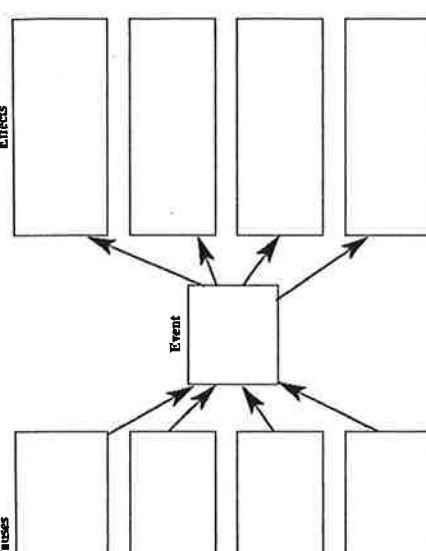
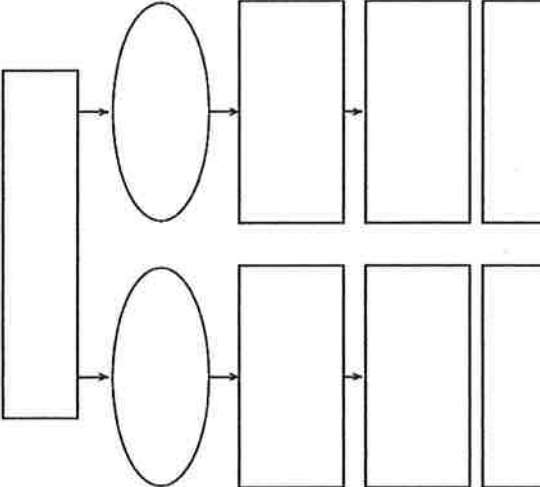
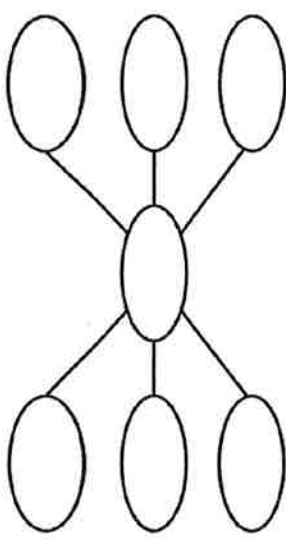
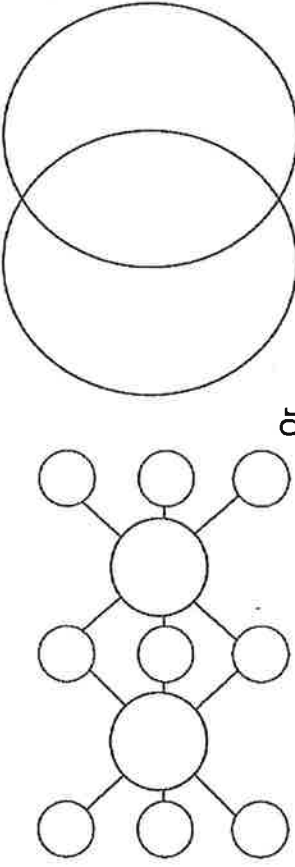
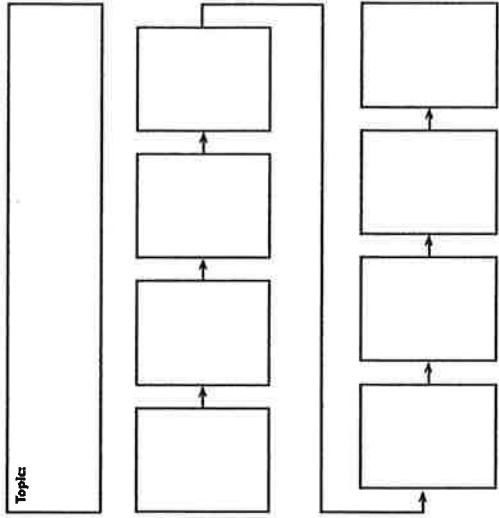
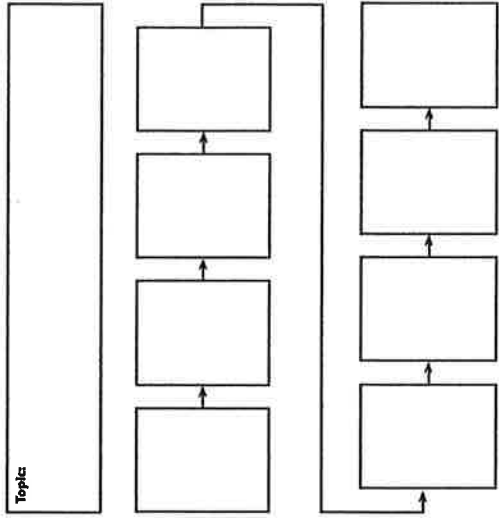


Guiding Questions	Higher Order Thinking	Graphic Organizers
<ul style="list-style-type: none"> <li>• What is it that happens?</li> <li>• What causes it to happen?</li> <li>• What is the effect?</li> <li>• What are the important elements or factors that cause this effect?</li> <li>• How do these factors or elements interrelate?</li> <li>• Will this result always happen from these causes? Why or why not?</li> <li>• How would the result change if the elements or factors were different?</li> <li>• What is the cause/effect process the author is describing? Why did a cause/effect structure emerge?</li> </ul>	<p>Show, Organize, Categorize, Infer, Evaluate</p>	 <p>The diagram is titled "Cause and Effect". It features a central box labeled "Event". To the left of this box are four rectangular boxes, each with an arrow pointing towards the central "Event" box. These are collectively labeled "Causes". To the right of the central "Event" box are four rectangular boxes, each with an arrow pointing away from the central box. These are collectively labeled "Effects".</p>
<ul style="list-style-type: none"> <li>• What is the claim/proposition?</li> <li>• Why is this important?</li> <li>• Who will this impact?</li> <li>• What evidence is given to support the claim/proposition?</li> <li>• What reasoning is given using the evidence (commentary)?</li> <li>• What might an opponent say against this claim/proposition (rebuttals)?</li> <li>• What arguments can be made against the rebuttals (counterarguments)?</li> </ul>	<p>Defend, Explain, Justify, Make a claim/argument/proposition</p>	 <p>The diagram is titled "Claim and Evidence". It starts with a central rectangular box labeled "Claim". Two arrows point from this box to two ovals. From each oval, an arrow points to a rectangular box. Below each of these boxes is another rectangular box, with an arrow pointing from the box above to the one below. This structure represents a flow from a claim to evidence and then to supporting details or counterarguments.</p>

• For more information on Graphic Organizers, see pg. 180-195 of *The Write Path English Language Arts: Exploring Texts with Strategic Reading* and pgs. 55-75 of *The Write Path II: History/Social Science Teacher Guide*

Guiding Questions	Higher Order Thinking	Graphic Organizers
<ul style="list-style-type: none"> <li>• What is the main idea or topic being described?</li> <li>• What are the qualities of this event, topic or person?</li> <li>• How would you describe this topic?</li> </ul>	<p>Brainstorm, Identify, Define, Explain</p>	<p>Descriptive Bubble</p> 
<ul style="list-style-type: none"> <li>• What is being compared and contrasted?</li> <li>• What categories of characteristics or attributes are used to compare and contrast these things?</li> <li>• How are the things alike or similar?</li> <li>• How are the things not alike or different?</li> <li>• What can we conclude about these things or items?</li> </ul>	<p>Synthesize, Compare, Contrast, Convince, Form an opinion</p>	<p>Compare and Contrast Bubble</p>  <p>Or</p>  <p>Chronological</p>
<ul style="list-style-type: none"> <li>• What is being described in sequence?</li> <li>• What are the major steps in this sequence?</li> <li>• What details should be included (people, places, etc.) with each step?</li> <li>• Is there a part in the sequence where the events are more important than the others?</li> <li>• Is there a conflict in this sequence? Where does it get resolved?</li> </ul>	<p>Sequence, Record, Explain, Infer</p>	 <p>Chronological</p>