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# **APPENDIX E:**

## **Graphic Organizers**

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Figure 50

**AN INTRODUCTION TO GRAPHIC ORGANIZERS**

**WHAT IS IT?** A strategy in which teachers and students transfer abstract concepts and processes into visual representations.

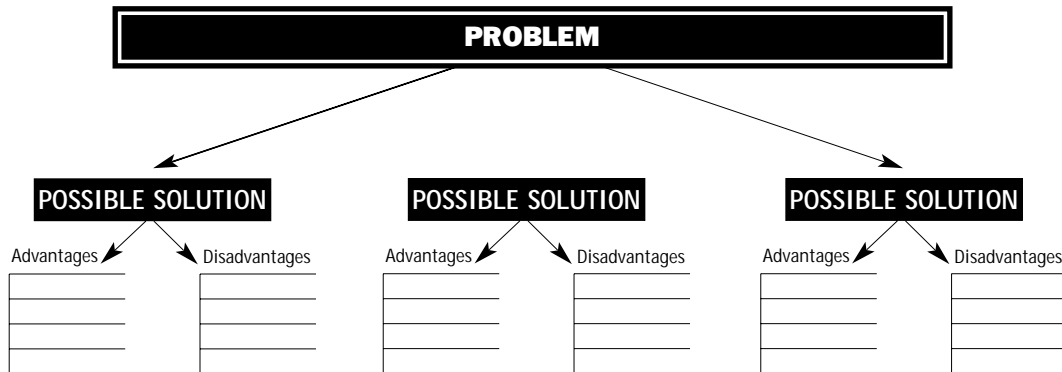
HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher provides a specific format for learning, recalling, and organizing linguistic or cultural concepts learned through the target language.</p>	<ul style="list-style-type: none"> <li>• helps students visualize abstract concepts</li> <li>• helps learners organize ideas</li> <li>• provides a visual format for study</li> </ul>

Figure 51

**CONSEQUENCE DIAGRAM/DECISION TREES**

**WHAT IS IT?** A graphic organizer strategy in which students use diagrams or decision trees to illustrate real or possible outcomes of different target cultural actions or situations.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students visually depict outcomes for a given problem, by charting various decisions and their possible consequences.</p>	<ul style="list-style-type: none"> <li>• helps in transferring target-language learning to application</li> <li>• aids in predicting with accuracy</li> <li>• develops the ability to identify the causes and effects of decisions</li> <li>• aids in clarifying positive and negative statements</li> </ul>



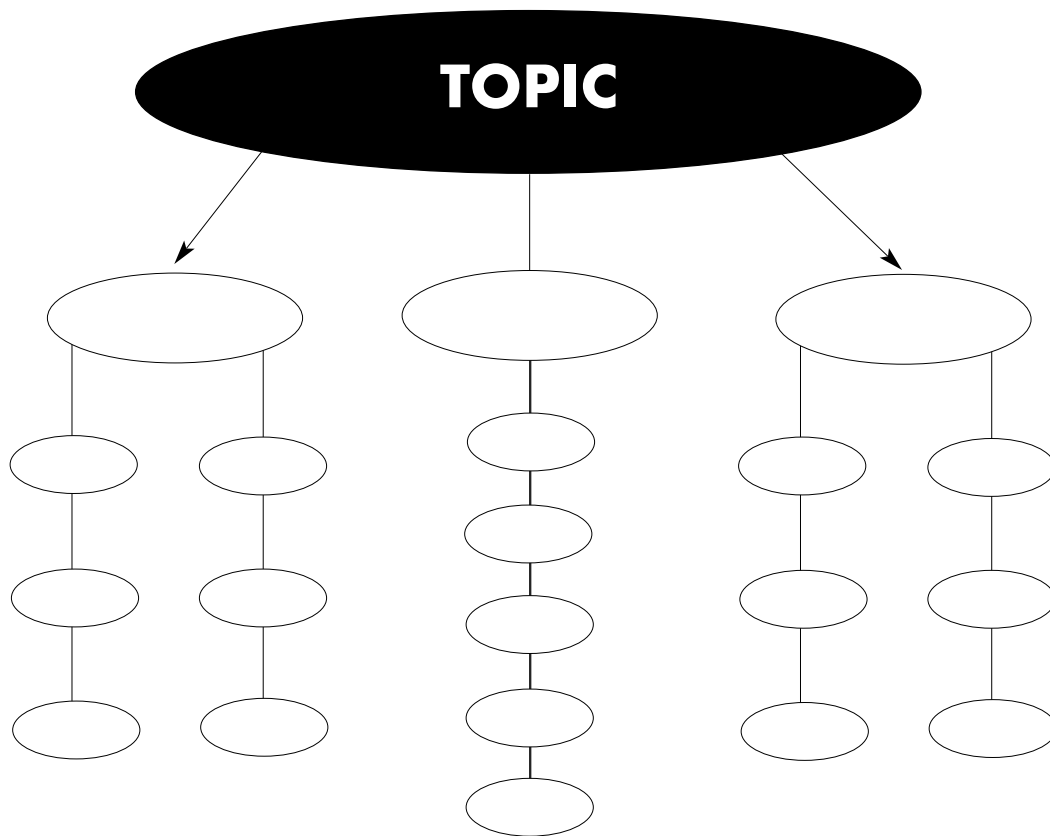
Adapted from the *Florida Curriculum Framework, 1996*

Figure 52

**CONCEPT MAPPING**

**WHAT IS IT?** A graphic organizer strategy that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations in the target language, or graphical depictions of the objects or concepts.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher selects a main idea. Using the target language, the teacher and students then identify a set of concepts associated with a main idea. Concepts are ranked in related groups from most general to most specific. Related concepts are connected and the links labeled with words, pictures, or short phrases.</p>	<ul style="list-style-type: none"> <li>• helps students visualize how ideas are connected, understand linguistic relationships, and how knowledge is organized</li> <li>• improves oral communication, comprehension, and problem-solving skills</li> </ul>



Adapted from the *Florida Curriculum Framework, 1996*

Figure 53

**K-W-L (KNOW-WHAT TO KNOW-LEARNED)**

**WHAT IS IT?** An introductory strategy that provides a structure for recalling what students know regarding a target language or cultural topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?												
<p>Before engaging in an activity, reading a chapter, listening to a lecture, or watching a film or presentation, the teacher lists on the board under the heading “<b>What We Know</b>” all the information students know or think they know about a topic. Then, the teacher lists all the information the students want to know about a topic under “<b>What We Want to Know.</b>”</p> <p>While engaging in the planned activity, the students research and read about the topic, keeping in mind the information they had listed under “<b>What We Want to Know.</b>”</p> <p>After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under “<b>What We Learned.</b>”</p>	<ul style="list-style-type: none"> <li>• builds on prior knowledge</li> <li>• develops predicting skills</li> <li>• provides a structure for learning</li> <li>• develops research skills</li> <li>• develops communication skills in cooperative groups</li> <li>• strengthens teamwork skills</li> <li>• provides opportunities to use target-language reading, writing, listening, speaking, and viewing</li> </ul> <div data-bbox="824 961 1349 1150" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"><b>K</b></td> <td style="text-align: center; padding: 5px;"><b>W</b></td> <td style="text-align: center; padding: 5px;"><b>L</b></td> </tr> <tr> <td style="text-align: center; padding: 5px;">What</td> <td style="text-align: center; padding: 5px;">What we</td> <td style="text-align: center; padding: 5px;">What</td> </tr> <tr> <td style="text-align: center; padding: 5px;">We</td> <td style="text-align: center; padding: 5px;">Want</td> <td style="text-align: center; padding: 5px;">We</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Know</td> <td style="text-align: center; padding: 5px;">To Know</td> <td style="text-align: center; padding: 5px;">Learned</td> </tr> </table> </div>	<b>K</b>	<b>W</b>	<b>L</b>	What	What we	What	We	Want	We	Know	To Know	Learned
<b>K</b>	<b>W</b>	<b>L</b>											
What	What we	What											
We	Want	We											
Know	To Know	Learned											

Figure 54

**LEARNING LOG**

**WHAT IS IT?** A strategy to develop structured writing in the target language. An excellent follow-up to K-W-L.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>During different stages of the language learning process, students respond in written form under three columns:</p> <ul style="list-style-type: none"> <li>“<b>What I Think</b>”</li> <li>“<b>What I Learned</b>”</li> <li>“<b>How My Thinking Has Changed</b>”</li> </ul>	<ul style="list-style-type: none"> <li>• bridges the gap between prior knowledge and new content</li> <li>• provides a structure for translating target language concepts into written form.</li> </ul>

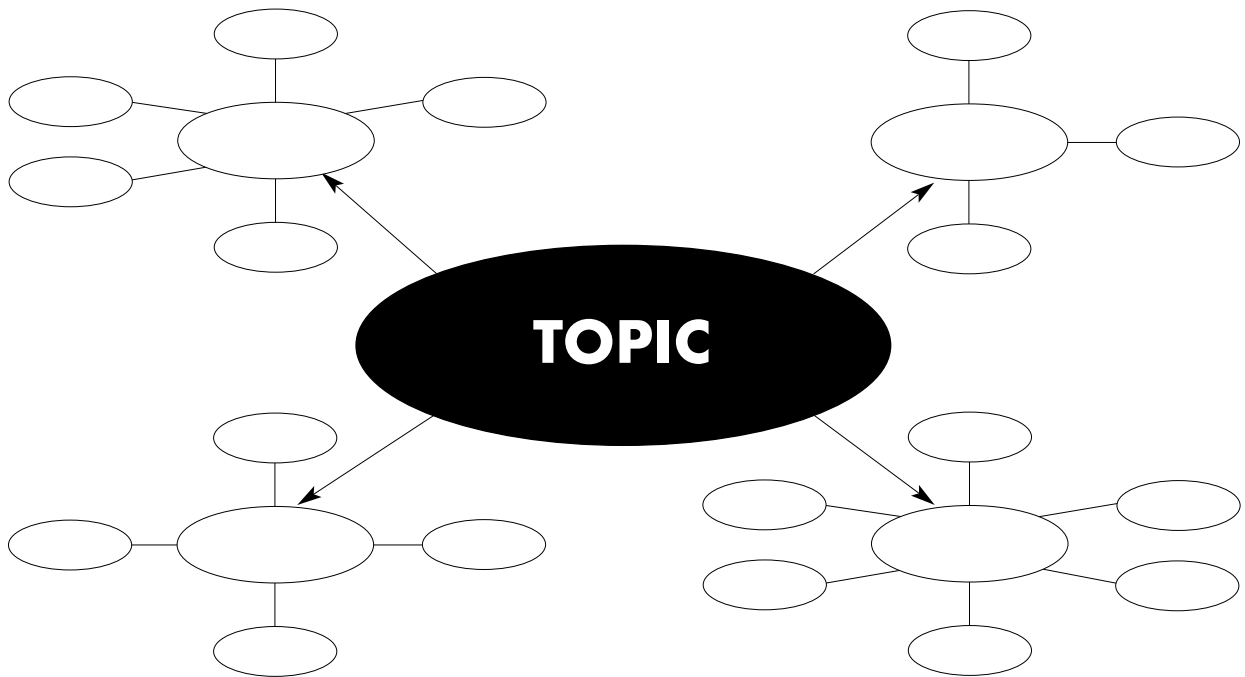
Adapted from the *Florida Curriculum Framework, 1996*

Figure 55

**WEBBING**

**WHAT IS IT?** A graphic organizer strategy that provides a visual picture of how target language words or phrases connect to a content-based or cultural topic.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher lists a topic and builds a web-like structure of target language words or phrases that students call out as being connected to a topic. Students can also use this strategy individually in planning, writing, or in studying for a test.</p>	<ul style="list-style-type: none"> <li>• provides opportunities for the visual learner to “recall” the connections for later use</li> <li>• helps students use and share their prior linguistic knowledge</li> <li>• helps students identify patterns of information</li> </ul>



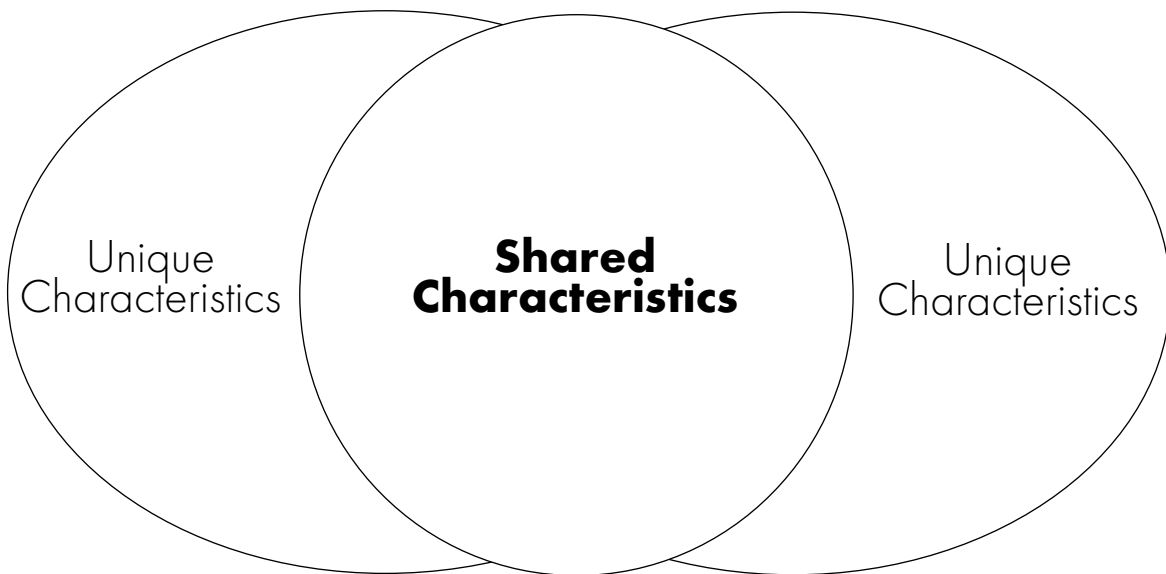
Adapted from the *Florida Curriculum Framework, 1996*

Figure 56

**VENN DIAGRAM**

**WHAT IS IT?** A graphic organizer strategy, derived from mathematics, for creating a visual analysis of information representing the similarities and differences among, for example, target language concepts or target culture objects, events, animals, and people.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Using two overlapping circles, students list unique characteristics of two items or concepts (one in the left part of circle and one in the right); in the middle they list shared characteristics. More than two circles can be used for a more complex process.</p>	<ul style="list-style-type: none"> <li>• helps students organize ideas, target language and culture concepts</li> <li>• helps students develop a plan for writing</li> <li>• allows students to focus on the similarities and differences within and among languages and cultures.</li> <li>• develops the ability to draw conclusions and synthesize</li> <li>• stimulates higher cognitive thinking skills</li> </ul>



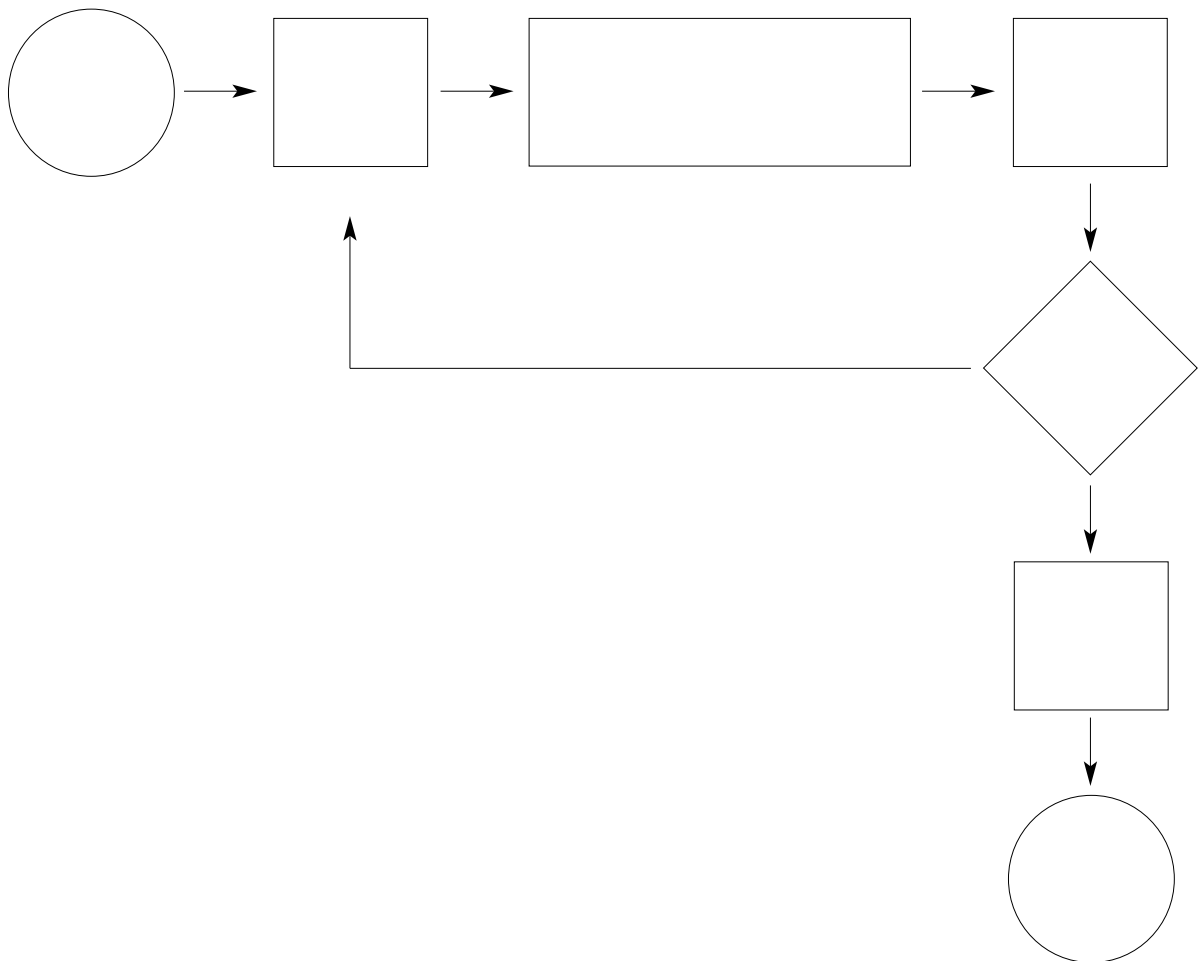
Adapted from the *Florida Curriculum Framework, 1996*

Figure 57

**FLOWCHART**

**WHAT IS IT?** A graphic organizer strategy used to depict a sequence of events, actions, roles, or decisions.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.</p>	<ul style="list-style-type: none"> <li>• fosters logical and sequential thinking</li> <li>• focuses on cultural connections</li> <li>• develops the ability to identify details and specific points</li> <li>• develops organizational skills</li> <li>• aids in planning</li> <li>• provides an outline for writing in the target language</li> </ul>



Adapted from the *Florida Curriculum Framework, 1996*

Figure 58

**T-CHART\***

**Purpose:** To clarify central concepts or ideas; to collect specific examples for an idea or behavior.

**Thinking Skills:** Specifying, categorizing

**How to use:** In the “looks like” column, list all the behaviors or observable characteristics related to a topic; in the “sounds like” column, list all the sounds or audible characteristics, including possible verbal messages.

*\*As described and illustrated in Bellanca, 1992*

Example:

<b>CONCENSUS</b>	
<p style="text-align: center;"><b>Looks Like:</b></p> <ul style="list-style-type: none"> <li>■ nodding head</li> <li>■ eye contact</li> <li>■ smile</li> <li>■ attention</li> </ul>	<p style="text-align: center;"><b>Sounds Like:</b></p> <ul style="list-style-type: none"> <li>■ “I can live with it.”</li> <li>■ “Good idea.”</li> <li>■ “That will help us.”</li> <li>■ “I see your point.”</li> </ul>

Name(s) _____ Topic: _____	
<h2 style="margin: 0;">T-CHART</h2>	
Title: _____	
<i>Looks like:</i>	<i>Sounds like:</i>

Adapted from *Nebraska K-12 Foreign Language Frameworks, 1996*