Thinking Maps: A Visual Approach To Content-Based Language Development

Hortencia Piña
National Consultant
hortencia@thinkingmaps.com
THINKING MAPS

TEACHER’S GUIDE

A Language for Learning

David Hyerle, Ed. D.
Chris Yeager, M. Ed.
Second Edition

THINKING MAPS

TEACHER’S GUIDE

Path to Proficiency

English Language Learner

Jane C. Buckner, Ed. S.
Defining Circle Map

Comparing & Contrasting Bubble Map

Sequencing Flow Map

Cause and Effect Circle Map

Describing Bubble Map

Classifying Tree Map

Part / Whole Brace Map

Seeing Analogies Bridge Map
“The Thought-Filled Curriculum”
Arthur L. Costa
February 2008

“Although thinking is innate and spontaneous, skillful thinking must be cultivated.”
What are Thinking Maps?

- Visual Patterns
- Based on 8 Cognitive Skills
- Used by all teachers
- Applied in all content areas
- Used in combination for depth and complexity
Visual Patterns

80% is often 100% for ELL

Thinking Maps

English Learner
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Thinking Maps®

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DRAW AN ILLUSTRATION OF A PATTERN

PATTERNS HELP WITH PREDICTION.
Graphic organizers do not provide students with predictable patterns for thinking.
Knowledge is stored in two forms:

Linguistic Form  Nonlinguistic Form

Research proves that the more we use both systems of representation, the better we are able to think and recall knowledge.
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ELD involves Functions, Forms, and Fluency
Types of Visuals

**Brainstorming**
- Webs, Clusters
  - “mind” mapping
  - webbing
  - clustering

**Content Specific Graphics**
- Life cycles in Science
- Timelines in History
- Venn diagrams in Math
- Plot lines in Language Arts/English

**THINKING MAPS**
- Defining
- Describing
- Comparing and Contrasting
- Classifying
- Seeing Whole-to-Part Relationships
- Sequencing
- Analyzing Cause and Effect
- Seeing Analogies and Relationships

*THINKING MAPS*
The Thinking Maps give students a concrete visual pattern for an abstract cognitive skill.
The overwhelming need for learners is for meaningfulness… we do not come to understand a subject or master a skill by sticking bits of information to each other. Understanding a subject results from perceiving relationships. The brain is designed as a pattern detector.

Our function as educators is to provide our students with the sorts of experiences that enable them to perceive patterns that connect.

"Making Connections: Teaching and the Human Brain" (1994), Caine & Caine
“Thinking Maps store information the way the brain does.”

Pat Wolfe
July 2005
Identify 4 specific changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.

At Hickory High School in Chesapeake, VA the students scoring a 3 or better increased from 79% in 1998 to 94% in 1999. When asked what the teachers had done differently they said the addition of Thinking Maps was their only change.
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Streamlines learning for the ELL and aids Affective Domain

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English Learner
Thought process: Sequencing

When do you use sequencing in:

READING?

WRITING?

SCIENCE?

MATH?

SOCIAL STUDIES?

THE ARTS?

In every instance, you could use a

FLOW MAP
Los perros

Del principio a la final

Al principio, los cachorros no podían salir de la casa. Después de un año, me llevaron uno a casa.

Los cachorros se quedan con su madre por ocho semanas. Pueden estar con su madre por ocho semanas después de que me lleve uno a casa.

Que come mi perro

Mi perro come comida para perros enlatada. Mi perro también mastic a un hueso.

Que puede hacer

Mi perro puede traer las cosas que le pido. Puede traer el periódico.

Villa cuentos

Los perros

...... Yo aprendi como cuidar a un perro por ejemplo

...... ¿De donde salió mi perro? Al principio los cachorros no podían ver una mamá. Cuando su mamá tuvo una camada de cachorros, los cachorros se quedaron con su mamá por ocho semanas después. MI perro come comida para perros en latada.

...... ¿Que come mi perro? Mi perro come comida para perros en latada.
WHICH MAP WOULD YOU USE?

Reading

Identify and explain story elements, including plot summary. Retell a story.
WHICH MAP WOULD YOU USE?

Social Studies
List the qualities of a leader

The Bubble Map
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Helps to erase the line between ELD instruction and Regular Classroom instruction

English Learner

Applied in All Content Areas
Middle School Social Studies

Joan of Arc

- Religious
- Determined
- Illiterate
- Focused
- Dedicated
- French
- Influential
- Young
- Gifted
- Godly
- Poor
- Inspiring
- Evidence from her life
- Whose POV?
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Important for Moving Students Beyond the Intermediate Plateau

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English Learner
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Five Themes to Shape Curriculum

1. Learning to Think
2. Thinking to Learn
3. Thinking Together
4. Thinking About Our Own Thinking
5. Thinking Big
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Can be used to Differentiate Instruction

ELD Levels 1 – 5 can be addressed with all 8 Maps

Helps to erase the line between ELD instruction and Regular Classroom instruction

Important for Moving Students Beyond the Intermediate Plateau
What is the Ultimate Goal for English Learners?

CALP

Cognitive Thinking

Academic Language
- Language in text
- Complex structure
- Precise words
- Density of language

Proficiency
- Mastery of skill and concept

Source: Jim Cummins
Additional Resources

• Thinking Maps Website
  https://www.thinkingmaps.com/

• Customer Stories
  https://www.thinkingmaps.com/customer-highlights/