

**Figure 3.13: Graphic Organizer Planning Template**

Instructional Order	Planning and Implementation Steps	Your Notes
<p><b>Before Reading</b>  <i>Graphic Organizer Options</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Venn diagram</li> <li><input type="checkbox"/> Concept map</li> <li><input type="checkbox"/> Frayer model</li> <li><input type="checkbox"/> Timeline</li> <li><input type="checkbox"/> Story map</li> <li><input type="checkbox"/> Fishbone</li> <li><input type="checkbox"/> Problem and solution</li> <li><input type="checkbox"/> T-chart</li> <li><input type="checkbox"/> Question and answer</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Identify your instructional objective, driven by your standards</b>, for reading the text (for example, identify the potential causes of the Industrial Revolution; identify key details about the physical characteristics of the pink river dolphin).</p>	
	<p><b>Select a graphic organizer</b> that scaffolds students' achievement of the instructional objective (for example, Venn diagram for comparison; fishbone for cause and effect) and create a draft version of the completed graphic organizer.</p>	
	<p><b>Determine how students will process their learning</b> using the graphic organizer after the reading (for example, create a twenty-word summary of key details; debate which cause was more influential).</p>	
	<p><b>Identify how you will have students reflect</b> on how well they met the success criteria for the lesson.</p>	
<p><b>During Reading</b></p>	<p><b>Communicate the learning intentions and success criteria</b> for the lesson.</p>	
	<p><b>Introduce the graphic organizer and explain its purpose</b> for supporting the students in achieving the success criteria.</p>	
	<p>If the graphic organizer is new to students, <b>explicitly model how to extract the information</b> from the text to complete the organizer.</p> <p>If the students are familiar with the graphic organizer, <b>provide pause points for them to fill it in during the reading</b>. Be sure to consider whether collaboration with peer(s) may be necessary for additional support or increased student engagement.</p>	

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<b>After Reading</b>	<b>Engage students in extended discussion or writing</b> to process the information from their graphic organizer.	
	<b>Ask students to reflect</b> on how well they met the success criteria of the lesson (for example, score themselves on a scale of 1 to 4, with 4 being “I can teach it to someone else” and 1 being “I am confused”).	