

GRADES 6-12

PLANNING POWERFUL INSTRUCTION

7 MUST-MAKE MOVES TO TRANSFORM
HOW WE TEACH—AND HOW STUDENTS LEARN

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ENVISION



MAP



PRIME



ORIENT



WALK THROUGH



EXTEND/EXPLORE



REFLECT



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Please enjoy this complimentary excerpt from *Planning Powerful Instruction, Grades 6-12*, by Jeffrey Wilhelm, Rachel Bear, and Adam Fachler. In this activity, students will use a picture map to walk through the skills of (1) identifying key details and capturing the connections among them in order to (2) identify topics, then (3) identify patterns of key details in order to identify main ideas and make deeper meaning of the text.

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VISUALIZATION MOVE 2: PICTURE MAPPING

A picture map requires students to notice key details from a text and the connections among these key details and then to visually represent the details, their overall patterning, and, most importantly, the meaning (topic comment) this patterning of details implies (Wilhelm, 2013b). The details students are asked to include depend partly on the purpose of the inquiry: the key concepts they are learning in the unit that are necessary to addressing the inquiry question.

Using the picture map, learners *walk through* the skills of (1) identifying key details and capturing the connections among them in order to (2) identify topics, then (3) identify patterns of key details in order to identify main ideas and make deeper meaning of the text. Over time, the teacher should gradually scale back support for creating picture maps after students have had opportunities to practice in varied contexts with varied levels of support. For example, early on the class can work together with the teacher's direction to create one picture map for a shared reading, then students can create picture maps about the same or a new text in small groups or partners, and then they can create picture maps about different texts in small groups, jigsawing to teach others about what they have read. Eventually, learners can create individual picture maps in response to texts they read. When they can do so, they demonstrate proof positive that they can read for main ideas and justify these with evidence from across a text, an accomplishment that less than 10 percent of our graduating seniors currently achieve.

Here's what picture mapping looks like, step by step, followed by examples of different types of picture maps:

Step 1: Invite students to mark or list each key idea about the topic as they read, paying attention to the key detail clues that have been studied:

- Calls to attention
 - Titles, direct questions, emotional charges, repetition
 - Quotes, lists, numbers
 - Positioning: First and last sentences of the text, and of paragraphs, which often signal a new key idea
 - Highlights, italics, bullets, bold print
- Direct statements of meaning/generalizations
- Ruptures: Surprises, shifts, changes in focus or emphasis
- Your intense responses and questions as a reader

Step 2: Remind students to determine the topic of their reading by identifying what all the key details have in common:

- Create a drawing that symbolizes the topic with a *visual* (no words allowed!).
- Symbolize each key idea with a picture or a symbol—do this as simply as you can!
- Show the relationships and the patterns of the key details.

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Step 3: Once students feel more comfortable, they can

- Demonstrate several key ideas with one symbol or picture
- Show connections between ideas or progressions of ideas to display the organization or structure of the text (e.g., through a timeline, flow chart, family tree, or Venn diagram)

Step 4: Have students identify the main idea (topic comment) expressed by the article; in other words, have them show what all the key details work together to communicate, and create a symbol of that main idea.

Step 5: Invite students to share their picture map and tell someone else what each picture/symbol means and how the pattern of details works toward communicating a main idea. They should ask their partners what they think and get procedural feedback.

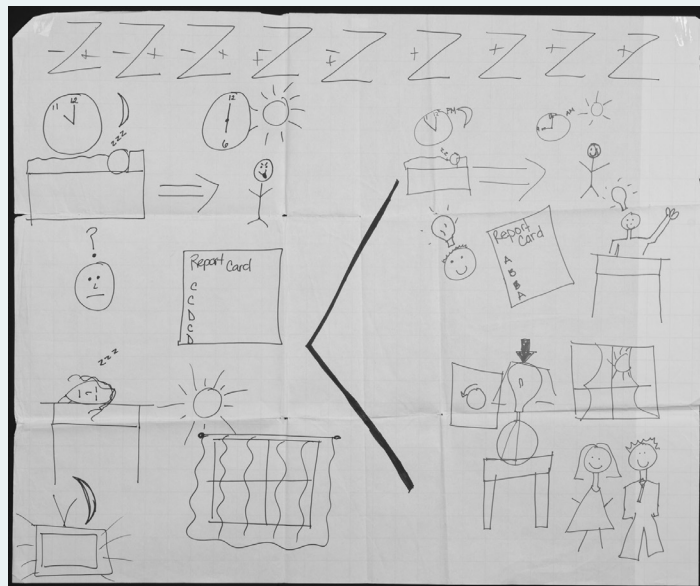
Step 6: Reflect: What are the actions that follow for us based on what we have learned?

PICTURE MAP FOR INFORMATIONAL TEXT, ESSAY, OR ARTICLE

Picture maps are particularly powerful for nonfiction texts in supporting students in the expert mental model of determining main ideas based on identifying key details and topics (what all key details pertain to), then noticing and interpreting the underlying structures and connections between key details about the topic.

Figure 9.2 shows a student picture map for the article “Teen Snooze Time.” The Zs at the top identify the topic of sleep, the left-side images show the key details about what follows when you don’t have enough sleep, the right-side images reflect getting enough sleep, and the < symbol demonstrates both the text organization of compare/contrast and the topic comment that *Getting enough sleep* (topic expressed in noun phrase) *leads to greater health, productivity, and quality of life than sleep deprivation* (comment about the topic expressed in verb phrase).

■ FIGURE 9.2: PICTURE MAP FOR “TEEN SNOOZE TIME”



PICTURE MAP FOR NARRATIVE TEXT (SHORT STORY, NOVEL, OR EXCERPT)

Picture maps for novels or short stories can be used to divide and conquer or jigsaw (see Chapter 12 for more on jigsaws) key topics within a longer text to explore the role of various ideas, motifs, themes, or recurring topics. For example, in our throughline unit on *Number the Stars*, we focus on civil rights and our essential question, but teachers might also want to have students explore other themes/topics in the text. To do so without taking up too much class time, students could be divided into groups to create picture maps for various topics/themes explored in the novel, dividing and conquering a wide range of topics such as friendship, courage, identity, lies/dishonesty, fear, and so on.

In the picture map in Figure 9.3, cultural traditions of importance from *Things Fall Apart* were portrayed. Students were challenged to include an important quote from the book about cultural tradition and to use color to emphasize meaning. The student who created this is expressing that cultural traditions (topic) impact the decisions people make in their lives in both good and bad ways (comment).

■ FIGURE 9.3: PICTURE MAP FOR CULTURAL TRADITIONS IN *THINGS FALL APART*



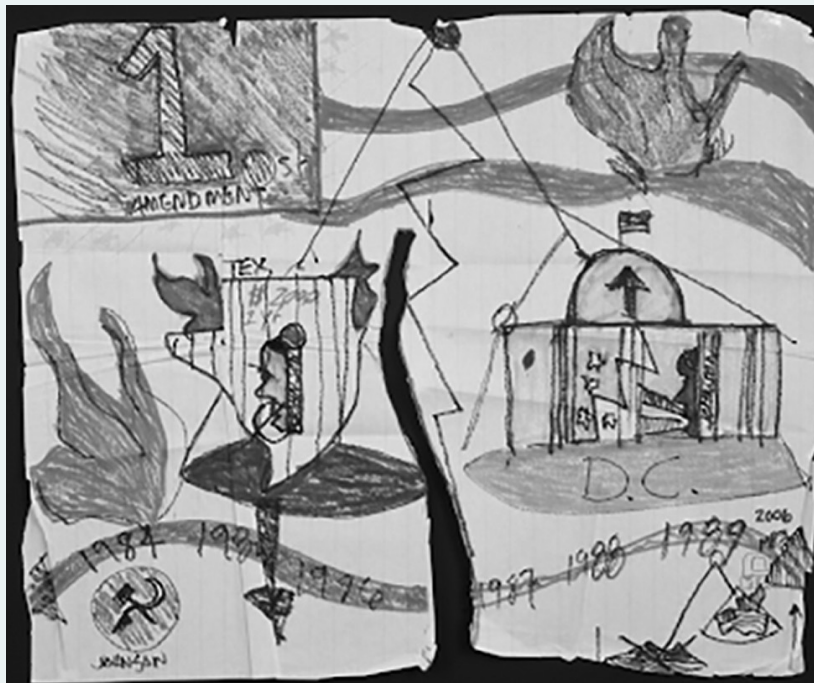
PICTURE MAP FOR SUMMARIZING A UNIT

At the end of a unit, a picture map can be created to summarize the learning from various texts and experiences throughout the unit. The picture map in Figure 9.4 is a summary of different texts about censorship. The students are expressing that the topic is the First Amendment and freedom of speech, and the comment is that the problems of applying the First Amendment to censorship issues are just getting worse and are “tearing our country apart!”

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■ FIGURE 9.4: CENSORSHIP PICTURE MAP



EXTENSIONS FOR ANY PICTURE MAP

- Find quotes to support the key details, topic, or theme you pictured.
- Provide a meaningful title for your visual.
- Present your picture map to another group, explaining how your picture map captures the key details, topic, and organization of the text, and how those work together to create deep meaning (main idea/topic comments) and effect.
- Create a Gallery Walk of picture maps and have viewers identify the topic picture, key details, pattern, and topic/comment/theme pictures.
- Jigsaw reading different texts and share picture maps to represent what you have learned that relates to the inquiry. Use a notecatcher to capture what you learn about the inquiry from different picture maps.