Menu
This Menu gives you quick access to all the content for *Visual Tools and Graphic Organizers*. It will also keep track of your progress as you work your way through the program’s video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1:
**Why Visual Tools for Literacy Now? Research and Results**

This topic is: 0% Complete

<table>
<thead>
<tr>
<th>Topic A:</th>
<th>Why Visual Tools for Literacy Now? Research and Results</th>
<th>Hide Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Program Preview</td>
<td>01:25</td>
</tr>
<tr>
<td>2.</td>
<td>Site Tips</td>
<td>00:25</td>
</tr>
<tr>
<td>3.</td>
<td>The Need for Literacy Tools — Part 1</td>
<td>04:55</td>
</tr>
<tr>
<td>4.</td>
<td>The Need for Literacy Tools — Part 2</td>
<td>04:10</td>
</tr>
<tr>
<td>5.</td>
<td>Brain Research: The Visual Brain — Part 1</td>
<td>04:10</td>
</tr>
<tr>
<td>6.</td>
<td>Brain Research: The Visual Brain — Part 2</td>
<td>02:45</td>
</tr>
<tr>
<td>7.</td>
<td>The Mind, Constructivism and Cognitive Science Research</td>
<td>06:35</td>
</tr>
<tr>
<td>8.</td>
<td>Putting Reading First: Research on Reading and Writing Using Visual Organizers</td>
<td>04:50</td>
</tr>
<tr>
<td>9.</td>
<td>Information Literacy and Technology</td>
<td>01:50</td>
</tr>
</tbody>
</table>

Assessment:
**Why Visual Tools for Literacy Now? Research and Results**

Module 2:
**Visual Tools in Practice**

This topic is: 0% Complete

<table>
<thead>
<tr>
<th>Topic A:</th>
<th>Visual Tools in Practice</th>
<th>Hide Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mapping in Everyday Life</td>
<td>04:40</td>
</tr>
<tr>
<td>2.</td>
<td>Cartography and Cognition: Beyond the Limiting and Linear Mindset</td>
<td>03:50</td>
</tr>
<tr>
<td>3.</td>
<td>Cartography and Cognition: A Social Studies Example</td>
<td>05:20</td>
</tr>
<tr>
<td>5.</td>
<td>Facilitating Habits of Mind in Classroom Practice – Art Costa</td>
<td>03:25</td>
</tr>
<tr>
<td>6.</td>
<td>Effective Instruction: Nine Research-Based Instructional Techniques – Robert Marzano</td>
<td>03:30</td>
</tr>
<tr>
<td>7.</td>
<td>Assessing Student Performance Using Visual Tools</td>
<td>02:05</td>
</tr>
<tr>
<td>8.</td>
<td>Introduction to Three Types of Visual Tools</td>
<td>00:35</td>
</tr>
</tbody>
</table>

Assessment:
**Visual Tools in Practice**

Module 3:
**Webs of Creativity**

This topic is: 0% Complete

<table>
<thead>
<tr>
<th>Topic A:</th>
<th>Webs of Creativity</th>
<th>Hide Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Neural Networking and Brainstorming — Part 1</td>
<td>06:00</td>
</tr>
<tr>
<td>2.</td>
<td>Neural Networking and Brainstorming — Part 2</td>
<td>03:25</td>
</tr>
<tr>
<td>3.</td>
<td>Neural Networking and Brainstorming — Part 3</td>
<td>05:25</td>
</tr>
</tbody>
</table>
Module 4:
The Organized Mind Using Graphic Organizers

This topic is:
0% Complete

Topic A:
The Organized Mind Using Graphic Organizers | Hide Content

1. "Chunking" Memory and the Organized Mind | 01:25
2. Reading Comprehension and Text Structure | 03:40
3. Graphic Organizers as Task-Specific Organizers | 03:55
4. Scaffolding the Writing Process Using Graphic Organizers — Part 1 | 05:10
5. Scaffolding the Writing Process Using Graphic Organizers — Part 2 | 05:45
6. Evaluating Graphic Organizers | 05:25
7. Information Literacy: Nonfiction Reading and Note Taking Across Disciplines | 01:45
8. Graphic Organizers and the Special-Need Student | 01:15
9. Troubleshooting: Seven Warning Signs that Graphic Organizers are NOT working | 06:15

Assessment:
The Organized Mind Using Graphic Organizers

Module 5:
Conceptual Learning Using the Thinking Process Maps

This topic is:
13% Complete

Topic A:
Conceptual Learning Using the Thinking Process Maps | Hide Content

1. Defining the Purposes of Thinking Process Maps | 04:20
2. Thinking Skills Instruction, Concept, Development and Literacy | 02:50
3. Inductive Tower (Clark) and Concept Mapping (Novak) — Part 1 | 03:55
4. Inductive Tower (Clark) and Concept Mapping (Novak) — Part 2 | 04:40
5. Building a Tower of Understanding | 05:25
6. Primary and Secondary Concepts | 02:05
7. Systems Thinking - Senge | 03:35
8. Surfacing Concepts and Misconceptions Across Mental Models | 01:20

Assessment:
Conceptual Learning Using the Thinking Process Maps

Module 6:
A Common Visual Language for Learning

This topic is:
0% Complete

Topic A:
A Common Visual Language for Learning | Hide Content

1. Integrating Reading, Writing and Thinking | 01:11
2. An Introduction to Thinking Maps® | 00:45
3. Five Qualities of Thinking Maps® as a Language — Part 1 | 04:00
Module 7: Learning Literacy Through Whole School Change

Topic A: Learning Literacy Through Whole School Change | Hide Content

1. Whole School Implementation | 02:05
2. Mt. Airy Elementary School: Whole School Literacy Development | 01:35
3. Leadership in a New Language | 03:15

Assessment: Learning Literacy Through Whole School Change