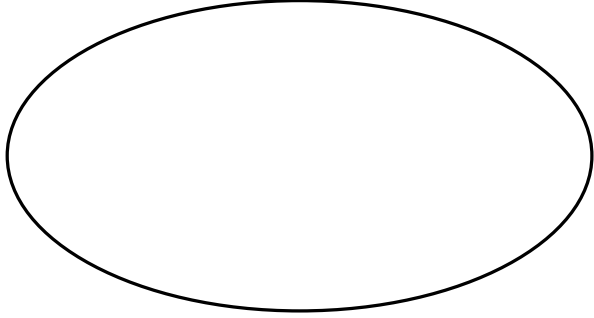

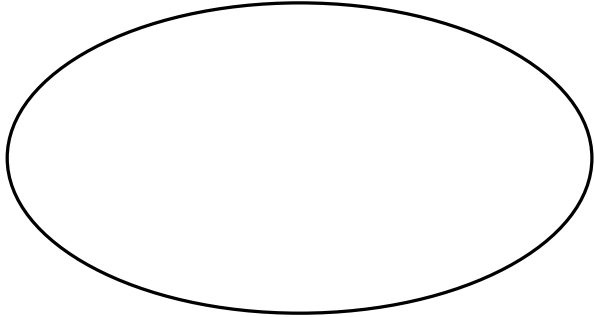

## Cause and Effect-Map 2

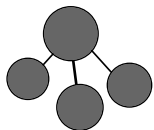
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Use this organizer to show multiple causes and effects. Write each cause in one oval. Write all its effects in the corresponding box. Add or delete ovals and boxes as needed.

**Cause**

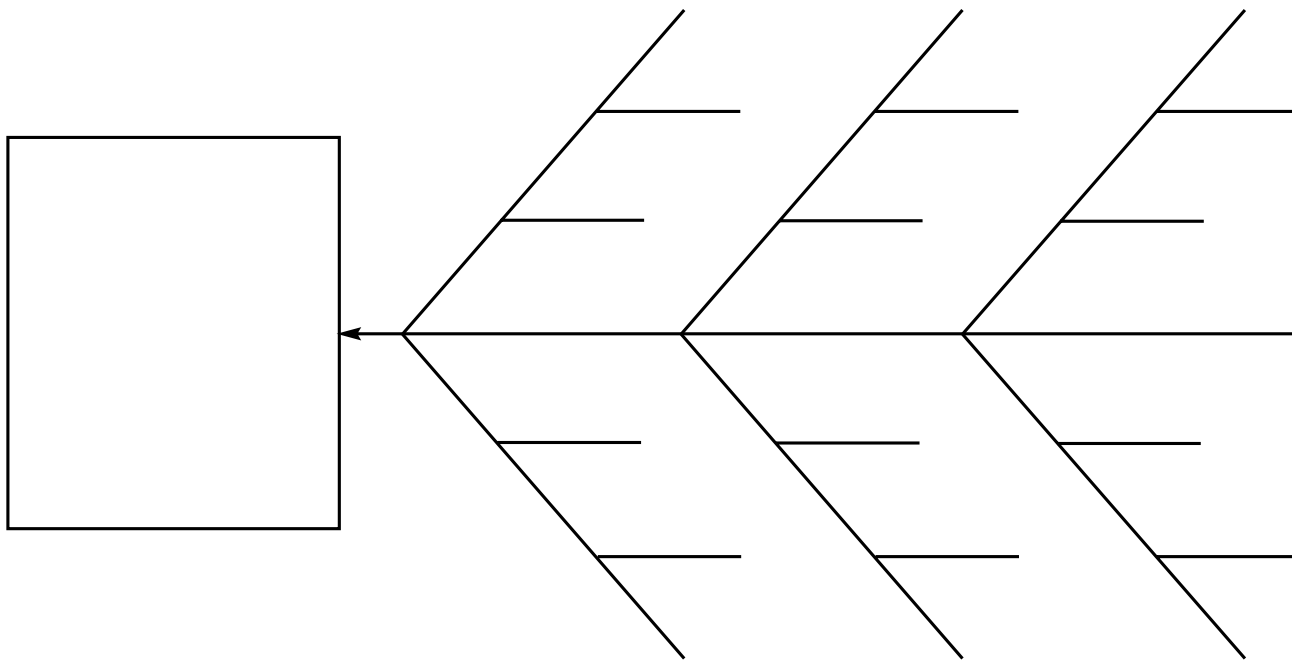
**Effect**

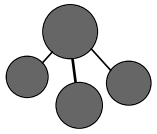
	
	
	
	



# Fishbone Map

Write the effect in the box at the left. Write the causes on the diagonal lines. Write details on the short horizontal lines. Add or delete lines as needed.

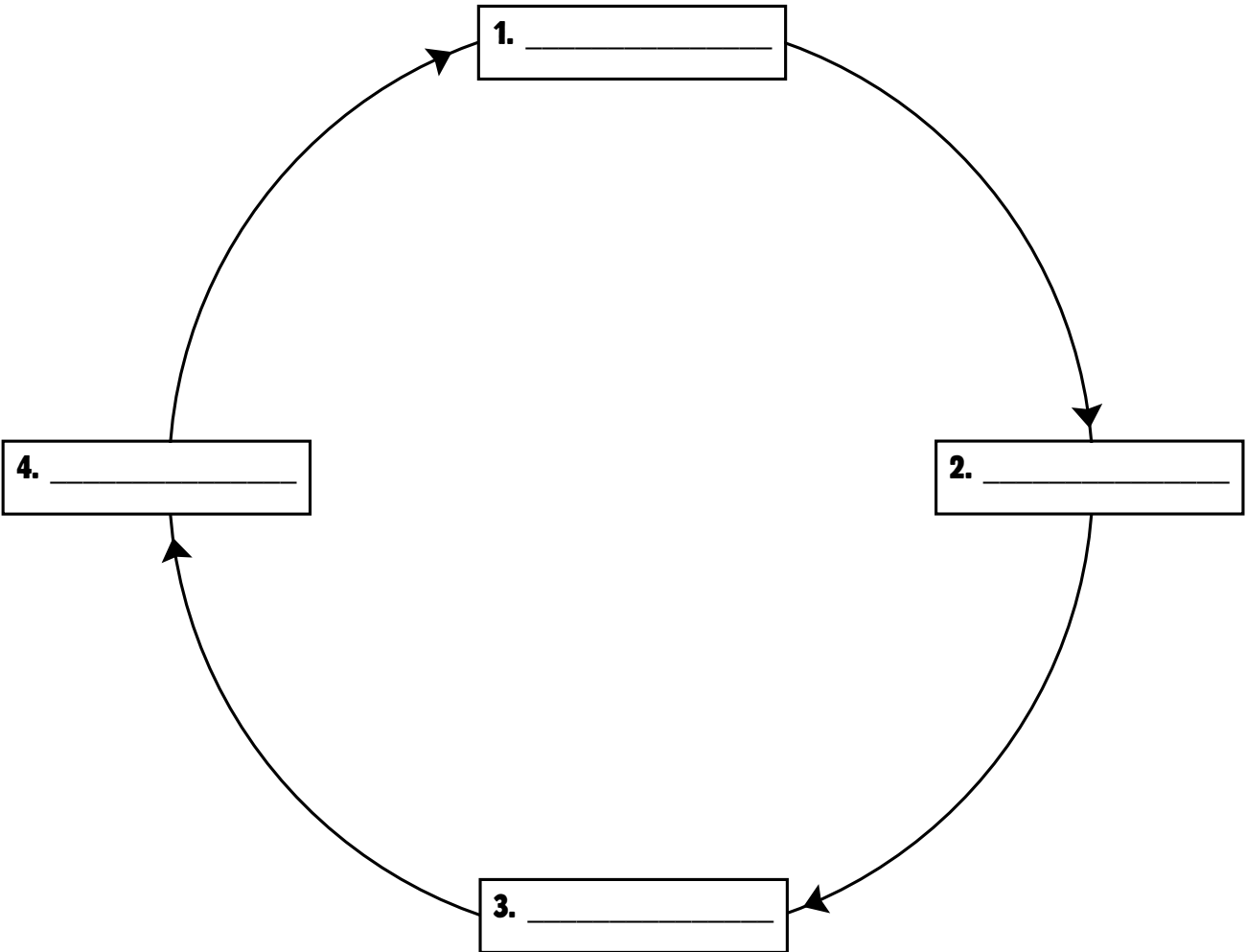




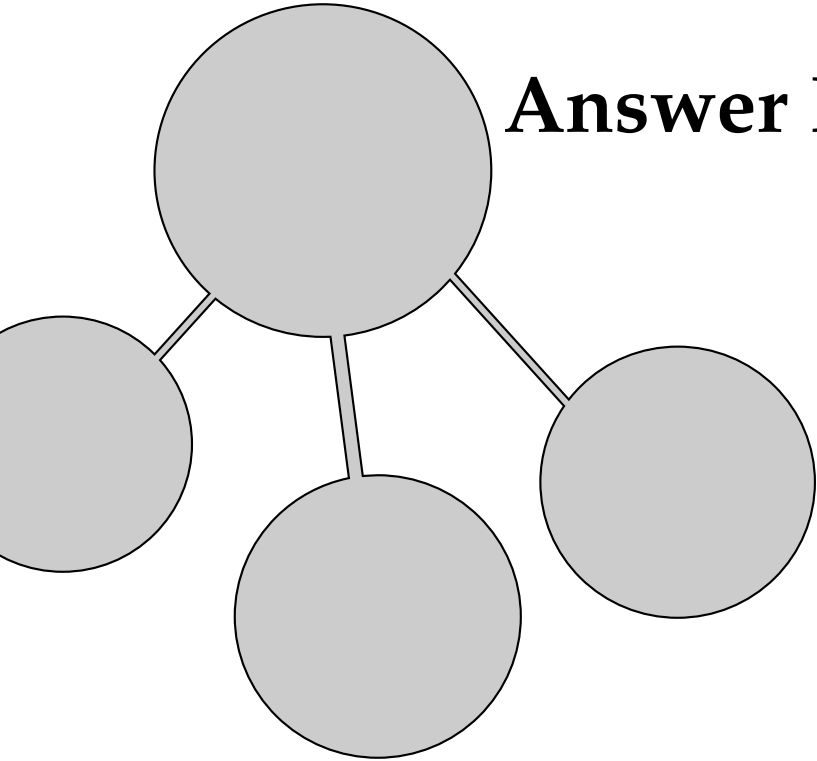
# Cycle Diagram

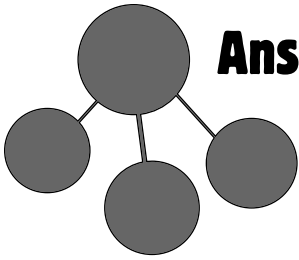
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Use this organizer to show how a series of events produces a cyclical set of results. Write the events in order on the lines. Add or delete lines and boxes as needed.



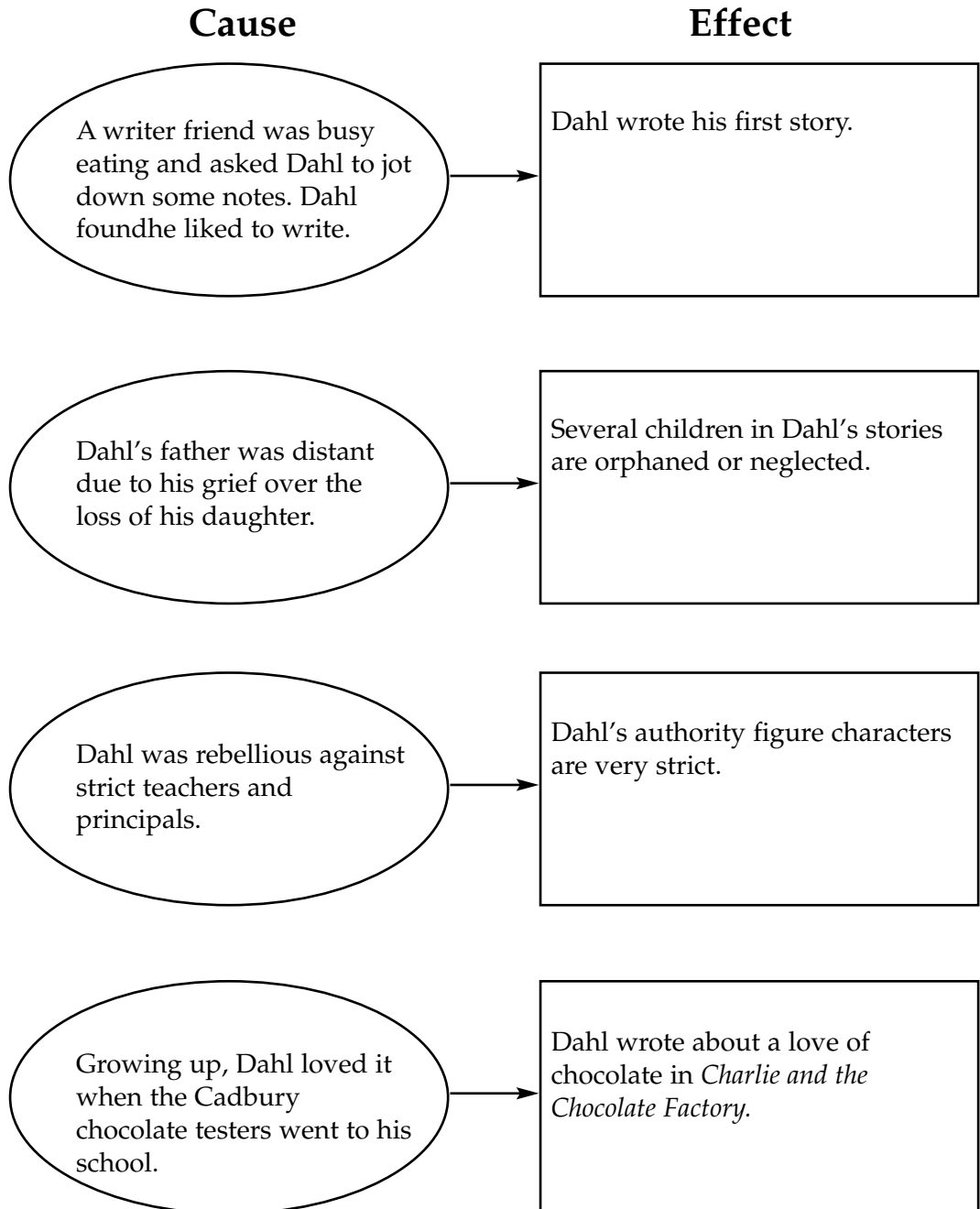
# Answer Key

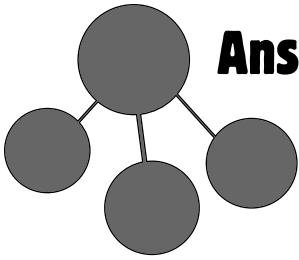




## Answer Key: Lesson 4

### Cause and Effect Maps, page 37





# Answer Key: Lesson 4

## Fishbone Map, page 41

