Comparison Table

② **Overall Concept**

Learning Tools that use Graphic Organizers

① **Concept** **Thinking Maps**

① **Concept** **Content Enhancement Routines**

③ **Characteristics**

- employs visual (nonlinguistic) organization
- supports higher order thinking and metacognition
- can be layered with other instructional strategies and approaches
- designed to be student directed, used during guided or independent practice or for formative assessment
- allows us to "see" student thinking
- designed for use with all content
- maps supports general thinking processes
- a few tools include embedded scaffolded supports for students with disabilities
- no formal instructional sequence is recommended

③ **Characteristics**

- employs visual (nonlinguistic) organization
- supports higher order thinking and metacognition
- can be layered with other instructional strategies and approaches
- designed to be teacher directed, created during direct instruction, used as a support during guided or independent practice or formative assessment
- allows students to "see" how the teacher is thinking
- designed for use with challenging, critical content (SMARTER Planning)
- routines have an embedded strategy to complete a learning task
- all tools include embedded scaffolded supports for students with disabilities
- includes an research validated instruction sequence

⑨ **Extensions**

Think about your lessons for the upcoming week? When might you use a thinking map, when might you use a Content Enhancement Routine. Why might you use both in the same lesson? Explain your thinking.

④ **Like Characteristics**

1. employs visual (nonlinguistic) organization
2. supports higher order thinking and metacognition
3. can be layered with other instructional strategies and approaches

⑤ **Like Categories**

1. Organizational technique
2. Level of rigor
3. Capacity for integration

⑥ **Unlike Characteristics**

1. designed to be student directed, used during guided or independent practice or for formative assessment	1. designed to be teacher directed, created during direct instruction, used as a support during guided or independent practice or formative assessment
2. allows us to "see" student thinking	2. allows students to "see" how teacher is thinking
3. designed for use with all content	3. designed for use with challenging, critical content (SMARTER Planning)
4. maps supports general thinking processes	4. routines have an embedded strategy to complete a learning task
5. a few tools include embedded scaffolded supports for students with disabilities	5. all tools include embedded scaffolded supports for students with disabilities
6. no formal instructional sequence is recommended	6. includes an research validated instruction sequence

⑦ **Unlike Categories**

1. When it is best used in the instructional cycle
2. Whose thinking is revealed
3. Type of content that is targeted
4. Type of learning that is scaffolded
5. Amount of scaffolding for students with disabilities
6. Recommendations on how to instruct with the tools

⑧ **Summary**

Thinking Maps and Content Enhancement Routines are both learning tools that use graphic organizers. They are alike in their organizational technique, level of rigor and capacity for integration but differ in when they are best used in the instructional cycle, whose thinking is revealed, the type of content targeted, the type of learning that is scaffolded, the amount of scaffolding for students with disabilities and the recommendations on how to instruct with the tools.