



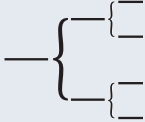

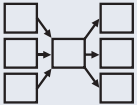



Thinking Maps®:

A "Common Language" for the Common Core

Thinking Maps give teachers an understanding of how to visually represent, or "Map," the critical thinking embedded in the Common Core State Standards. The Maps provide students with both the scaffolds and structures to support a deeper level of understanding, which will empower them to become college and career ready.

Common Core State Standards & Questions	Thinking Process	Thinking Maps as Tools
<p>Understand and use general (tier 2) and domain-specific (tier 3) academic vocabulary.</p> <p>What does _____ mean? Can you define _____?</p>	Brainstorming or Defining in Context	Circle Map 
<p>Use relevant descriptive details and sensory language in reading and writing.</p> <p>How would you describe _____? What are the characteristics of _____?</p>	Describing	Bubble Map 
<p>Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.</p> <p>What are the similarities and differences between _____ and _____? How are _____ and _____ alike? different?</p>	Comparing and Contrasting	Double Bubble Map 
<p>Determine the main idea(s) of text(s) and key supporting details in complex texts.</p> <p>What is the main idea of _____? What are the supporting details?</p>	Classifying	Tree Map 
<p>Use common affixes to determine and clarify the meaning of unfamiliar terms.</p> <p>Analyze the structural parts of _____ to suggest improvements.</p>	Part-to-Whole	Brace Map 
<p>Understand the steps and patterns in complex processes in order to answer questions and solve problems.</p> <p>What ordered steps would you follow to solve _____? How would you demonstrate the steps for solving _____?</p>	Sequencing	Flow Map 
<p>Evaluate the argument and specific claims in a text; determine the impact the author's purpose and point of view have on a text.</p> <p>What is the impact of the author's point of view on _____? How would you evaluate the argument and claims in _____?</p>	Cause and Effect	Multi-Flow Map 
<p>Analyze the relationship between a primary and secondary source; analyze patterns and relationships.</p> <p>What is the relationship between _____ and _____? How would you analyze the relationships and analogies in _____?</p>	Seeing Relationships	Bridge Map 

*This is an example of connecting one standard to a Thinking Map. It is important to move beyond connecting a standard to a specific Map as teachers/students may choose a different Map or combination of Maps to master a standard.



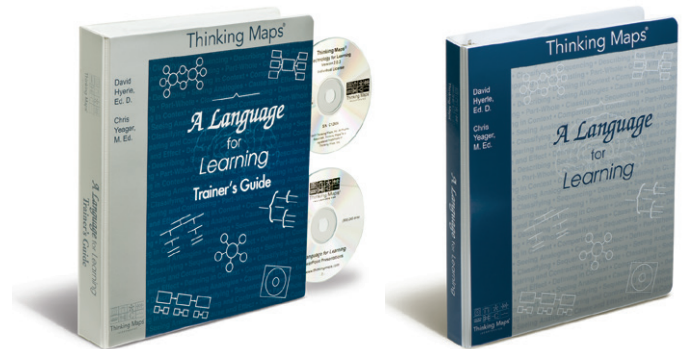
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During the Thinking Maps Professional Development plan, once teachers have mastered the Maps, continuing professional development should be differentiated to address the specific goals within your school or district improvement plans. Thinking Maps are not another thing to be done, but rather a unique strategy to do the things that need to be done more effectively and efficiently. Some possible follow-up focuses are identified in the Tree Map below.

• Thinking Maps Professional Development is designed to increase teacher and leadership effectiveness. Built around a framework for implementation that helps teachers move from basic knowledge and use to executive control, Professional Development is designed to help:

- Raise the level of discourse and collaborative problem-solving
- Increase critical thinking
- Develop skills for interdisciplinary reading, writing, speaking and listening
- Support acquisition and use of academic vocabulary



Thinking Maps: A Language for Learning Differentiated Professional Development

