

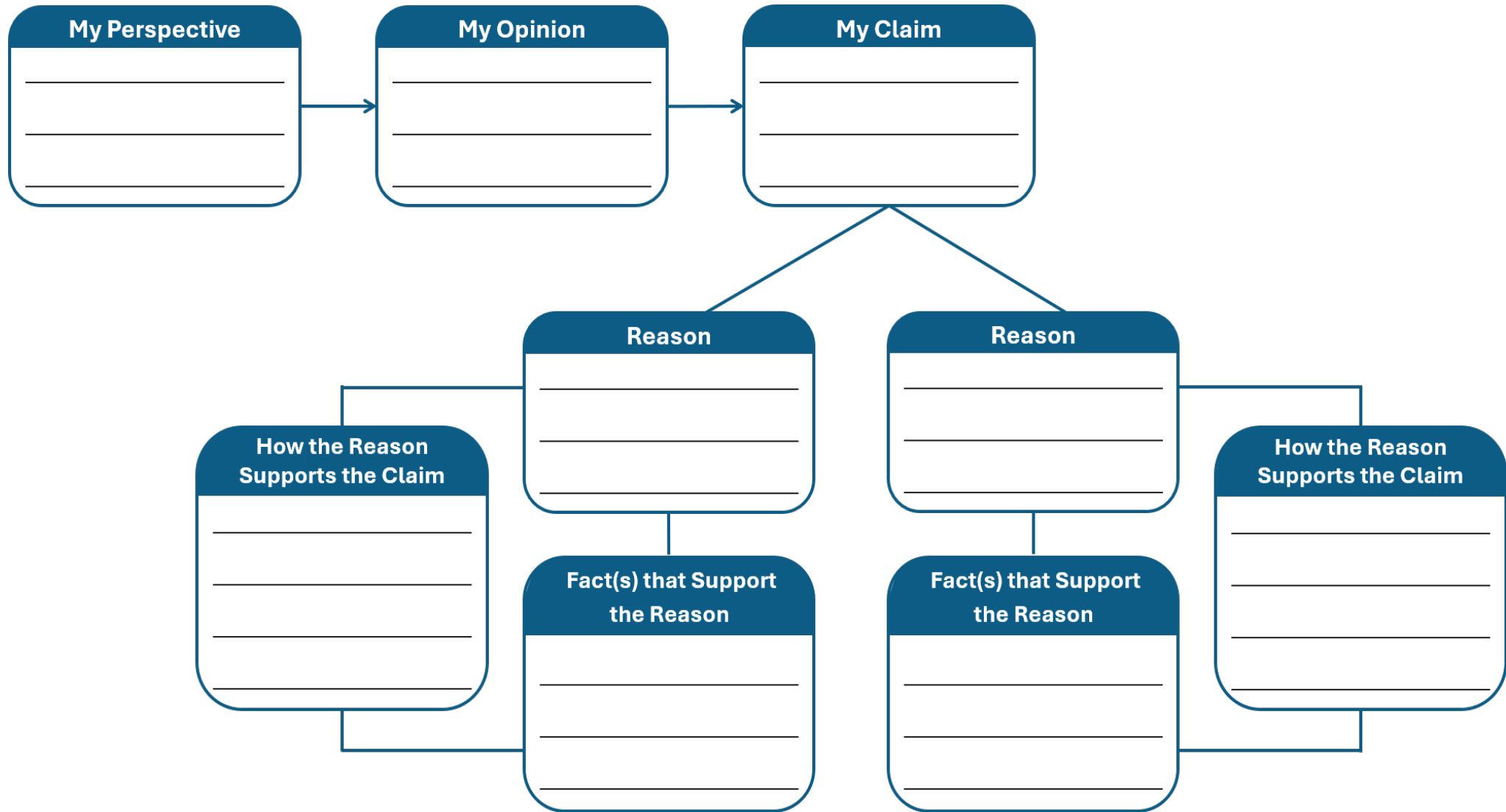
Graphic Organizers to Support the Planning Stage of the Writing Process

Before using these graphic organizers with students, review the following recommendations for how to best utilize the organizers to support students' growth as writers.

General Recommendations

- Teachers should explicitly model how to use these graphic organizers by thinking aloud through their own writing pieces.
- These graphic organizers should be used as tools for discussion—not as scripts for a lesson.
- Students must be taught how to use the graphic organizers in a way that helps them express their ideas clearly—not as a formula for writing. Allow students to use these graphic organizers as an “idea dump” by removing the pressure of expecting students to use completely accurate spelling, grammar, and conventions.
- Students should not be given these graphic organizers and expected to complete them in their entirety in one sitting. The following is a list of ways these graphic organizers could be used instead.
 - Students can complete these graphic organizers in sections to reinforce their learning of the lesson's or unit's instructional focus.
 - These graphic organizers can be used as scaffolds to support individual students or small groups. Additionally, these graphic organizers could be modified to extend students' learning if they already have a thorough understanding of the grade-level expectations (i.e., students might add additional reasons to their “Planning for Argumentative Writing” graphic organizer or add direct quotes to their “Planning for Informative Writing” graphic organizer).
 - Paired with intensive instruction and grade-level planning conversations, sections of these graphic organizers could be used to target an instructional weakness that has been identified across a grade level.
- While these graphic organizers can help make the invisible structures of writing visible for students, they cannot become the structure of a student's writing.
- Instruction must include teaching students how to move from planning to drafting. It is not enough for students to use transitional words or phrases to “glue” together the information on these graphic organizers.
- Allow students to share their graphic organizers with a partner before they commit to the ideas in the organizers.
- As students become more confident writers, teachers should begin to reduce students' reliance on these graphic organizers and encourage students to think generatively and independently.

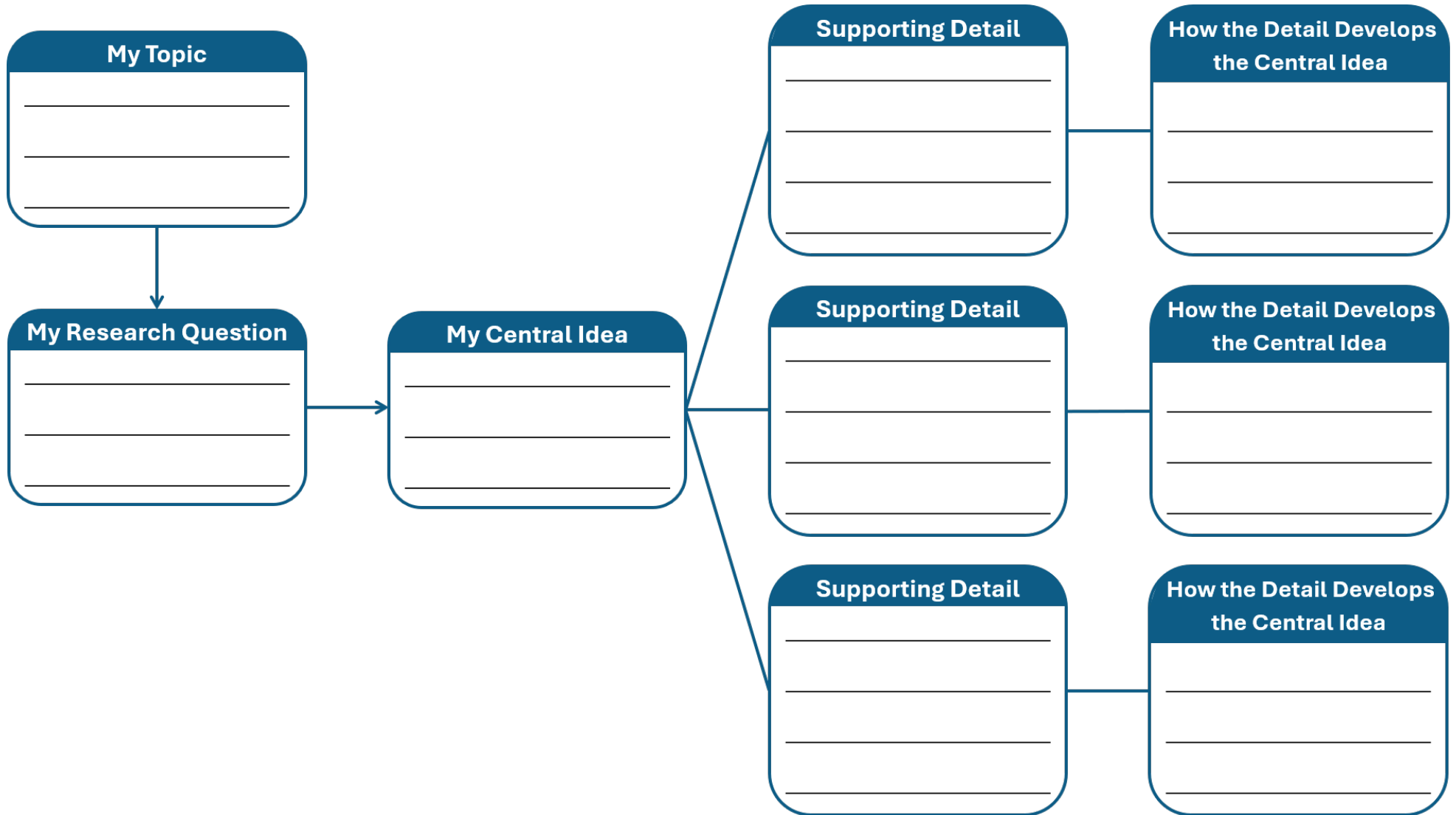
Planning for Argumentative Writing



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graph TD; A[My Perspective] --> B[My Opinion]; B --> C[My Claim]; C --> D[Reason]; C --> E[Reason]; D --> F[How the Reason Supports the Claim]; D --> G[Fact(s) that Support the Reason]; E --> H[How the Reason Supports the Claim]; E --> I[Fact(s) that Support the Reason];
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The flowchart illustrates the process of planning argumentative writing. It begins with three sequential boxes: **My Perspective**, **My Opinion**, and **My Claim**, connected by arrows. From **My Claim**, the process branches into two parallel paths. Each path consists of a **Reason** box, which then branches into two sub-boxes: **How the Reason Supports the Claim** and **Fact(s) that Support the Reason**. Each box contains three horizontal lines for writing.

Planning for Informative Writing



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graph TD; A[My Topic] --> B[My Research Question]; B --> C[My Central Idea]; C --> D[Supporting Detail]; C --> E[Supporting Detail]; C --> F[Supporting Detail]; D --> G[How the Detail Develops the Central Idea]; E --> H[How the Detail Develops the Central Idea]; F --> I[How the Detail Develops the Central Idea];
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The diagram is a flowchart for planning informative writing. It starts with a box labeled "My Topic" which leads to "My Research Question", which then leads to "My Central Idea". From "My Central Idea", three lines branch out to three separate "Supporting Detail" boxes. Each "Supporting Detail" box is connected to a corresponding "How the Detail Develops the Central Idea" box.

My Topic

My Research Question

My Central Idea

Supporting Detail

How the Detail Develops the Central Idea

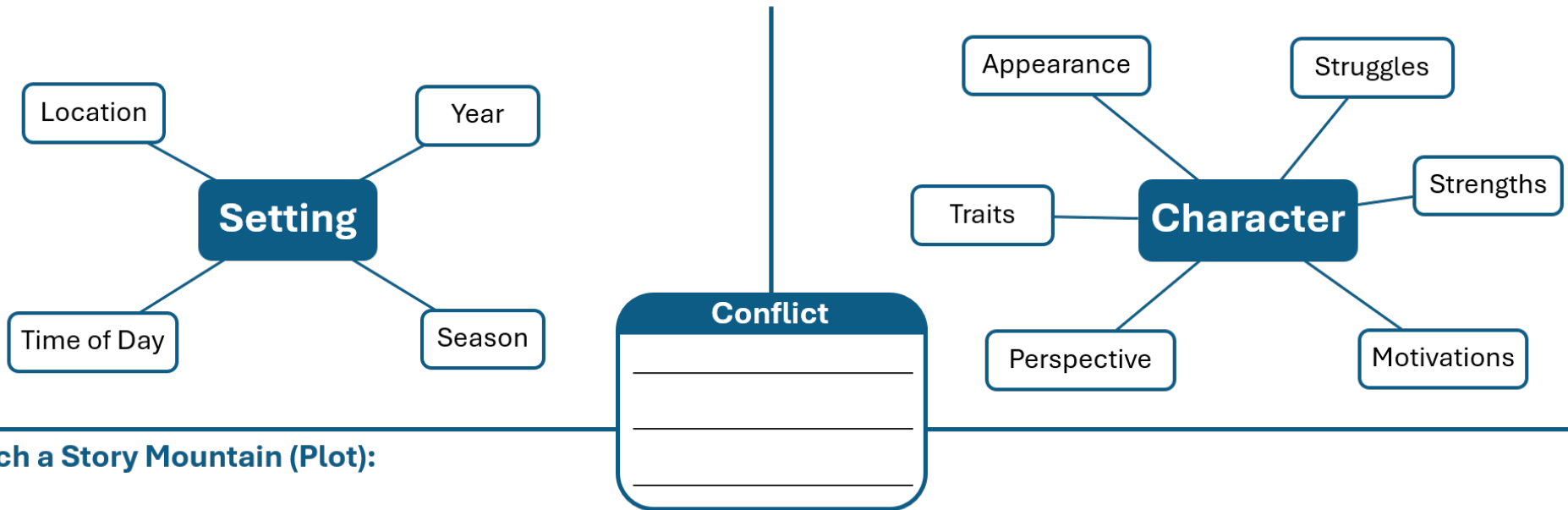
Supporting Detail

How the Detail Develops the Central Idea

Supporting Detail

How the Detail Develops the Central Idea

Planning for Narrative Writing



What leads to the conflict? How does the character deal with the conflict? Does the character change? What causes them to change? How does the story end?

Theme: _____
