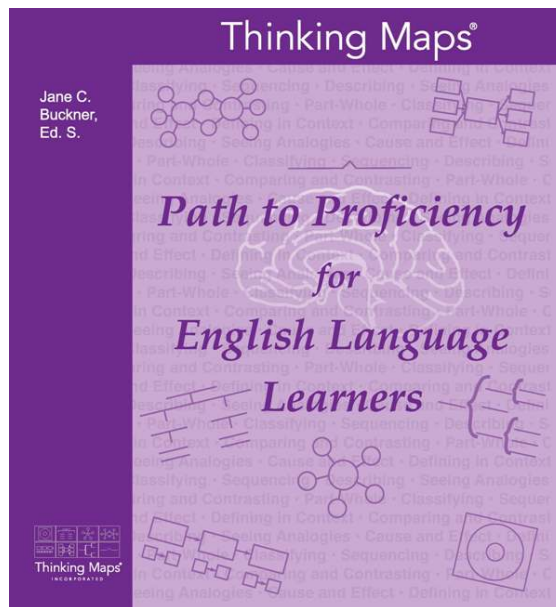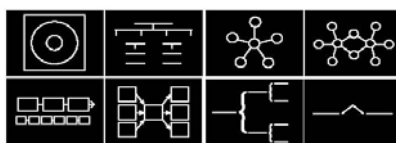# *Thinking Maps®: Path to Proficiency for English Language Learners*

Includes. . .

Training Manual
in 3-ring binder format

Thinking Maps®

INCORPORATED

PATH TO PROFICIENCY FOR ENGLISH LANGUAGE LEARNERS

TABLE OF CONTENTS

TABLE OF CONTENTS (CONT'D)

Section 4 – Applying Thinking Maps to English Language Development Levels   **149**

www.thinkingmaps.com
1-800-243-9169

TABLE OF CONTENTS (CONT'D)

Section 5 – Thinking Maps and English Language Development Strategies   **199**

TABLE OF CONTENTS (CONT'D)

TABLE OF CONTENTS (CONT'D)

INTRODUCTION

An English Language Learner (ELL), or a Limited English Proficient (LEP) student, is defined as one whose first language is a language other than English. As a result of not knowing the language, these students frequently are unable to perform ordinary classroom work in English. It is important for teachers to understand that within the broad category of English Language Learner, there are sub-categories representing a broad spectrum of abilities, backgrounds and experiences among these students. Teachers must resist grouping all students who are learning English into one category; their individual cultures must be respected and a plan for effective classroom instruction must be implemented to meet their needs. The **Tree Map** below provides a partial classification of those students who will be attempting to learn the English language.

Types of English Learners

Long-term English Learners	Recent Arrivals With Limited or Interrupted Formal Schooling	Recent Arrivals with Adequate Schooling
• Have been in US schools for several years – often placed in ESL classes • Speak English and no longer in LEP classes but struggle academically • Have conversational proficiency in English but do not have mastery of academic language in either English or native language • Do not have the formal register of English that schools demand	• Have conversational proficiency in native language – have not yet developed conversational English • Behind classmates in subject matter knowledge • Need to develop conversational English to function in social situations in and out of school – at the same time they need to develop academic English and acquire subject matter knowledge	• Have academic language and academic content knowledge • As English develops they are able to draw on this background and catch up with classmates as the academic language and concepts transfer into a second language • Need new words to express concepts they already know

Olsen, L., and A. Jaramillo. 1999. Turning the Tides of Exclusion: A Guide for Education and Advocates for Immigrant Students. Oakland: California Tomorrow.

Ruiz de Velasco, J., M. Fix and Chu Clewell. 2000. Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools. Washington, D.C. The Urban Institute.

The number of English Language Learners is increasing rapidly in the United States. In the 2003-2004 school years, 5.5 million school-age children were English Learners, up nearly 100% from a decade earlier. The numbers continue to increase, as do the challenges of working with non-native English speakers.

Compared with native English speakers, English Language Learners have higher dropout rates and demonstrate significant achievement gaps on state and national assessments. Even students with adequate formal schooling take four to nine years to score at grade level on standardized tests of reading in English.

INTRODUCTION

If English Learners make gains that are equal to native English speakers, they will never catch up; they must make one and a half to two years gain each academic year to close the achievement gap. This will only happen if they receive the best instruction possible. One highly effective and proven strategy for working with these students is the use of Thinking Maps, eight visual tools that are connected to the specific thought processes that are required to comprehend and respond to information in textbooks and on standardized tests. Since Thinking Maps are used by all teachers in all content areas, they help to lower the affective filter as students move from class to class, subject to subject, and grade to grade.

The purpose of this guide is to provide **adaptations** and **extensions** in the use of Thinking Maps to assist teachers in building bridges to academic excellence and success for English Language Learners. The overall goal of this supplementary document is to help teachers **already trained** in Thinking Maps to provide quality, challenging, and focused instruction to transition students from immersion in their native language to acquiring proficiency in English. The use of this guide **does not** replace training and implementation of Thinking Maps as a common visual language in a school setting. It should be used only after the teachers and students in a school have learned the standard uses of Thinking Maps and have introduced and practiced these uses with all of their students. Due to the rigorous academic language requirements necessary for English Learners to succeed, the adaptations that appear in this guide were found to be beneficial for English Language Learners in reaching these goals.

THE FACTS

English learners have diverse backgrounds, languages, and education profiles:

- Some have limited schooling; others read and write above grade level in their own language.
- Some have had negative school experiences and come unmotivated; others are highly motivated and have supportive families.
- Some live in poverty without books in their homes; others come from middle-class families with high levels of literacy.
- Some speak Latin-based languages, easing the recognition of some English words; others speak languages that do not have a written form.

---

www.thinkingmaps.com
1-800-243-9169

OVERVIEW OF THE MANUAL

This manual is organized as follows and is intended to be used by individuals, schools, and districts who desire an extended implementation of Thinking Maps, focused specifically on the needs of English Language Learners:

Section 1 – Introduction and Overview

This section provides an overview of the manual and its purpose.

Section 2 – Setting the Stage for Understanding

Adults who attended American schools as English Language Learners provide valuable information about what did and did not work during their school years. This section provides reflections from some of these adults who share information that can be beneficial for teachers of our young English Learners.

Section 3 – Thinking Maps Adaptations and Extensions for the English Learner

This section provides a review of the Thinking Maps with a focus on how each Map can be adapted and extended specifically for the English Learner. There are opportunities within this section for the participants to plan how they can use these adaptations with their students.

Section 4 – Applying Thinking Maps to English Language Development Levels

The focus of this section is on the characteristics and needs of each level of English Language Development. There are specific examples of the use of each of the eight Thinking Maps at each of the ELD levels. The participants have the opportunity to apply the Maps as they examine this information about the English Learner.

Section 5 – Thinking Maps and English Language Development Strategies

Teachers of English Learners have been trained in specific strategies that research has proven to be effective when working with these students. This section examines some of these strategies and how Thinking Maps can be used to enhance their implementation. The participants will have the opportunity to apply the Maps to additional strategies they are already using in their classrooms.

OVERVIEW OF THE MANUAL

Section 6 – Recognizing and Replicating Text Structures

All students enter school with the purpose of first learning to read and then reading to learn. Most of the information that students read will be in the form of informational text. This section provides information about how the Maps can be used to recognize specific text structures and then to create a Map to use for taking notes on the information. The students then learn to "take the information off the Map" and paraphrase it either orally or in written form.

Section 7 – Thinking Maps and Differentiated Instruction

Thinking Maps provide a "conceptual net" for capturing the essential information for any type of learning. This "net," however, will vary based on the ELD level of each of the students. Examples of differentiated lessons are provided in this section, as well as opportunities for the participants to identify the essential information in a piece of text and to plan a differentiated lesson for English Learners.

Section 8 – Bibliography of Resources

A list of recommended resources is provided for those who desire to learn more about research and strategies that have been proven effective for instructing English learners.

THE FACTS

In addition to learning a new language, English Language Learners must comprehend and apply Academic English, which is the delivery mode of teachers and textbooks

---

www.thinkingmaps.com
                          1-800-243-9169

The Double Bubble Map for the English Language Learner

One of the most difficult concepts for English Language Learners to grasp is **metaphorical thinking**. What many native speakers understand intuitively, the English Language Learner must "figure out." Unlike the simile where the comparison is stated outright (*The room was as quiet as a mouse*), the metaphor requires the student to determine or infer which aspects of two subjects are being compared.

For example, if the student reads a simple metaphor in literature such as *He was the rock of the family*, the student must determine what qualities a rock has, what qualities the character has, which of the qualities are the same, and which of the qualities are actually being accentuated in the metaphor. The initial definitions or characteristics could be recorded either on a Bubble Map, using adjectives or adjective phrases, or simply on a Circle Map.

Metaphor: Juan is the rock of his family.

smart   handsome   smooth

helps
in times
of trouble   **Juan**   Lifts
weights   jagged   **a
rock**   strong

found
outside

athletic   likes
pizza   difficult
to break

Understanding metaphorical thinking begins with the examination
of the qualities of the two unlike subjects that are being compared
and then looking for a common characteristic or likeness.

Consider that a rock is hard, smooth or jagged; is found outside; is difficult to break; is strong, etc. The character in the literature, if he is human, would not be hard, smooth, or jagged. He might go outside or he could live outside. The quality that the writer is actually accentuating is the strength of the rock and implying that the man is the strongest person in his family, probably emotionally, but perhaps physically as well.

The Double Bubble Map for the English Language Learner

Using the Double Bubble Map for understanding **metaphorical thinking** requires that the student completes ONLY the likenesses of two subjects. It is not necessary to complete the outside bubbles as these represent the differences only.

Once the comparison between the two subjects has been completed, the teacher should ask students to color the comparison bubble that they feel is the **intended comparison**. It is important for students to justify why they selected that particular bubble. All responses should be accepted if the student is able to provide appropriate **justification**.

Using a Double Bubble Map to compare only the likenesses of the two subjects being compared is a strategy to help students understand metaphorical thinking. After the comparison, it is important to focus on and highlight the intended comparison.
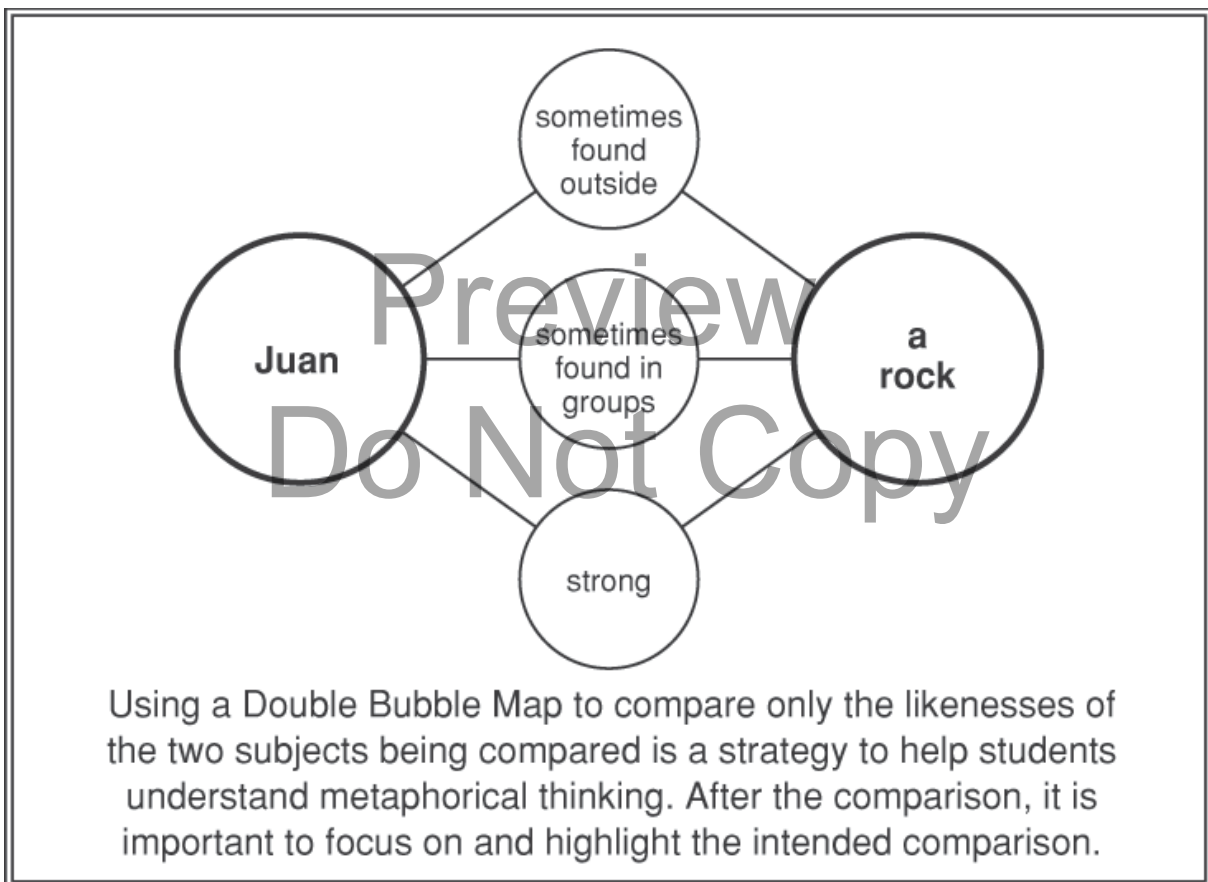
Even though metaphorical thinking is a **higher level of thinking** and does not appear early in the TESOL (Teachers of English to Students of Other Languages) standards, the preparation for this type of thinking can begin even at the lowest levels as the teacher guides students in constructing Double Bubble Maps with ONLY the center bubbles for comparing. Likenesses are often more difficult for students to determine; however, it is important for the teacher not to choose objects that are too similar, or she will not be "stretching" her students with rigorous thinking.

The Tree Map for the English Language Learner

It is important for the English Learner to be aware of **connotative**, as well as **denotative,** vocabulary. Denotative language is literal in nature (The boys were *standing* on the corner.) while connotative language has a more slanted or "loaded" meaning (The boys were *loitering* on the street corner.) Often, when a student is asked to, or attempts to, supply a synonym for a common, overused vocabulary word, a wrong choice is made. The understanding of connotation is cultural, and in some instances regional, in nature, thereby putting the English Language Learner at a disadvantage.

One way that the Tree Map is useful is in the **classification of synonyms** as having a **positive, negative, or neutral tone** associated with them. Incorporated into this could be examples of **figurative language** associated with the word. For example, the interpretation is different as one reads each of these sentences: *The old nag walked into the room. The southern belle walked into the room. The female walked into the room. The old shrew walked into the room. The princess walked into the room.* These little nuances associated with English should be specifically taught to students to enable a more positive immersion and acceptance into their learning community.

Words for Woman

Positive	Negative	Neutral	Figurative Language
lady	nag	female	Belle of the ball
princess	shrew		

When students are learning English, there are elements of culture that have been learned by native speakers by simply being exposed to it throughout their lives. One area that causes problems for the English Learner is the connotative meaning associated with particular words. The Tree Map can be used to teach and classify synonyms according to their connotative tones.

The Brace Map for the English Language Learner

It is also helpful to use the Brace Map for understanding **syllabication** and which syllable/syllables to stress in the English word. Beginning with cognates allows students to see that words that look almost the same and have the same meaning can have different **pronunciations** and **stress patterns**.

For example, the teacher could begin with the Spanish cognate *accidente* and create a Brace Map with four parts (*ac, ci, den, te*). The stressed syllable (*den*) could be written in larger letters or highlighted for emphasis.

The teacher would then create a Brace Map for the English word *accident* with three parts (*ac, ci, dent*) and write the stressed syllable (ac) larger than the others.

By doing this exercise, students have a visual presentation and cue for pronunciation and stress differences even with the cognates. Since the emphasis is on the "parts" of the words, pictures should not appear of this type of Brace Map.

The Brace Map is an effective tool for demonstrating the "parts," pronunciation, and stressed syllables in words. If possible, the teacher should begin with cognates to demonstrate this concept to the students. The stressed syllable should be designated in some manner, such as color coding or a larger size. Afterwards, the teacher can guide a discussion of how the words are alike and different.

The Flow Map for the English Language Learner

Since **vocabulary** is a major focus with English Language Learners, it is helpful to use the Flow Map and language for teaching **comparative adjectives** to the students.

In the beginning, the teacher can use the Map with pictures and distinctly different words, such as *small, medium, large*. She can then extend to words with comparative suffixes, such as *small, smaller, smallest* or *nice, nicer, nicest*.

It is important for the teacher to use the **sentence** form of language to accompany the pictures. For example, she could say as she points: *This man is tall. This man is taller. This man is the tallest*.

As an adaptation of the Flow Map in this activity, the teacher could supplement the oral language with the written form by writing *This man is* at the top of each box and the comparative adjectives at the bottom of the box.

The flow Map can be used to depict size progression.
The value for the English Learner is that words for the sizes,
or degrees can be placed on the Map. Later on, the teacher
can add sentence frames by placing a sentence starter on top
of each box. Verbal practice follows the creation of the Map.
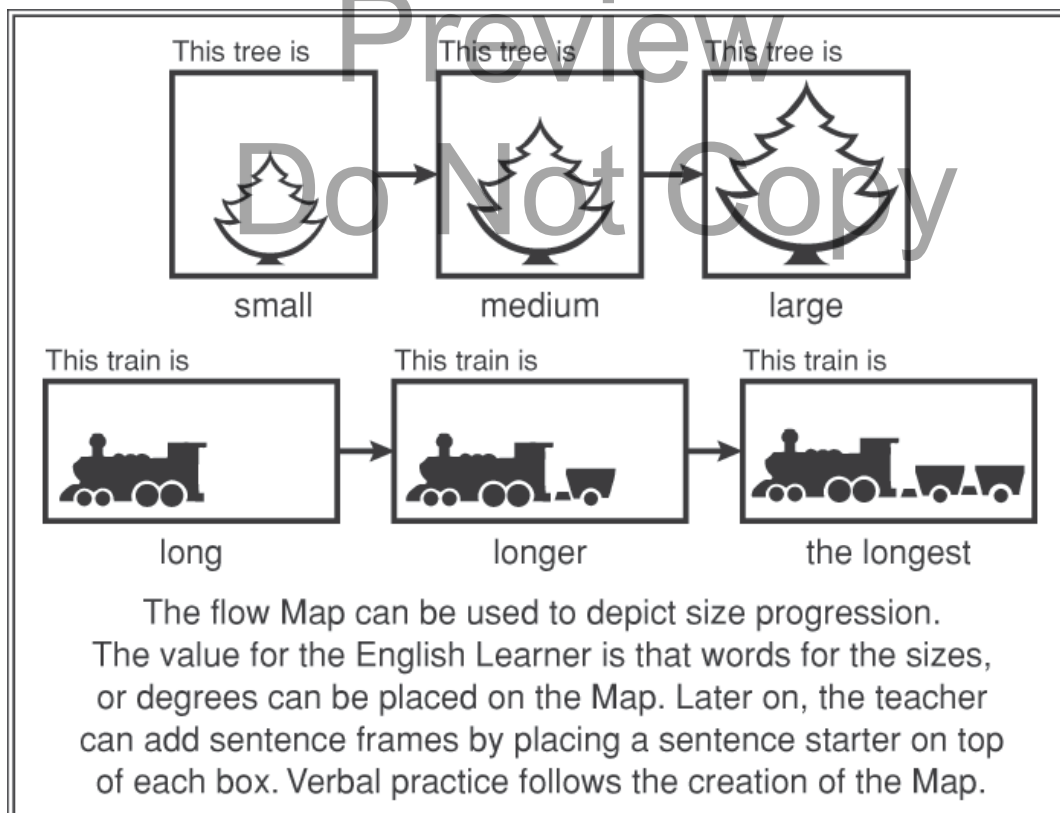
In the example in the box above, the English Learner is able to "see" that *long* and *longer* is a comparison of two things while *longest* is a comparison of three or more things.

Thinking Maps Applications for Level 2 English Learners

Building Understanding of Syntax with the Brace Map

green

can

.

jump

The

frog

The black cat can run.

The yellow bird can sing.

The green frog can jump.

The big dog can bark.

Provide several examples of a simple sentence structure (such as the ones above) written on sentence strips. Read the sentences orally, providing visual support, and focus on the identical syntax of each sentence. Cut one of the sentences apart and place the "parts" of the sentence on the parts lines of a Brace Map. Encourage the students to use the parts to construct the whole sentence in the correct order on the "whole" line of the Brace Map. Be sure to include punctuation. The teacher may number the individual parts of the sentence on the back of the sentence strip for students to use if they need assistance. Follow-up with paired practice and the creation of new sentences.

Building Understanding of Stress Patterns Using the Flow Map

fam

i → ly

family

giv

Thanks   ing

Thanksgiving

As the students are learning English one area of concern is the stress patterns related to their new language. When introducing new vocabulary the teacher can use the Flow Map to demonstrate visually which parts of the words are emphasized verbally. Note the two examples above. If cognates are used the teacher can show the difference between the stress patterns in the first language and the stress patterns in the second language using the Flow Map.

Thinking Map Applications for Level 3 English Learners

Building Extended Sentences of Contrast Using
the Double Bubble Map

; but,

are a
Mexican
food

are
ethnic
foods

is an
Italian
food

tacos

lasagna

are eaten
with the
hands

can be
made with
beef

is eaten
with a
fork

; however

Note the adaptation of the Double Bubble Map. Connective conjunctions, with
appropriate punctuation, is included on an arc between two contrasting ideas.
The teacher should provide guidance in "reading" the Map and the structure for
sentences of contrast: *Tacos are a Mexican food; however, lasagna is an Italian food.*

Building Vocabulary and Figures of Speech Using the Tree Map

Dog

Alternative words/phrases	Kinds/Breeds
Hound	German Shepherd
Mutt	Siberian Husky
Pooch	Poodle
Puppy	Labrador Retriever
Canine	
Man's best friend	

Note the categories of information related to dogs. The Tree Map can be used
to extend the vocabulary of students, and to instruct them in figures of
speech used by a culture of people (*ex.* man's best friend). It is also beneficial
to provide information for any connotations related to the alternative words/
phrases (*ex.* mutt) and to identify academic vocabulary (*ex.* canine).

Strategy: Connect Language Acquisition to the Real World by Using Concrete Objects to Build Vocabulary

One of the advantages of using Thinking Maps with realia is being able to introduce higher level thought processes, the concept of bigger ideas, and more inclusive terminology. For example, the teacher could bring in various flatware pieces, including serving spoons, spatulas, etc. She would then ask the students to sort the flatware. Once this is done, the teacher would transfer the sorted piles to a flat surface with a **Tree Map** drawn on a large piece of paper and then write the name of each category on the appropriate line (*forks, knives, spoons, other*). The teacher would then write the big/main idea (*utensils*) on the top line of the Tree Map. Since Thinking Maps are most effective when students take the information off the Map either orally or in written form, the teacher could model using the appropriate language*: Forks are utensils. Spoons are utensils. Knives are utensils*. This concept can be expanded by creating additional sub-categories for the utensils, such as *salad forks, dinner forks*, and *serving forks*. As an extension, the teacher could introduce the concept of eating utensils, serving utensils, and cooking utensils.

Classroom Application

In the space below, create two Tree Maps that you could use with realia, other than the flatware example above. One of the Tree Maps should be appropriate for the beginner or early intermediate level (Levels 1 and 2). The other Tree Map should be appropriate for the intermediate level (Level 3).
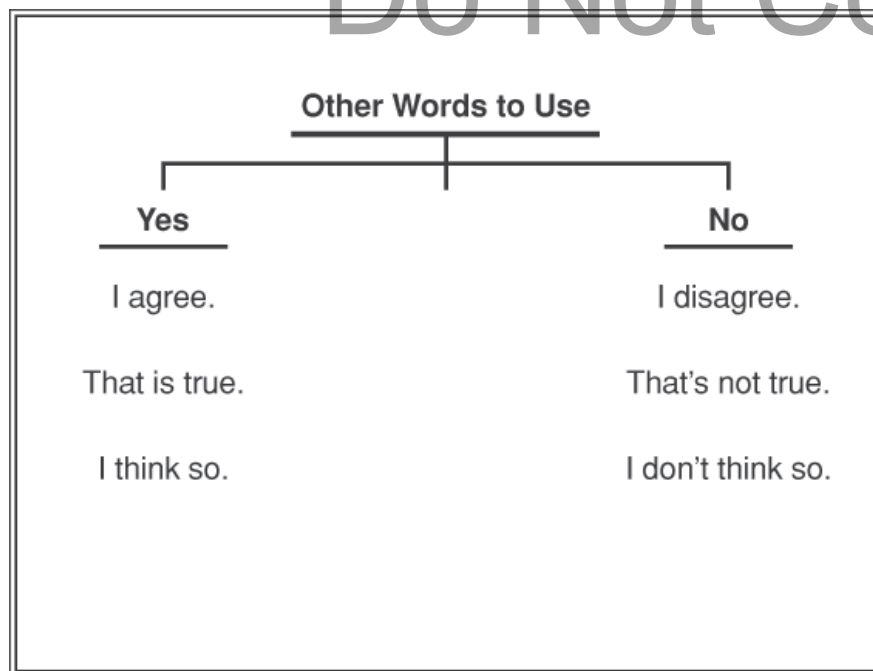
Realia Tree Map Idea for Beginner/Early Intermediate Level:

Realia Tree Map Idea for Intermediate Level:

Strategy: Build Vocabulary to Support Understanding and Enable Students to Use English in Culturally and Socially Appropriate Ways

Teachers of English Learners are faced with the daily challenge of building background information that is often missed because their students were born in a different country. Still others have lived in small non-English speaking communities in the United States. For this reason, the teacher must preview the vocabulary to be encountered and then review the new words to ensure that they are internalized.

Vocabulary development is multi-leveled, both for the English Learner and for those who are native English speakers. The lowest level is the learning of words that can be associated with a concrete object, picture, or action. (ball, table) A different level of learning occurs when students must use other, abstract words to connect these concrete terms and create a complete thought. (The ball is on the table). Beyond this level comes verb tense, pronoun usage, subject verb agreement, etc., which are skills that take years to master. Students are also introduced to varied, sophisticated sentence structures into which they must fit the vocabulary that they have acquired. The sequence of development is the subject of numerous publications and is the daily work of teachers of English Learners.

Other Words to Use

Yes	No
I agree.	I disagree.
That is true.	That's not true.
I think so.	I don't think so.

Thinking Maps can be used for all levels of language as a way to increase vocabulary. For example, a Tree Map can be used to remind students of alternative ways to communicate the same information. Of course, oral rehearsal must be provided for any new vocabulary.

Strategy: Build Vocabulary to Support Understanding and Enable Students to Use English in Culturally and Socially Appropriate Ways (continued)

As students learn single concrete nouns, the Bubble Map can be used to supply words that can be used to describe that term. It is helpful to use both the word and a picture cue in the Bubble Map when students are generating or learning to describe. The vocabulary can be extended into constructing phrases and sentences by creating the idea that all concrete nouns can be described and all concrete nouns "do" something even if it just "sits." (The large television sits on the table). Learning is further facilitated if the teacher uses color coding at the lower levels of proficiency to designate each part of speech. In other words, adjectives, nouns, and verbs would be written in different colors. In this way, students are given a visual cue for constructing a sentence, such as the "red" word, or adjective, always comes before the "green" word, or noun. This idea can be expanded to include articles before the adjective and phrases after the verbs.

Words

| Adjectives	Nouns	Verbs
furry	dog	barked
tall	tree	swayed
bright	sun	scorched
pretty	teacher	smiled

Applying and Extending the Strategy

Create two new branches for the Tree Map above. Add a branch for articles and another for phrases. When you are done, the Tree Map will have five categories rather than three. The Tree Map can be used with students for constructing sentences. (The furry dog barked at the car.)

Strategy: Build Vocabulary to Support Understanding and Enable Students to Use English in Culturally and Socially Appropriate Ways (continued)

As students progress in their English proficiency, they can be introduced to how word selection creates the tone of a piece of writing. In other words, they see how the writer deliberately selects language to create a predetermined impression in the reader's mind. To assist students with this understanding, the teacher should begin with a discussion of a list of words and classify them on a Tree Map as to whether they are positive, negative, or neutral in tone.
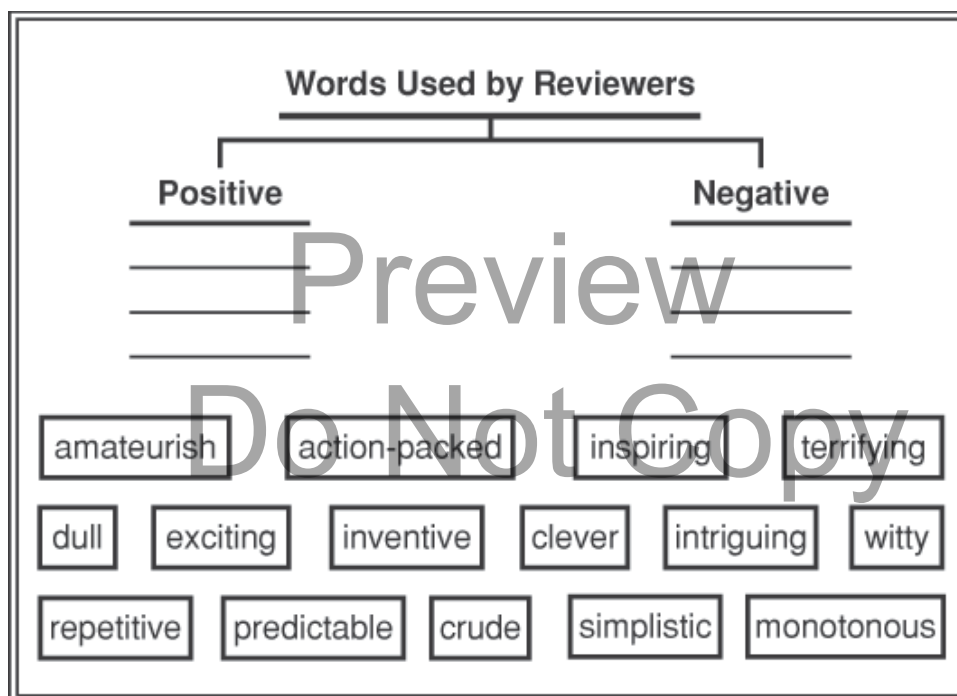
Afterwards, the teacher can ask students to read movie or book reviews, look for connotative language, and indicate on a partial Multi-Flow Map whether or not the writer would recommend the book or movie.

Applying the Strategy

Complete the Movie Review Activity by reading the two reviews and constructing the partial Multi-Flow Map.

**Pirates of the Golden Isle**
Clayton Carter

If you have ever seen a pirate movie in the past, don't waste your time going to this movie. Without a doubt, this is one of the most predictable films I have ever seen. The script could have been written by an amateur and the plot is completely unbelievable. There is some good cinematography but not enough to save the film. Sean Grubbs's acting is the one pleasant aspect of the movie.

Pirates of the Golden Isle
Marianne Clements

"Pirates of the Golden Isle" is an action-packed pirate drama that is one of the best that I have seen. If you just want swordfights and buried treasure, you may be disappointed since this intriguing movie also provides a complex plot that is never dull. My only negative is that some of the language may be too crude for young children. This fun movie is full of fine acting.

Support your response
with reasons
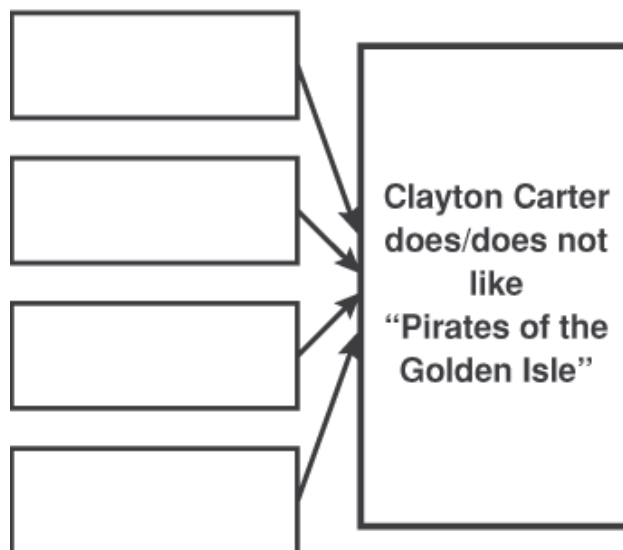
Clayton Carter does/does not like "Pirates of the Golden Isle"

Strategy: Build Vocabulary to Support Understanding and Enable Students to Use English in Culturally and Socially Appropriate Ways (continued)

Another problem area for English Learners is the use of synonyms. Often, they are taught to rely on a Thesaurus for expanding their vocabulary and making their writing more interesting. In truth, the use of synonyms requires an understanding of the slight nuances in a culture and of the attitude or state of mind associated with a particular word. For example, "stuttered" and "screamed" both refer to speaking; however, the attitude or state of mind would be quite different for one engaging in those types of activities. Acting out the difference between words should be used in combination with Thinking Maps. Following is an example of how this idea can be applied in the classroom.

Applying the Strategy

In your small group, discuss the differences between each of the words to the right.

Please do not walk, mosey, saunter, stroll, toddle, tread, traipse, troop, ambulate, prance, dance, tramp, skip, lumber, plod, slog, stride, trudge, run, scurry, beat feet, scamper, scoot, crawl, creep, or step on the plants.

Thank you.

saunter   plod

Sequence from
Slowest to Fastest

scamper

crawl

mosey
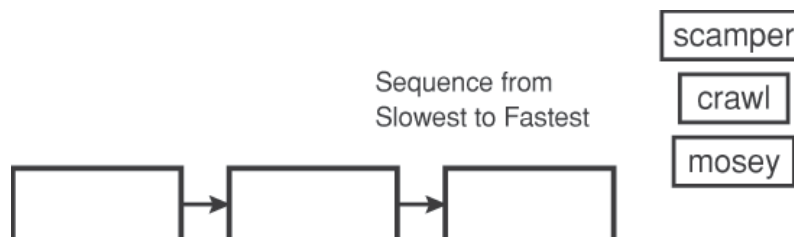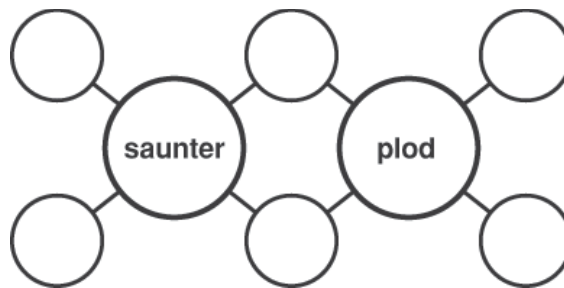
Strategy: Provide Direct Instruction for Idioms and Figures of Speech

The use of idioms, metaphors, and figurative language is so widespread in the English language that understanding these expressions is essential to successful communication. These expressions occur in listening, speaking, reading, and writing. Without a working knowledge of these expressions, the English Language Learner will be at a significant disadvantage.

> Idioms are expressions made up of words that take on new and different meanings when they are used in combination with one another.

Understanding idiomatic expressions, in particular, is not an easy task for those learning English. They must be taught that the phrase has a meaning that is different from the meaning of its individual parts. To add to the difficulty, it is often difficult to translate an idiom from one language to another without losing the intended meaning. For these reasons, it is necessary for the teacher

to reword, explain, and simplify any idiomatic expressions that a student encounters, as well as introduce those that a student is likely to encounter. The teacher could use a Tree Map for idioms with the categories *illustration, idiom,* and *real meaning.* She could begin by showing the illustrations and leading a discussion about the picture. Then, she would introduce the English idiom and the real meaning for the cultural expression.
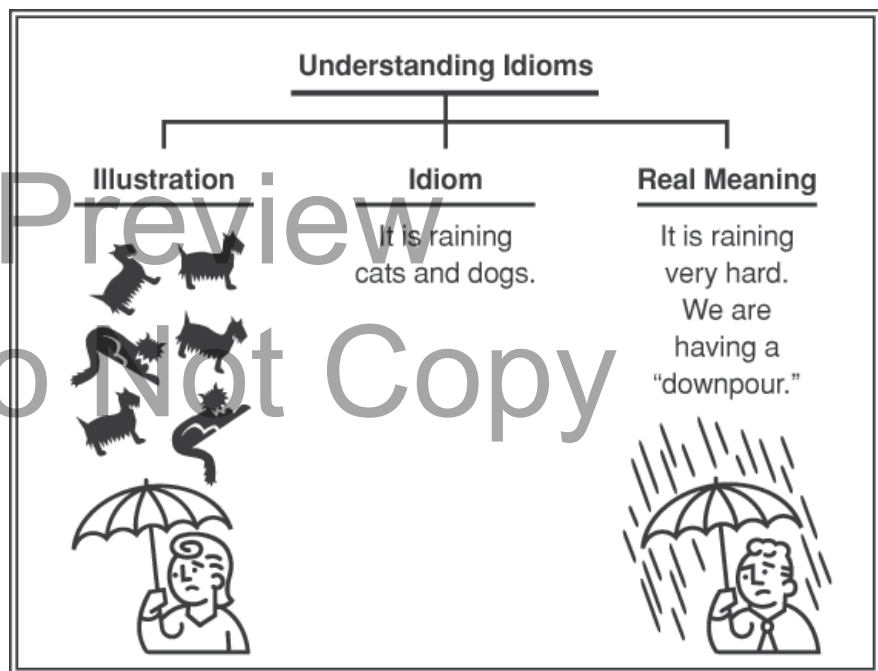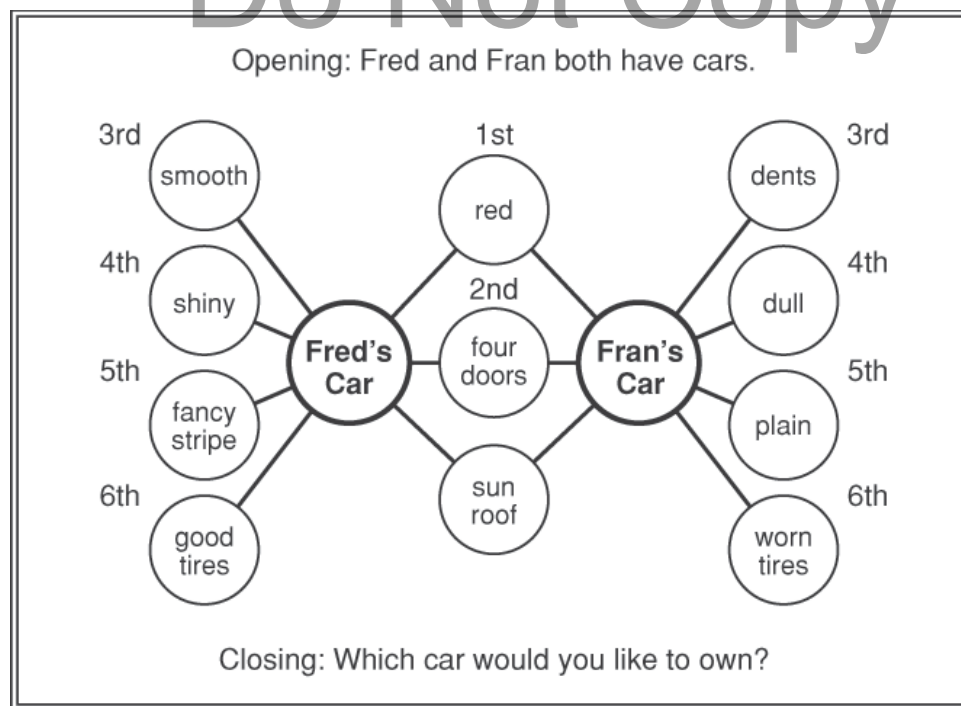
Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast

The basic text structures for **Expository Writing to compare and contrast** begin with the Double Bubble Map for organizing information. The way the information is removed from the Map and placed in paragraph form will determine which parts of the Map are used in which order to construct a compare/contrast essay.

Basic Text Structure # 1

The first basic text structure is the simplest to teach; yet, it can be the least impressive, so teachers will want to expand beyond this level at some point. With this structural pattern there is a point-by-point comparison. The writing has an opening paragraph, one paragraph of point by point comparison, and a closing paragraph.

> Both Fred and Fran have cars. Fred's car is red. Fran's car is red. Fred's car has four doors and a sunroof. Fran's car has four doors and a sunroof. Fred's car is smooth. Fran's car has dents. Fred's car is shiny but Fran's car is dull. Fred's car has a fancy stripe down the side. Fran's car is plain. Fred has good tires; however, Fran's tires are worn. Which car would you like to own?

Opening: Fred and Fran both have cars.

3rd smooth	1st red	3rd dents
4th shiny	2nd four doors	4th dull
5th fancy stripe	**Fred's Car** — **Fran's Car**	5th plain
6th good tires	sun roof	6th worn tires

Closing: Which car would you like to own?

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast
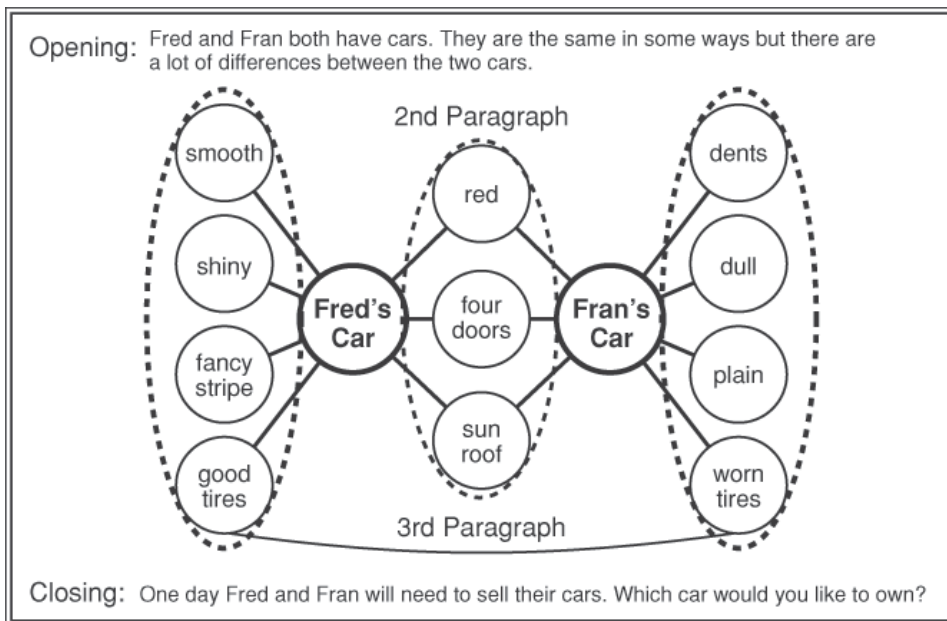
Basic Text Structure # 2

Another basic text structure for compare and contrast is to group all the likenesses together and all the differences together. The writing has an opening paragraph, one paragraph about the likenesses, one paragraph about the differences, and a closing paragraph.

   Fred and Fran both have cars. They are the same in some ways but there are many differences between the two cars.

   One of the most obvious likenesses between the two cars is their bright red color. Both of the cars also have a sunroof. Since both Fred and Fran like to drive their friends around, their cars have four doors.

   The differences between Fred's car and Fran's car are numerous. While Fred's car is smooth and shiny Fran's car is full of dents and the paint has become dull. Fred's car has a fancy stripe down the side that gives his car a sporty appearance; however, Fran's car is very plain and uninteresting. Unlike Fran who has worn tires, Fred has a good set of tires on his car.

   One day Fred and Fran will need to sell their cars. Which car would you like to own?

Opening: Fred and Fran both have cars. They are the same in some ways but there are a lot of differences between the two cars.

2nd Paragraph

smooth — shiny — fancy stripe — good tires — Fred's Car — red — four doors — sun roof — Fran's Car — dents — dull — plain — worn tires

3rd Paragraph

Closing: One day Fred and Fran will need to sell their cars. Which car would you like to own?

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast
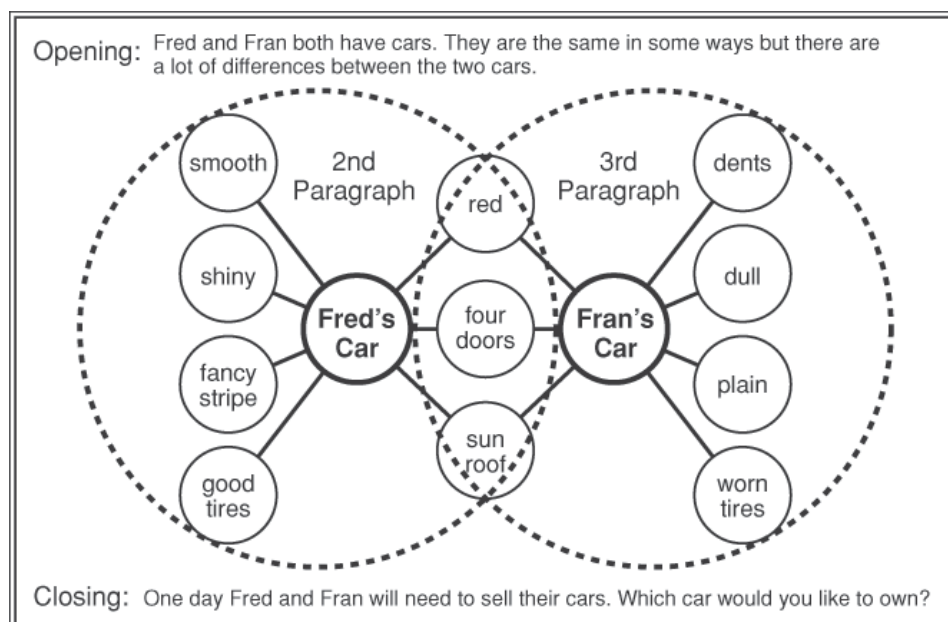
Basic Text Structure # 3

This is the most sophisticated of the basic text structures for compare and contrast writing as it requires the reader to infer the likenesses and differences. The writing has an opening paragraph, one paragraph about one topic, one paragraph about the other topic, and a closing paragraph.

Fred and Fran both have cars. They are the same in some ways but there are many differences between the two cars.

Fred's car is a bright red color. Along the side of his four-door car is a fancy stripe that gives it a sporty appearance. He enjoys using the sunroof as he cruises around town. The brand new tires and the smooth, shiny finish show how he takes care of his car.

Fran's car is red but it has no fancy trim. Her worn tires seem to go well with the dented, dull surface of the car. At one time she enjoyed using the sunroof but it no longer opens. Two of the four doors of her car are also in need of repair.

One day Fred and Fran will need to sell their cars. Which car would you like to own?


Opening: Fred and Fran both have cars. They are the same in some ways but there are a lot of differences between the two cars.

Closing: One day Fred and Fran will need to sell their cars. Which car would you like to own?

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast

Strategy #1

Begin with a Double Bubble Map for Organizing.

- Opening paragraph
- One paragraph of point-by-point comparison
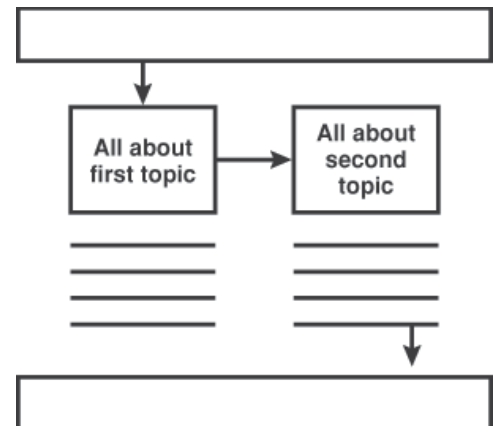- Closing paragraph
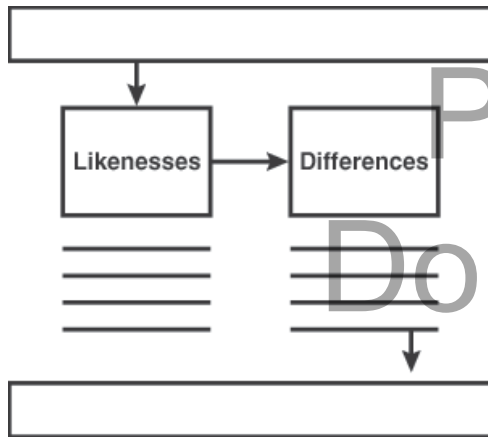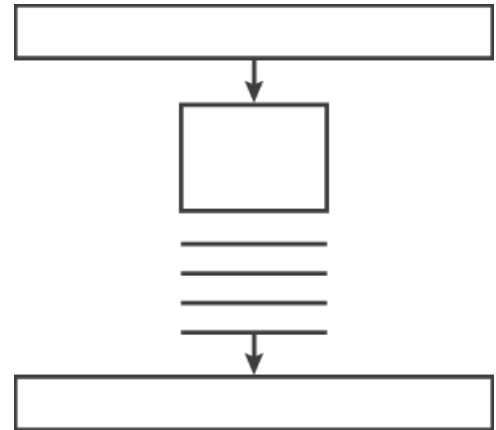
Strategy #2

Begin with a Double Bubble Map for Organizing.

- Opening paragraph
- One paragraph of likenesses
- One paragraph of differences
- Closing paragraph

Strategy #3

Begin with a Double Bubble Map for Organizing.

- Opening paragraph
- One paragraph about first topic
- One paragraph about second topic
- Closing paragraph

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast

Applying the Skill

Read the information below. (1) Begin by collecting information about the two topics on a Tree Map. (2) Using the information from the Tree Map, construct a Double Bubble Map of the most significant likenesses and differences between the two topics. (3) Write a brief compare/contrast composition using **each** of the three strategies to present the information.

Raul and Josefina have lived next door to each other all of their lives. At one time they were best friends, but as they got older they began to drift apart from one another.

Josefina wakes up at 7:00 am and gets dressed for school. She sits down with her family and eats a grapefruit, toast, egg and a glass of milk for breakfast. She brushes her teeth, grabs her book bag and bike helmet and rides off to school. She has quit stopping for Nick because he is never ready on time.

Raul rolls out of bed at 7:45 am, throws on his clothes, and grabs a Pop Tart to eat in the car as his mom drives him to school.

At lunch Raul and Josefina sit together. Josefina empties her lunch box and begins eating her tuna sandwich, apple and yogurt. Raul begins munching on his chips, baloney sandwich and chocolate pudding while drinking a can of soda to wash it down. Josefina has milk with her lunch.

After school, Josefina goes straight to soccer practice while Raul goes home and watches television.

For dinner Josefina's family eats tacos with rice and beans, lettuce, tomatoes and cheese. Raul's family has hot dogs and French fries.

After dinner the two friends get together to do their homework. When they finish, Josefina goes home to shower and get ready for bed. She is in bed by 9:00 pm so she will be well-rested for school tomorrow. Raul plays video games until 10:30 pm and then gets ready for bed.

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast

Create a Tree Map for Gathering Information about Josefina and Raul:

Create a Double Bubble Map Comparing and Contrasting Raul and Josefina:

Understanding the Thought Processes and the Basic Text Structures of Expository Writing to Compare and Contrast

Written Comparison of Raul and Josefina Using Strategy # 1:

Written Comparison of Raul and Josefina Using Strategy # 2:

Preview
Do Not Copy

Written Comparison of Raul and Josefina Using Strategy # 3:

Suggested Sentence Frames for Comparing and Contrasting

Similarities:

_____ can (is, are) _____. _____ can (is, are) _____.

Differences:

_____ can (is, are) _____. _____ can (is, are) _____.

Similarities:

_____ and _____ can (are) _____.

Both _____ and _____ can (are) _____, _____, and _____.

Differences:

_____ can (are) _____, but _____ can (are) _____.

_____ are (can) _____, _____, and _____, but _____ are (can) _____, _____, and _____.

_____ can (are) _____; however, _____ can (are) _____.

Similarities:

_____ and _____ are similar because they are both _____.

_____ and _____ are both _____.

Differences:

There are several differences between _____ and _____. The most important is that _____ are (can) _____ and _____ are (can) _____.

They are different because _____ are (can) and _____ are (can) _____.

What is a Framework for Differentiating Instruction Using Thinking Maps?

TOPIC: GECKOS

Content: Picture books, videos, and the following information about geckos.

Geckos are small to average sized lizards which are found in warm climates throughout the world.

Geckos come in various colors and patterns. Some have subtle patterns and are somewhat rubbery looking, while others can be brightly colored. Some types of geckos can change color to blend in with their surroundings. They also change their color in different seasons.

The toes of the gecko have attracted a lot of attention as they adhere to a wide variety of surfaces. They can cling just as easily to a slick surface as they can to a rough one. They can even cross indoor ceilings with ease. Their toes seem to be "double jointed," but this is not true. Their toes actually bend in the opposite direction from our fingers and toes. This allows them to peel their toes off surfaces from the tips inward.

Geckos can also do other interesting things. They can shed their tails when attacked. When the tail drops off, it wriggles on the ground. The wriggling tail may confuse an attacker. This gives the gecko time to escape. New cells will grow where the tail dropped off. This growth is called a bud. The bud grows into a new tail. After 8 to 12 months, the gecko has a full-sized tail.

Most geckos have no eyelids. Instead they have a transparent membrane covering the eye, which they lick to clean.

Geckos are unique among lizards in their vocalizations. They make chirping sounds as they interact with other geckos.

When they feel threatened many species of geckos will expel a foul-smelling material onto their aggressors.

People who live in warm regions of the world, where several species of geckos make their home inside human habitations, often see the small lizards crawling on their walls. They are seldom really discouraged because they feed on insects. Some people even keep geckos as pets

Big Idea: Animals have unique characteristics that enable them to survive.

What is a Framework for Differentiating Instruction Using Thinking Maps?

All students will see a video about geckos.

Level 1 and 2 students will use various picture books and illustrations from the internet.

Level 3 students will use the report about geckos on the preceding page.

Level 4 and 5 students will use the report about geckos, as well as other selected sources.

- **Focus for Level 1** is learning the parts of the gecko and key vocabulary words.

- **Focus for Level 2** is learning the parts of the gecko, key vocabulary words, and constructing simple sentences about the gecko.

- **Focus for Level 3** is on the basic characteristics of the gecko and how its unique parts help it survive.

- **Focus for Levels 4 & 5** is on the characteristics of the gecko and how it, as well as other reptiles, have unique parts and behaviors that help them survive.

Extension Idea: Explaining how scientists can use the construction/function of the geckos' toes to benefit mankind or advance technology.

PROCESS

Level 1 students can use pictures of a gecko to create a **Brace Map** with the parts of the gecko and then label the basic parts with key vocabulary words.
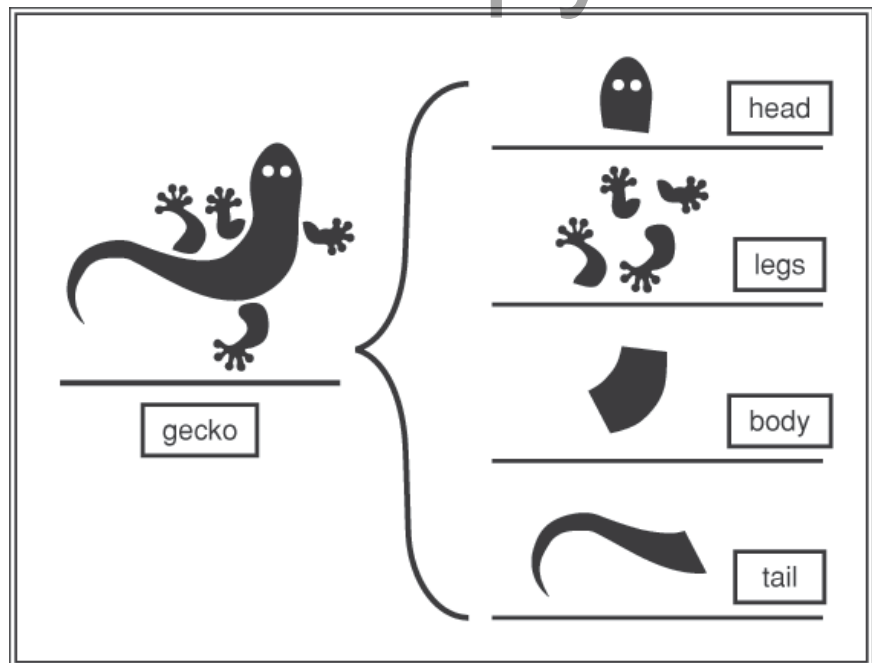
What is a Framework for Differentiating Instruction Using Thinking Maps?
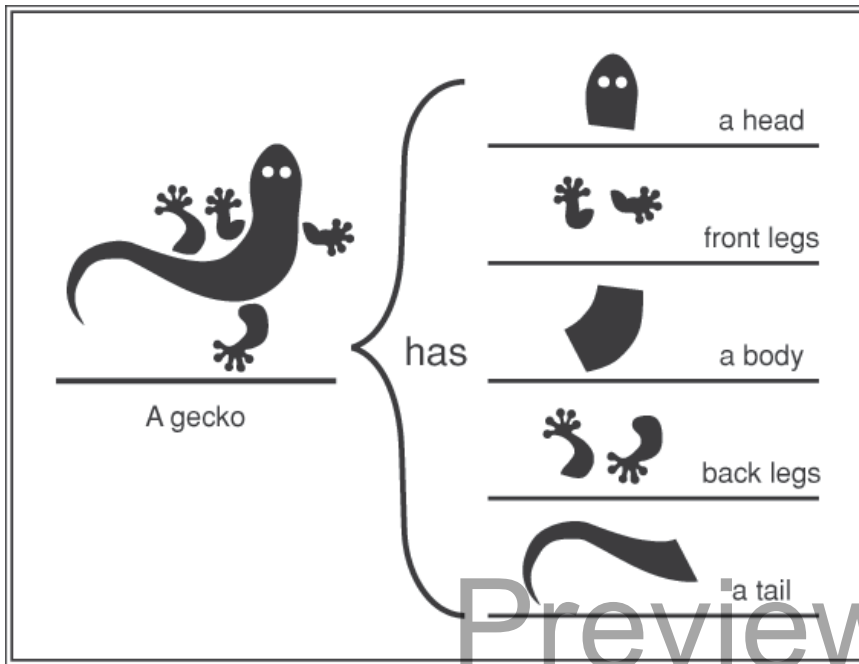
**Level 2** students can use pictures of a gecko to create a **Brace Map** with the parts of the gecko and then label the basic parts with key vocabulary words. Articles and verbs can be added to the Map to facilitate the construction of simple oral sentences.

Level 3 students at the **lower** level use the previous information on geckos to construct a **Tree Map** with categories that have been named by the teacher.
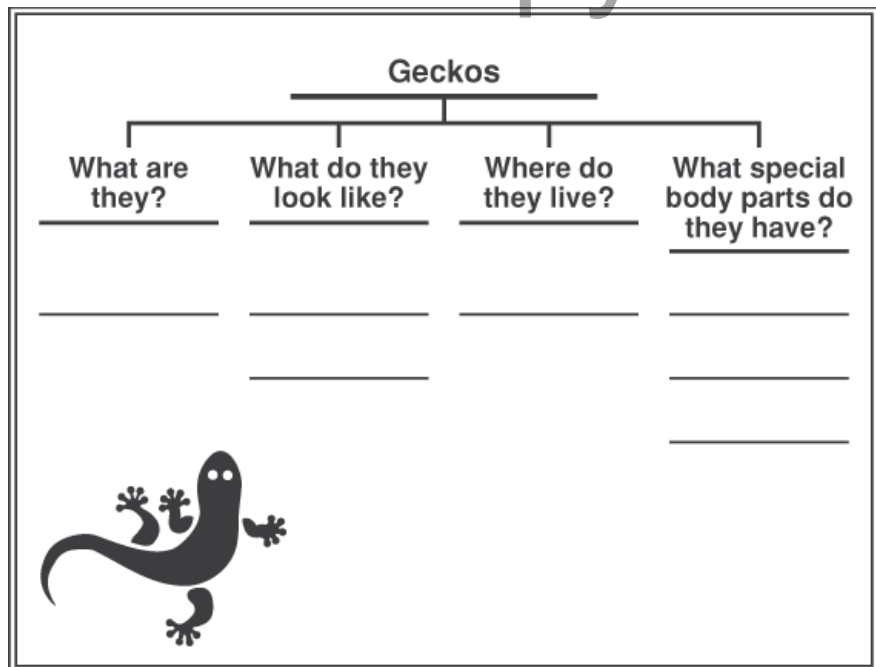
What is a Framework for Differentiating Instruction Using Thinking Maps?

Those students at the **upper** range of level 3 construct a **Tree Map** with a specified number of categories that have not been named by the teacher. These students determine their own categories of information.
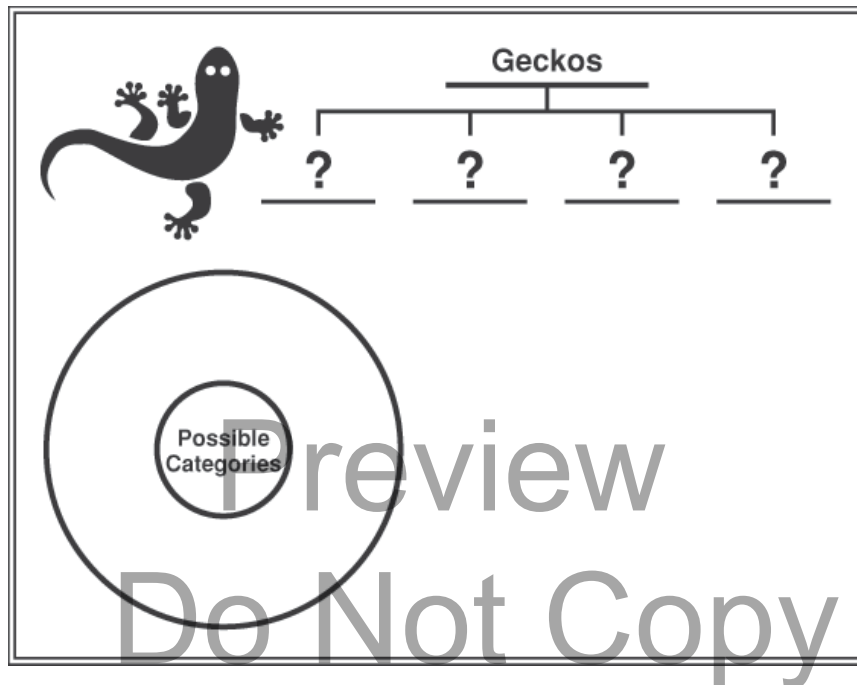
Level 4 and 5 students could take notes on the characteristics of the gecko (using additional sources of information) and determine how it has unique parts and behaviors to help it survive. The students would then determine the Thinking Maps to use for organizing their information. This exercise should be followed by researching other reptiles to determine if they have the same characteristics or different characteristics that aid survival.

What is a Framework for Differentiating Instruction Using Thinking Maps?

PRODUCTS

Level 1 students create their own Brace Maps in which they draw and label the parts of the gecko.

Level 2 students write short simple sentences about the gecko, using the articles and verbs on the Brace Map. These sentences will be the written form of what they have previously practiced orally using the Brace Map.

Level 3 students write a paragraph about why the gecko's body is important to its survival. They would use the "explaining why" text structure found in the text structure section of the manual.

Levels 4 and 5 students create a presentation on how the body parts and/or behaviors of different reptiles help them to survive.

Challenge Idea

Explaining how scientists can use the knowledge about the construction and/or function of the geckos' toes to benefit mankind or advance technology.