Learning-Focused®
Strategies Notebook
Teacher Materials

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Graphic Organizers

1. Graphic organizers help students comprehend information through visual representation of concepts, ideas, and relationships. They provide the structure for short and long term memory.

2. Graphic organizers turn abstract concepts into concrete visual representations.

3.   Understanding text structure is critical to reading comprehension. If students have a guide to the text structure, their comprehension is considerably higher than when they only rely on reading and memorization. Expository texts "explain" or tell about a subject. Their ideas are organized by:
    *   Sequence or Time-Order
    *   Listing or Description
    *   Compare/Contrast
    *   Cause/Effect
    *   Problem/Solution

4. The most important question a teacher can answer is: "How do I want students to THINK about my content ?" Then the teacher selects a graphic organizer that facilitates that type of thinking.

5. The use of graphic organizers produces learning effects that are substantial and long lasting.

KWL Outline 1

-K- Think I Know…	-W- Think I'll Learn…	-L- I Learned…

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KWL Outline 2

-K- I Know	-W- Think I Know	-L- Want to Know

KWL Outline 3

-K- What I Know	-W- Think I Know	-L- What I Learned

KWL Outline 4

-K- What We Know	-W- What We Want To Find Out	-L- What We Learned and Still Need To Learn

KWL Plus Outline

Topic:_____		
-K- **Know**	**-W-** **Want To Know**	**-L-** **Learned**

Final category designations for "L":

Categories of Information We Expect to Use:

1.   4.

2.   5.

3.   6.

Word Map Outline 1

What is it?
(write the definition)

What is it like?

The Word →

What are some examples?

Frayer Diagram 1

Definition	Characteristics
Examples	Non-Examples

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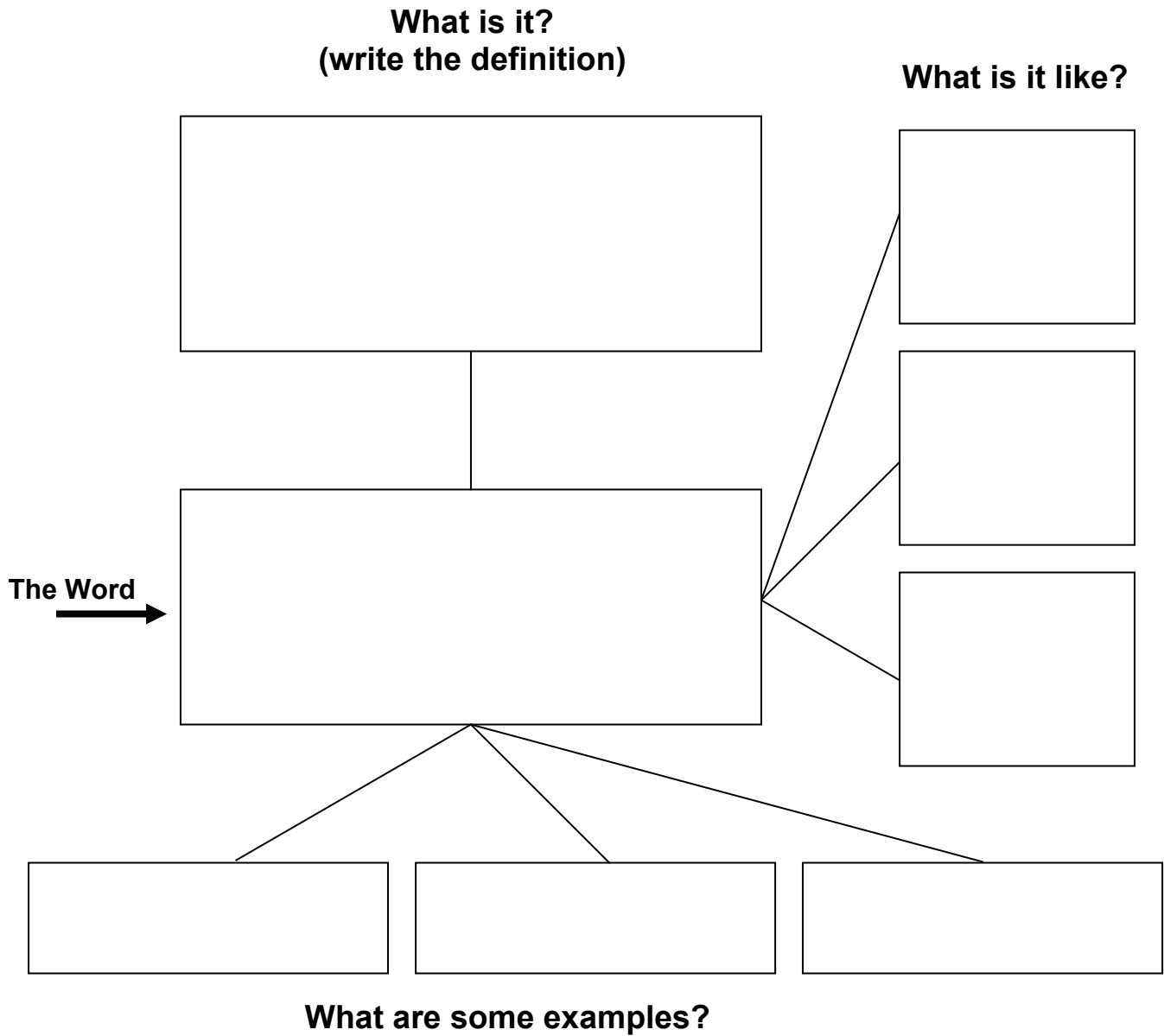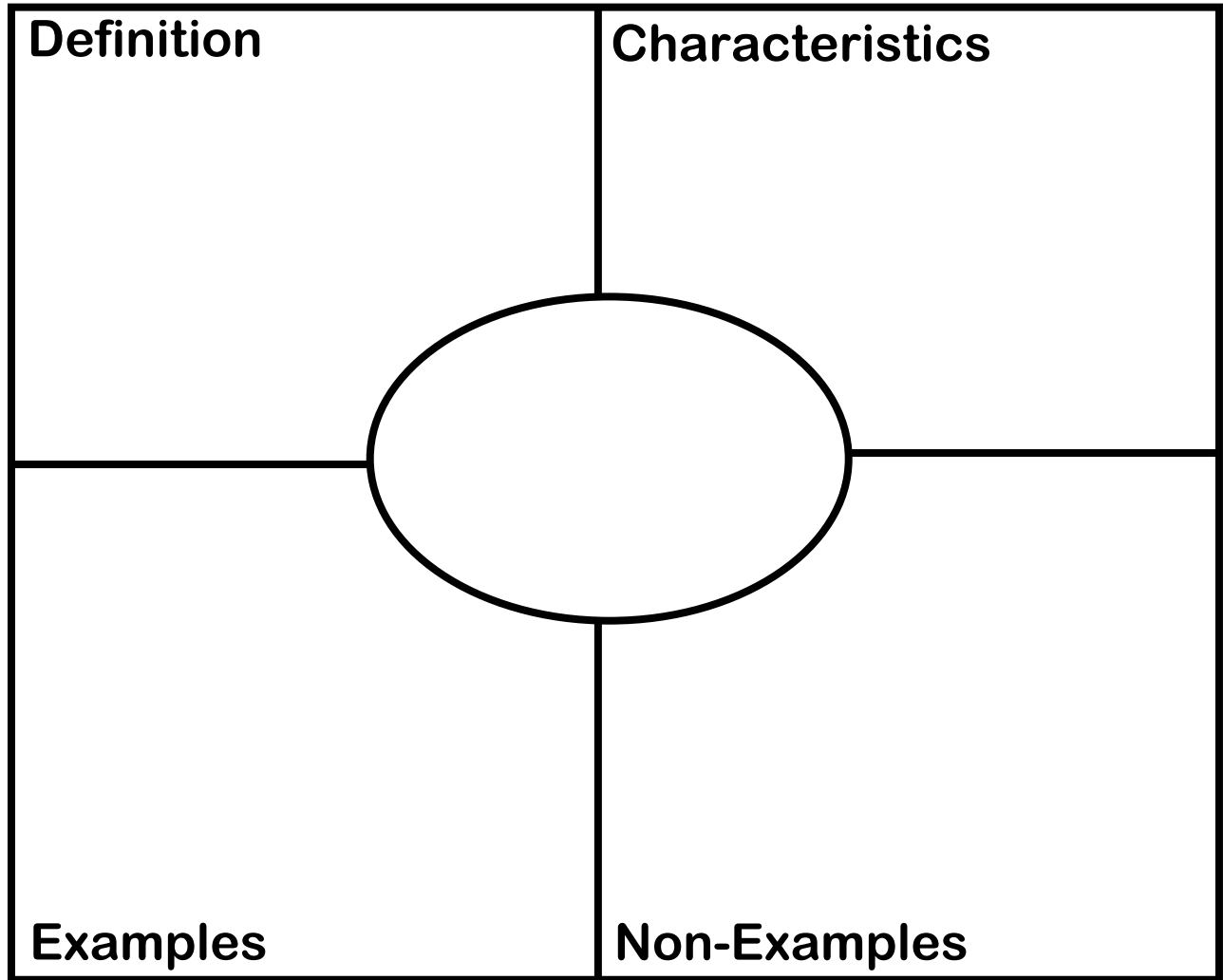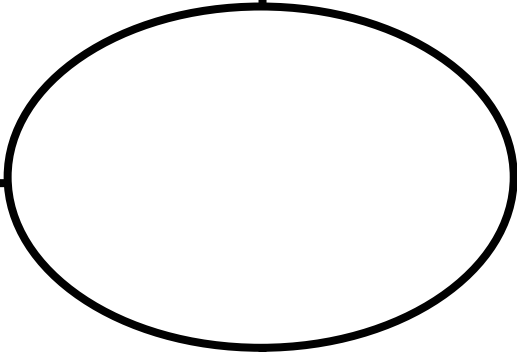
Frayer Diagram 2

Definition	Sentence
I Think …	Draw

Folk Tales Story Map

Title:

Characters:

Setting:

Problem:

Events: 1._____

2. _____

3. _____

4. _____

Solution:

Moral Point:

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Fish Bone (Cause / Effect)

Causes

Effect

Causes

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CAUSE

CAUSE

EVENT
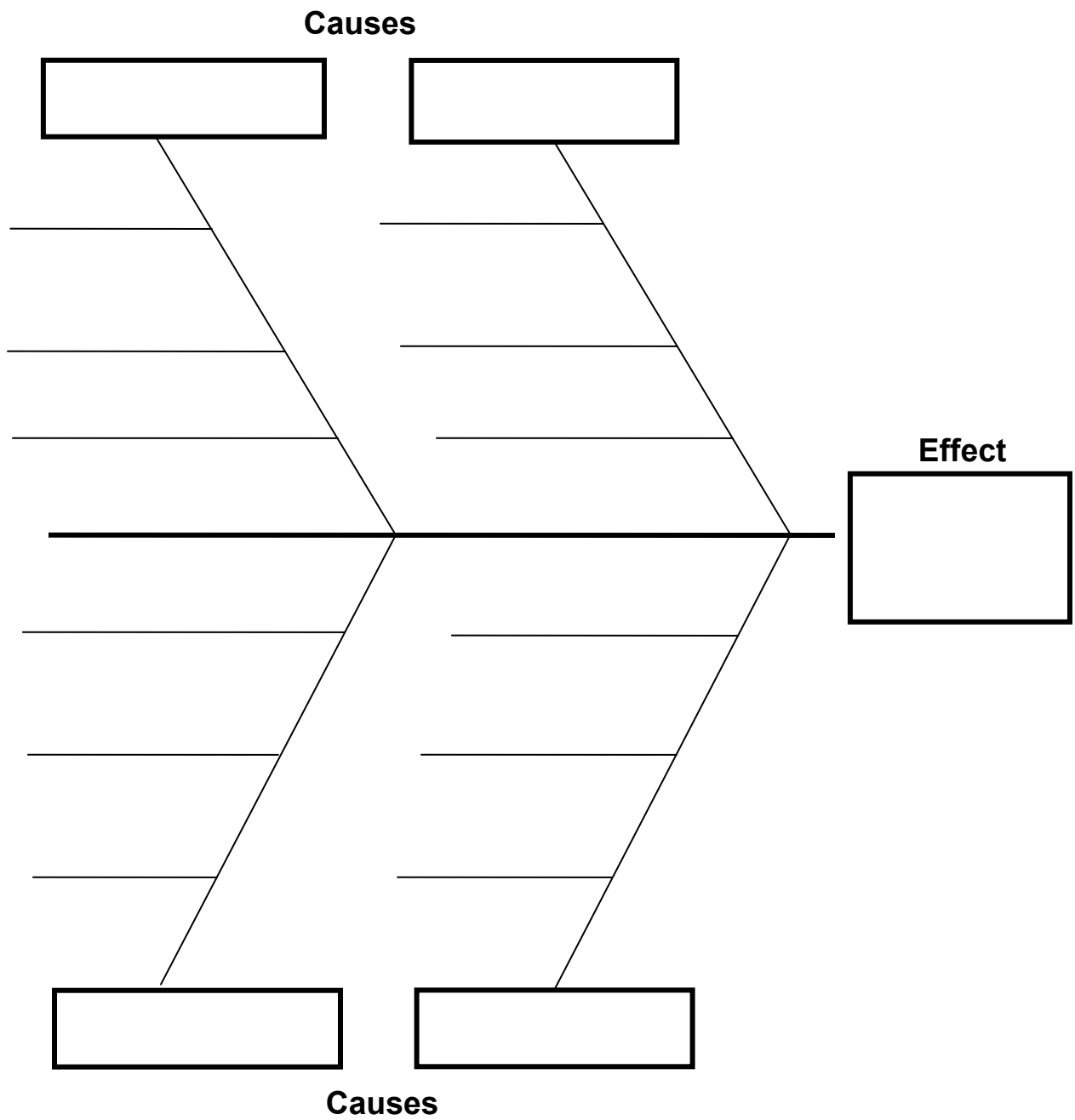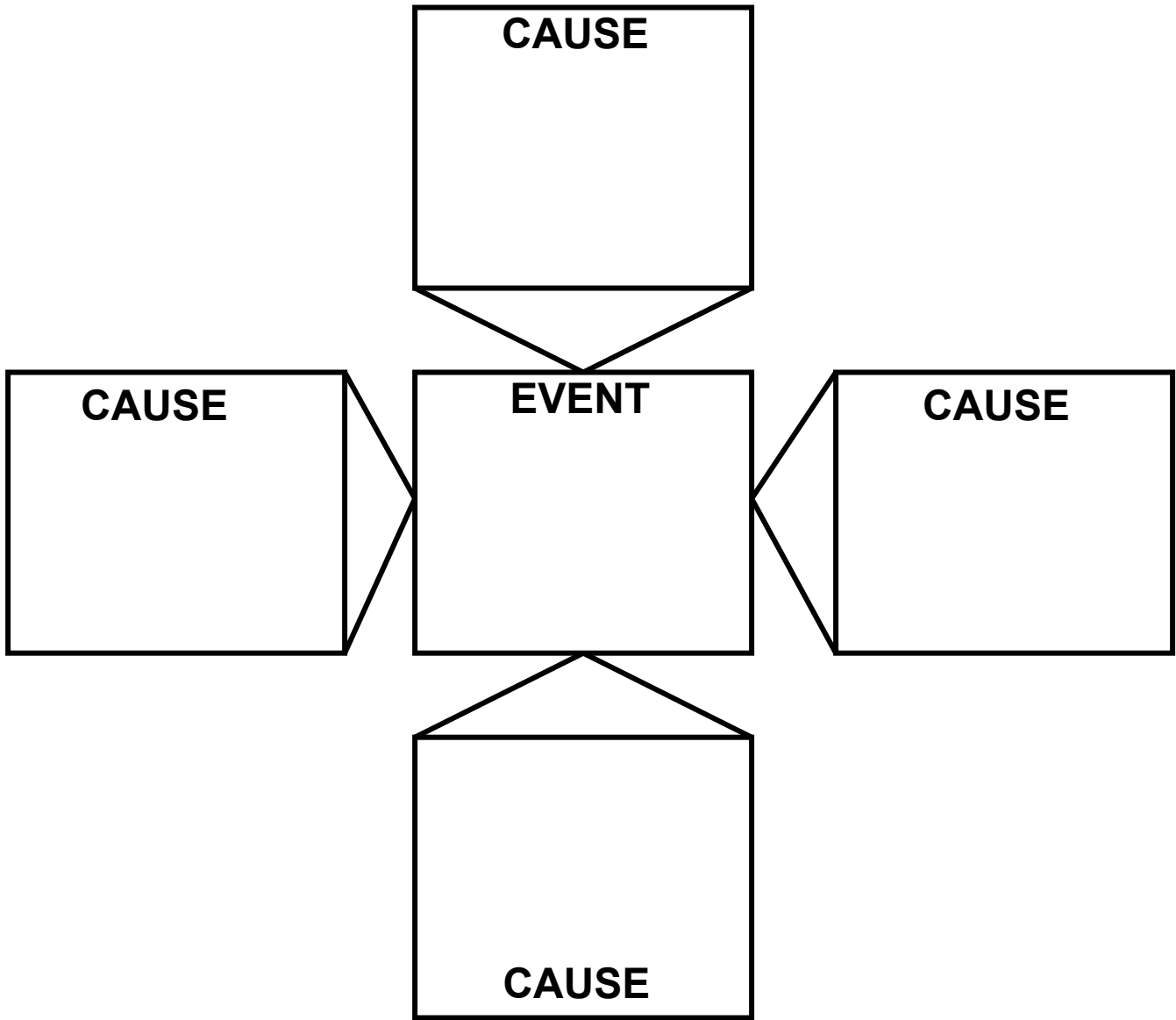
CAUSE

CAUSE

Name_____

Date_____

Cause and Effect

Cause

Cause

Cause

Cause

Cause

Effect
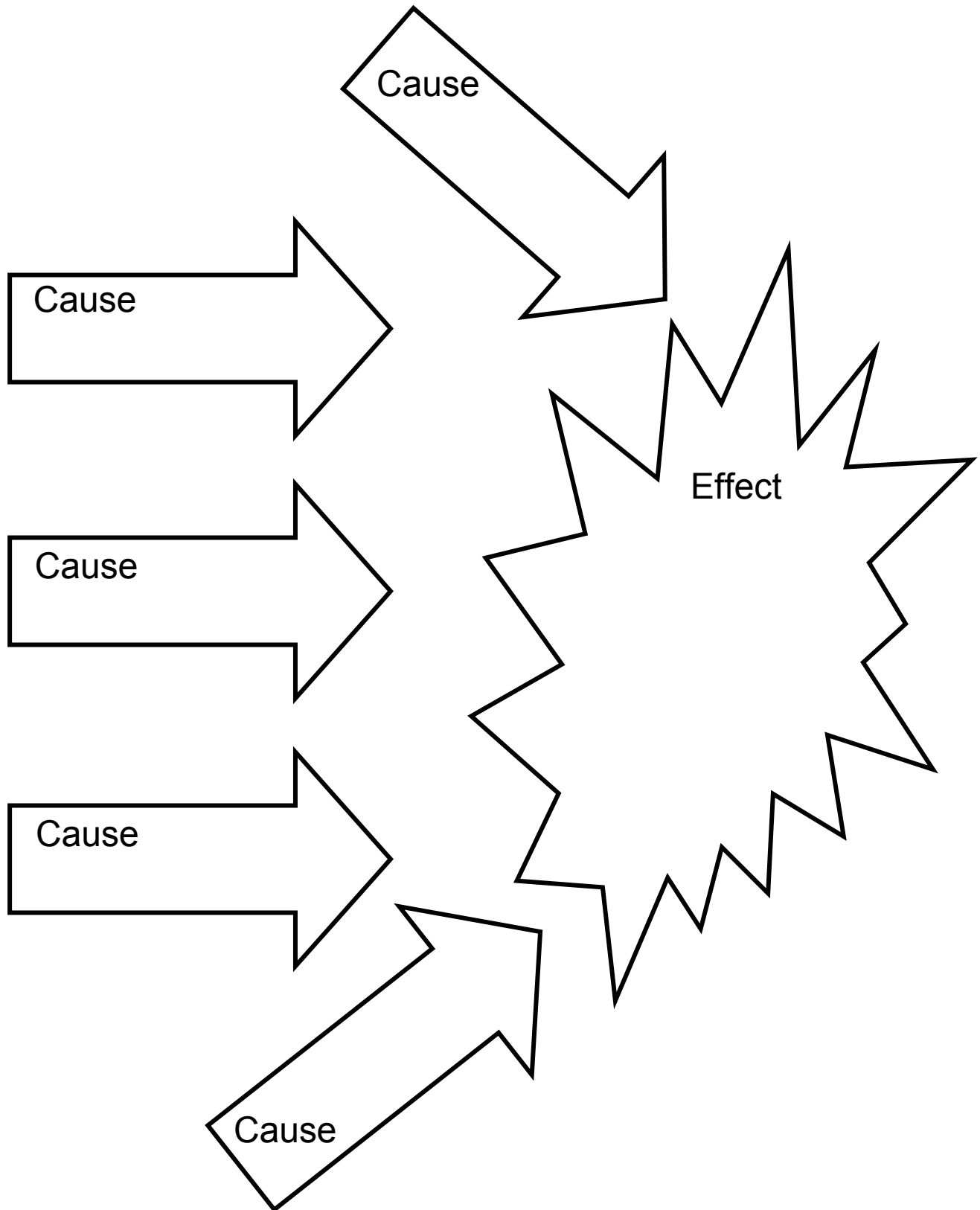
Flow Chart (Sequence)

Skill or Problem:

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┌────────────────────────────────────────────────┐
│                                                │
│                                                │
│                                                │
└────────────────────────────────────────────────┘
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┌──────┐      ┌──────┐      ┌──────┐      ┌──────┐
│      │ ──▶  │      │ ──▶  │      │ ──▶  │      │
└──────┘      └──────┘      └──────┘      └──────┘

┌──────┐      ┌──────┐      ┌──────┐      ┌──────┐
│      │ ──▶  │      │ ──▶  │      │ ──▶  │      │
└──────┘      └──────┘      └──────┘      └──────┘
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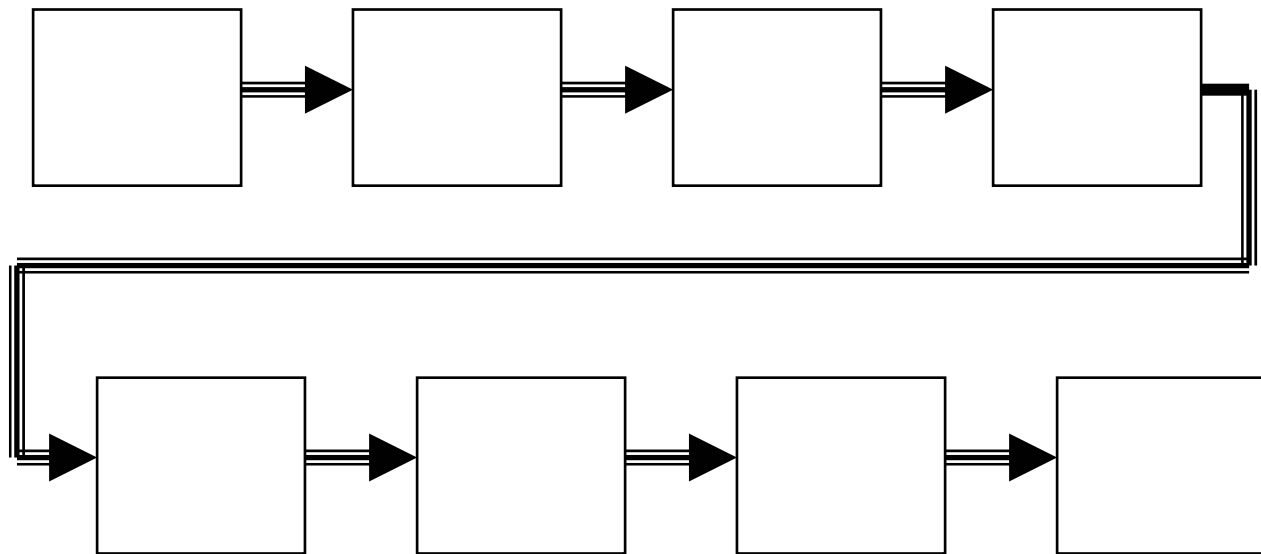
Cycle Graph   (Sequence and Repeat)
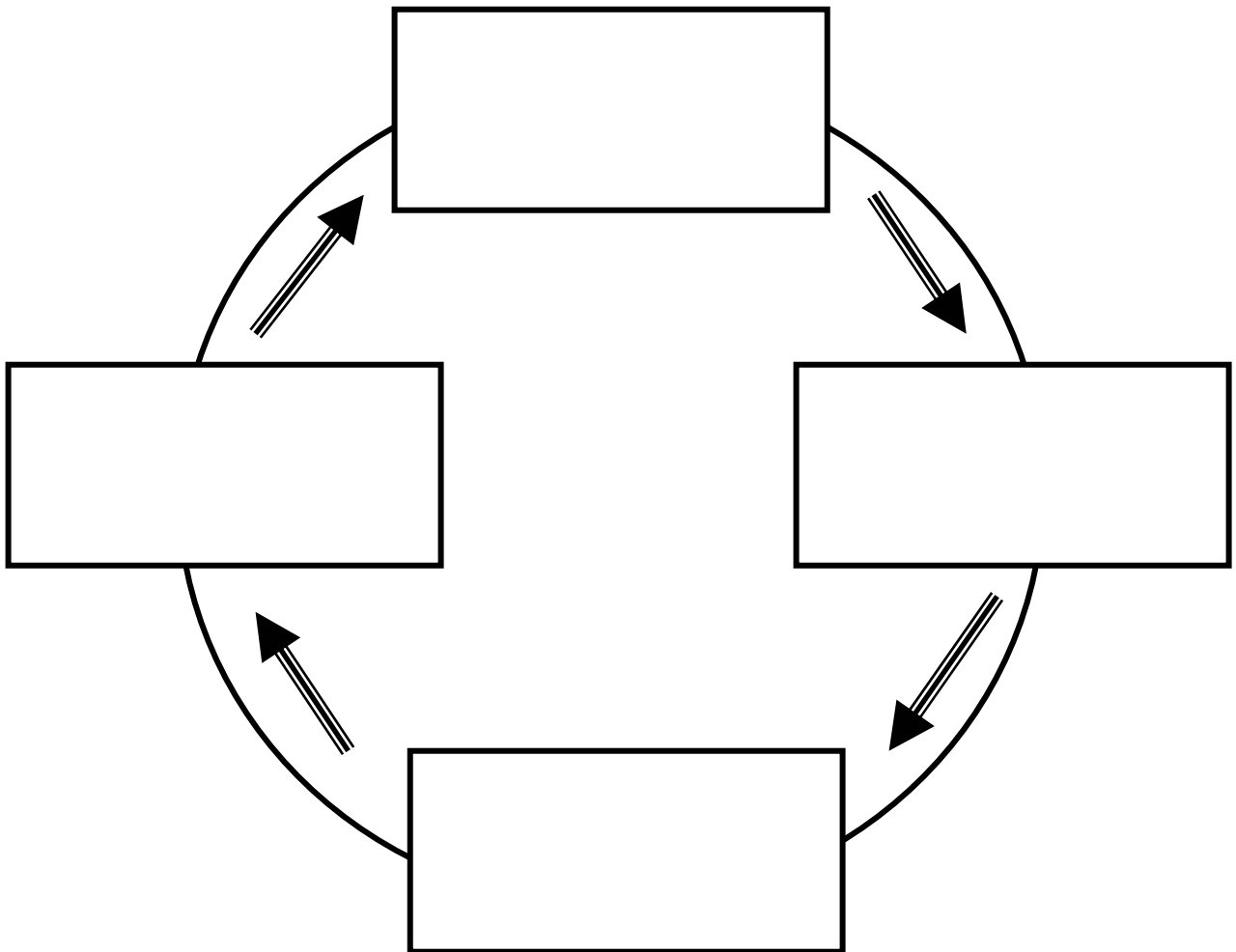
Compare / Contrast

Concept 1

Concept 2

How Alike?

How Different?

With Regard To

Compare / Contrast With Summary

Concept 1

Concept 2

How Alike?

_____

_____

_____

How Different?

With Regard To

_____

_____

_____

_____

_____

Summarize:

Describing An Event (Abstracting)

```
┌──────────┐                    ┌──────────┐
│          │                    │          │
│  WHO?    │                    │  WHY?    │
└────┬─────┘                    └────┬─────┘
     │                               │
┌────┴─────┐      ⬭ EVENT ⬭     ┌────┴─────┐
│          │                    │          │
│  WHEN?   │                    │  HOW?    │
└────┬─────┘                    └────┬─────┘
     │                               │
┌────┴─────┐                    ┌────┴──────────┐
│          │                    │               │
│  WHERE?  │                    │ SIGNIFICANCE? │
└──────────┘                    └───────────────┘
```

WHO?

WHEN?

WHERE?

EVENT

WHY?

HOW?

SIGNIFICANCE?
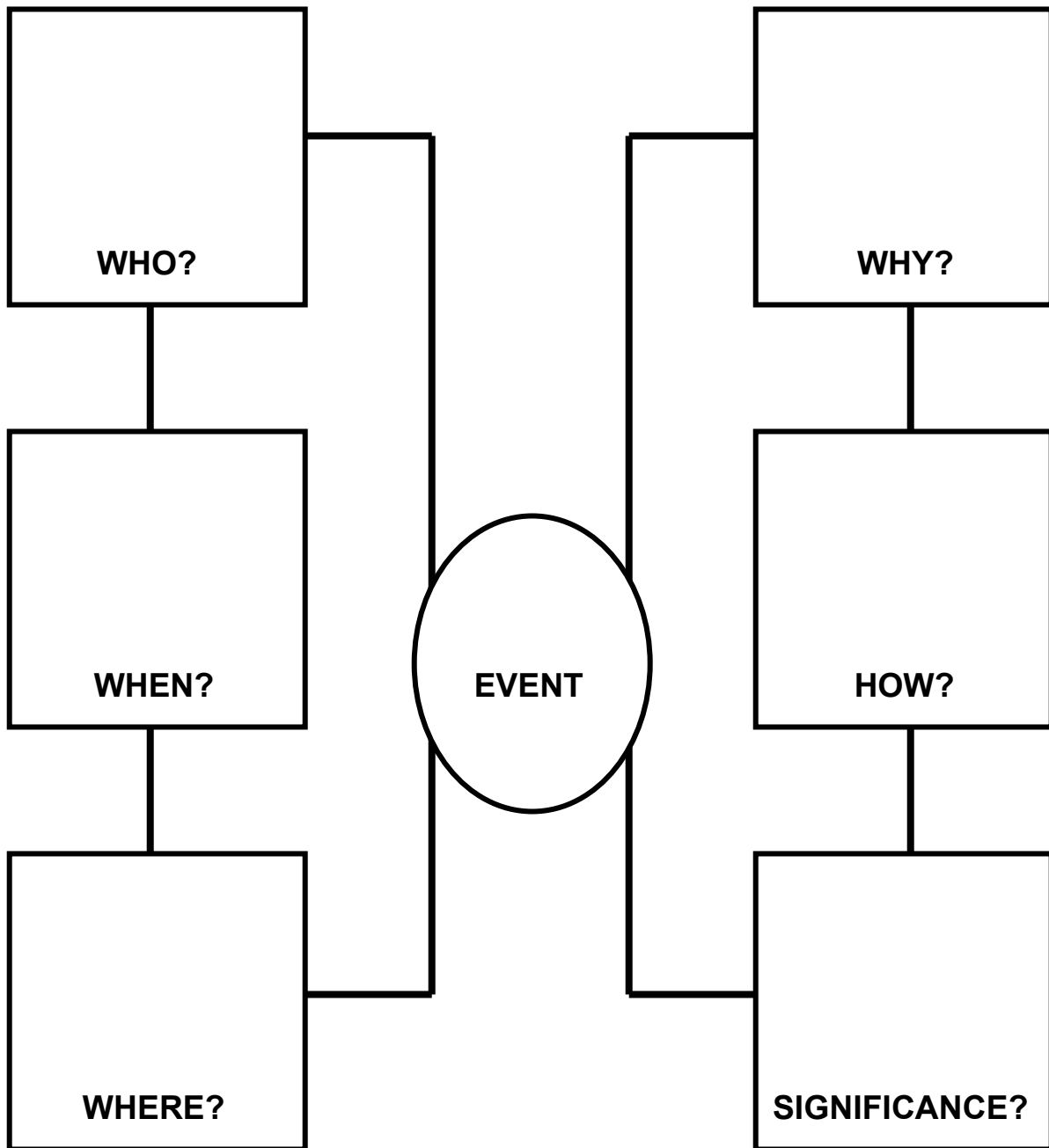
Descriptive Organizer (Literary Element)

Topic

Details

Main Idea Sentence

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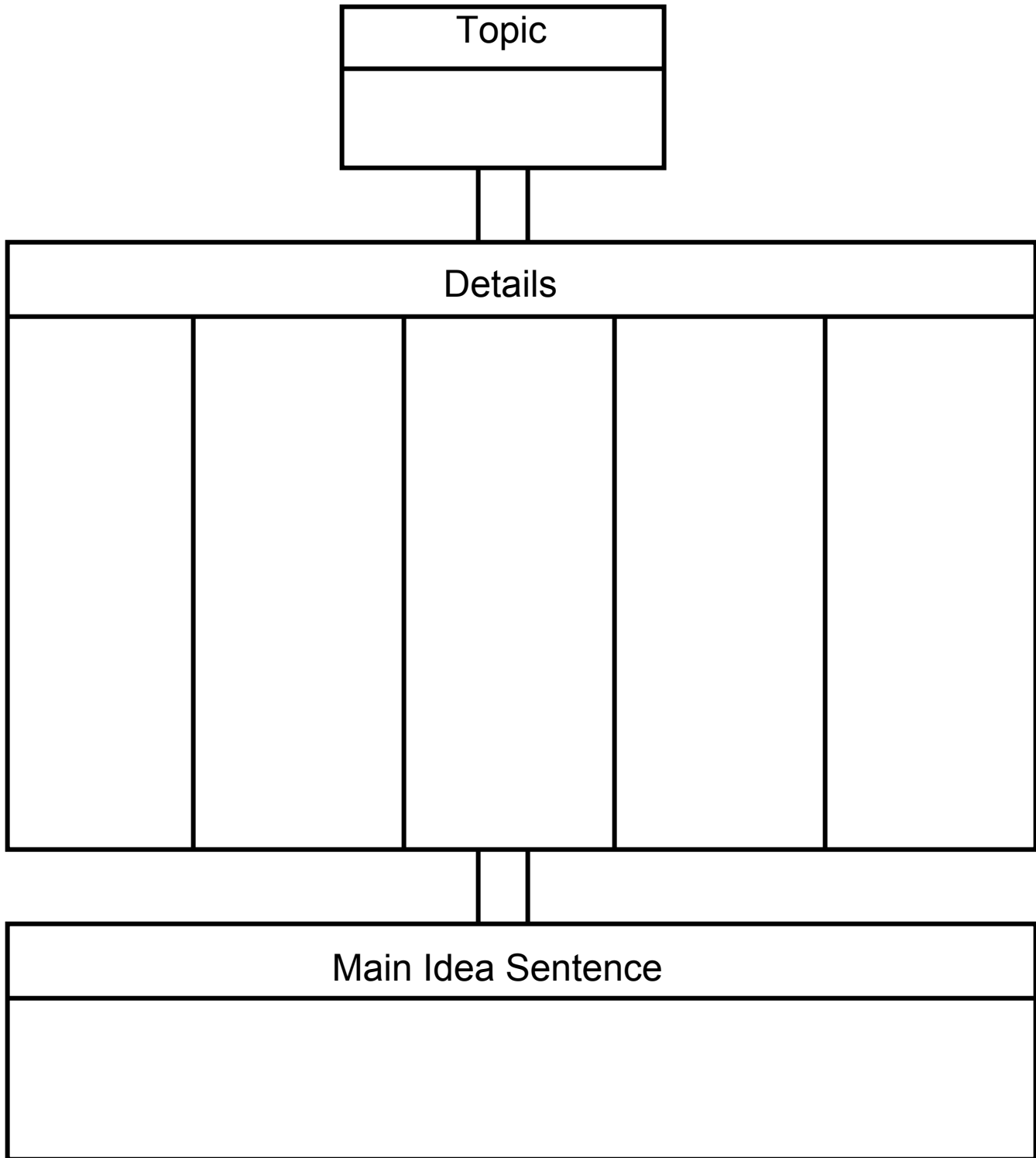
DETAILS (Literary Element)

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┌─────────────────────────────────────────┐
│                                           │
└─────────────────────────────────────────┘

┌─────────────────────────────────────────┐
│                                           │
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└─────────────────────────────────────────┘
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│                                           │
└─────────────────────────────────────────┘
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**MAIN
IDEA**

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┌─────────────────────────────────────────┐
│   _____   │
│   _____   │
│   _____   │
└─────────────────────────────────────────┘
```

STORY MAP (Literary Element)

Title: _____

Setting:

Characters: _____   _____

_____   _____

_____   _____

_____   _____

Problem:

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

Solution:

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Story Pyramid (Characterization)

1. _____

2. _____ _____

3. _____ _____ _____

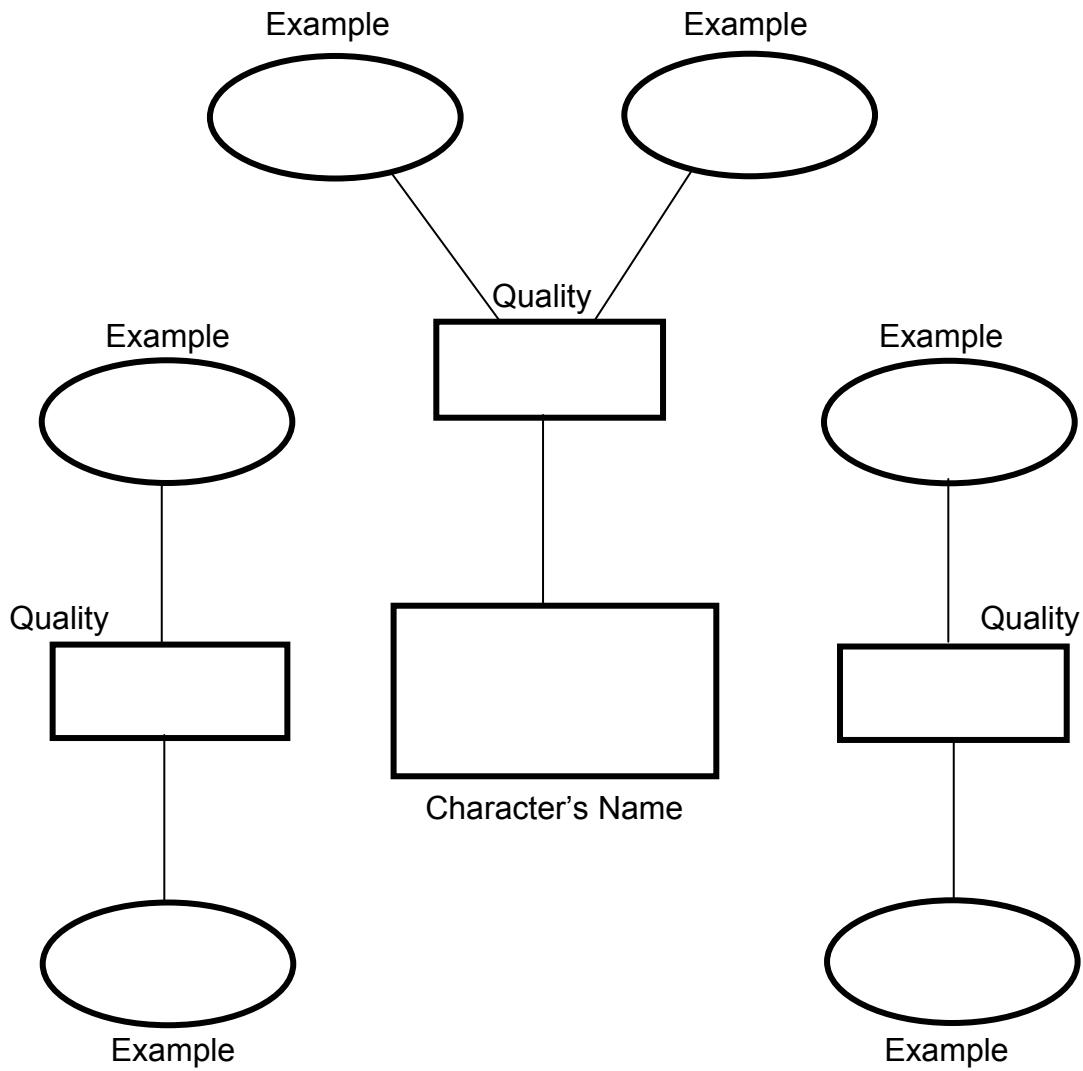4. _____ _____ _____ _____

5. _____ _____ _____ _____ _____

Directions:

1. Insert 1 word that names a central character.
2. Insert 2 words that describe the setting.
3. Insert 3 words that describe a character.
4. Insert 4 words that describe one event.
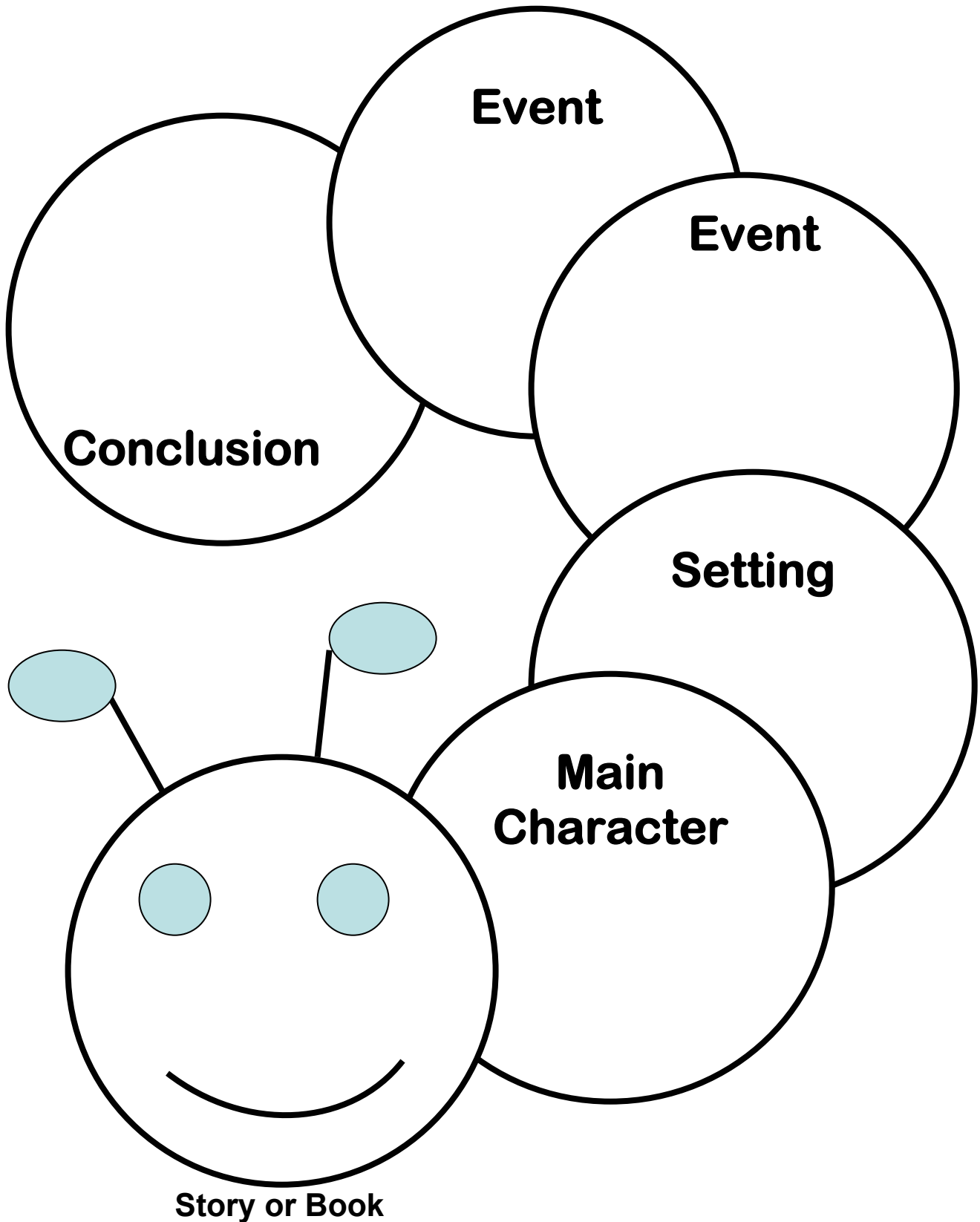5. Insert 5 words that describe another event.

Character Map (Literary Element)

Example   Example

Quality

Example   Example

Quality   Quality

Character's Name

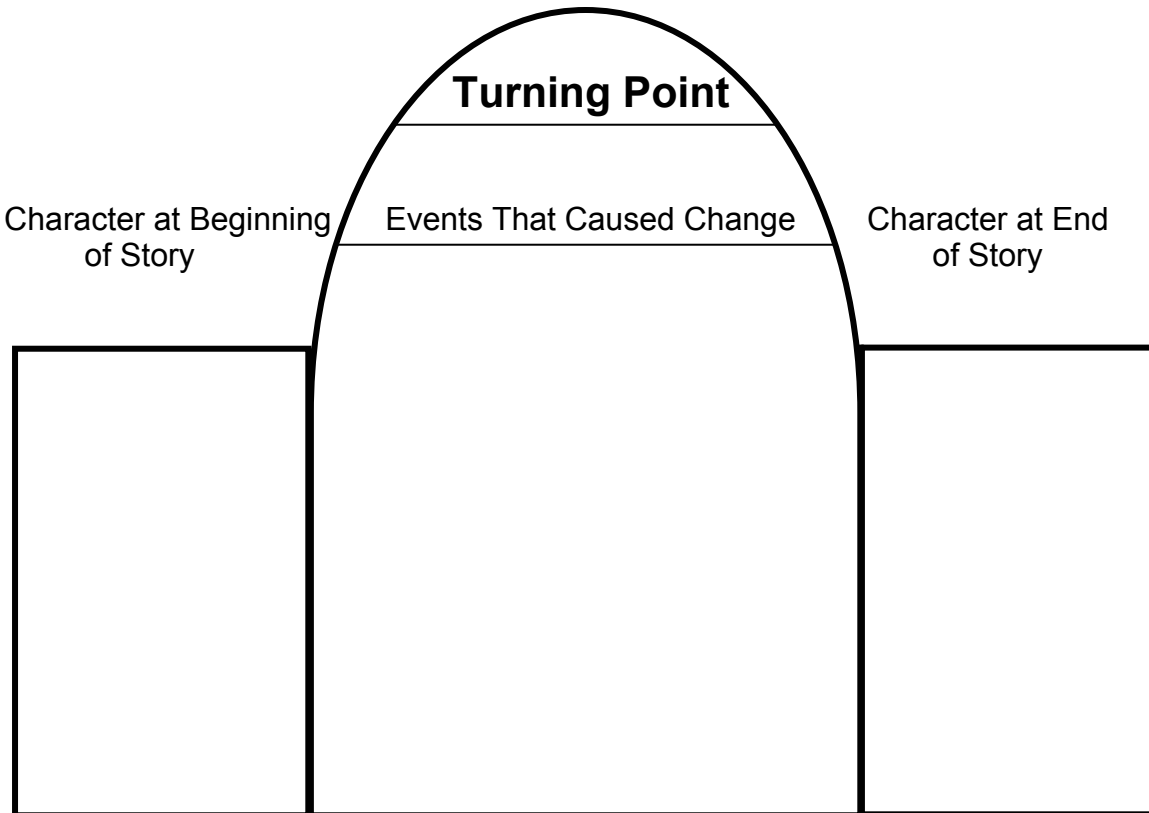Example   Example

Directions:

1. Write character's name in central square.
2. In the rectangles, list adjectives or qualities that describe that character.
3. In the ovals, writs examples from the text that support the adjectives or qualities.

STORY WORM (Literary Elements)

Event

Event

Conclusion

Setting

Main
Character

Story or Book

Story Map Showing Character Change

Turning Point

Character at Beginning
of Story

Events That Caused Change

Character at End
of Story

MATRIX (Compare / Contrast Several Items)

Top Category / Side Category			

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WEB DIAGRAM (Classifying)

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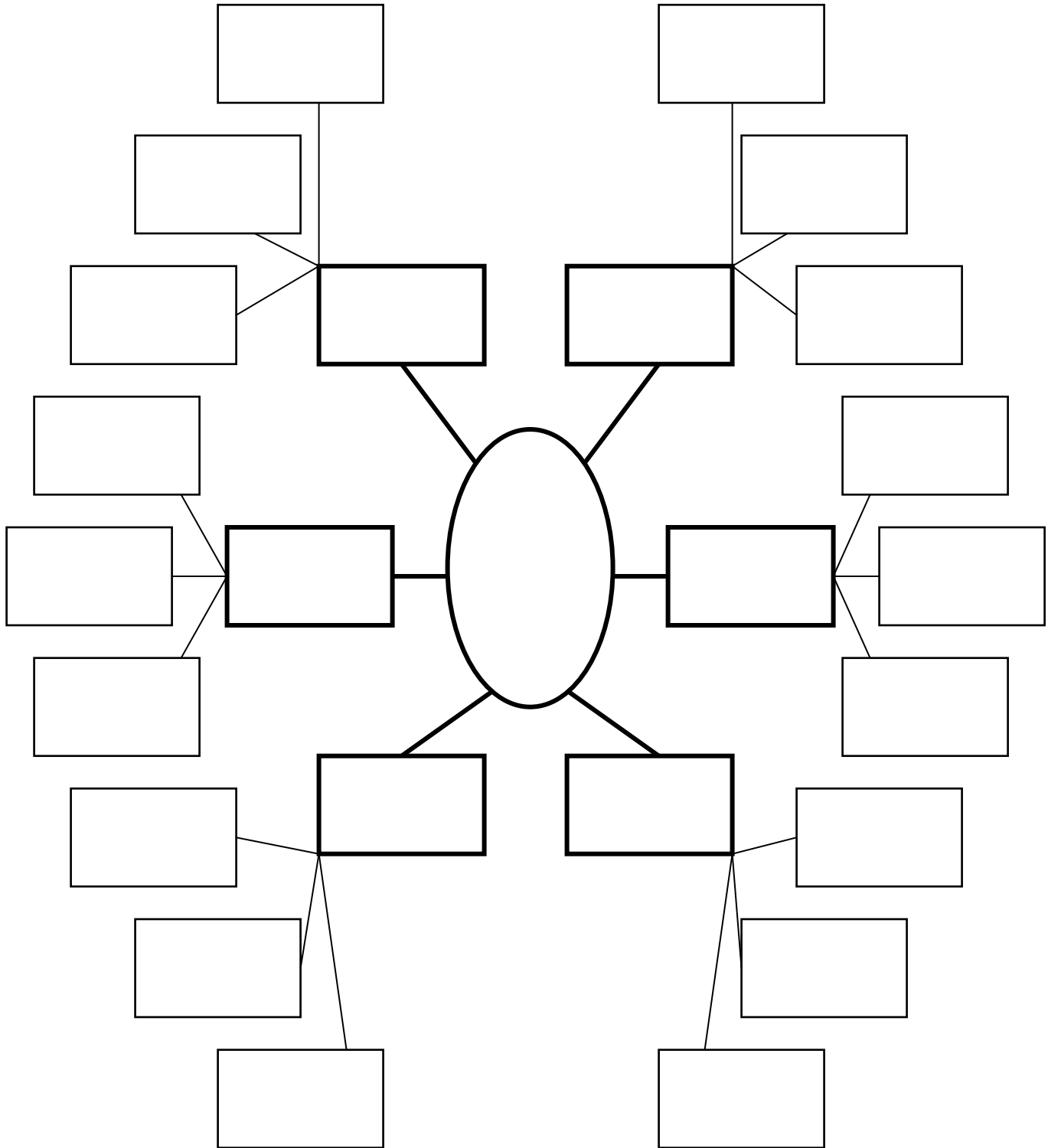
Newspaper Model – 5W Model (Abstracting)

Topic:

Who	What	When	Where	Why

Using the information from this form write a paragraph.

5W and How Model

TOPIC:

Who:
What:
When:
Where:
Why:
How:
Summary Statement:

Word Problems: Math

(Problem Solving)

What is the question?

What is the essential information?

What information is not needed?
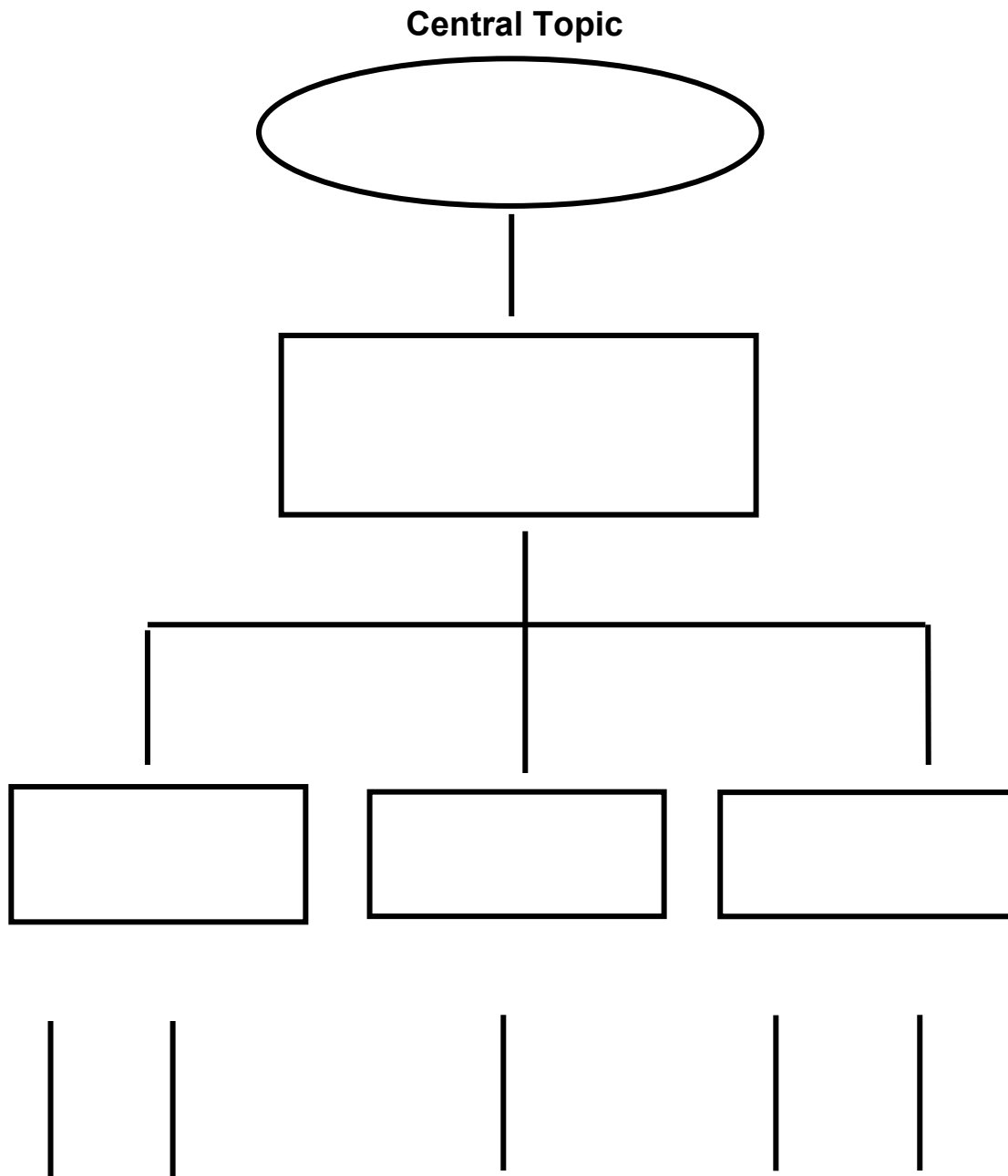
What operations will I use?

Does my answer make sense?

Can I draw a diagram of the problem?

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Justify Your Answer (Justification)

To solve this problem, first I _____
_____
_____
_____

Then, I _____
_____
_____
_____

The answer is _____
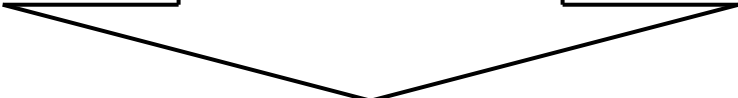_____
because _____
_____
_____ .

To solve this problem, first I _____
_____
_____

Then, I _____
_____
_____
_____

The answer is _____
_____
because _____
_____
_____

Organizational Graphic Organizer (Classifying / Categorizing)

Central Topic

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Problem / Solution Organizer (Problem Solving)

Topic

Problem

Solution

Main Idea Sentence

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SKILLFULL DECISION MAKING

OPTIONS
What can I do?

OPTION CONSIDERED

CONSEQUENCES What will happen if You take this option?	SUPPORT Why do you think each Consequence will occur?	VALUE How important is the Consequence? Why?

Prediction Tree Model (Deduction)

Details / Proof

Prediction

Details / Proof

Details / Proof

Prediction

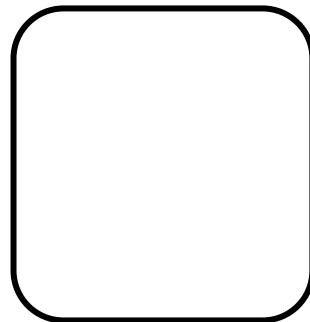**Prediction**

Conclusion or Final Prediction
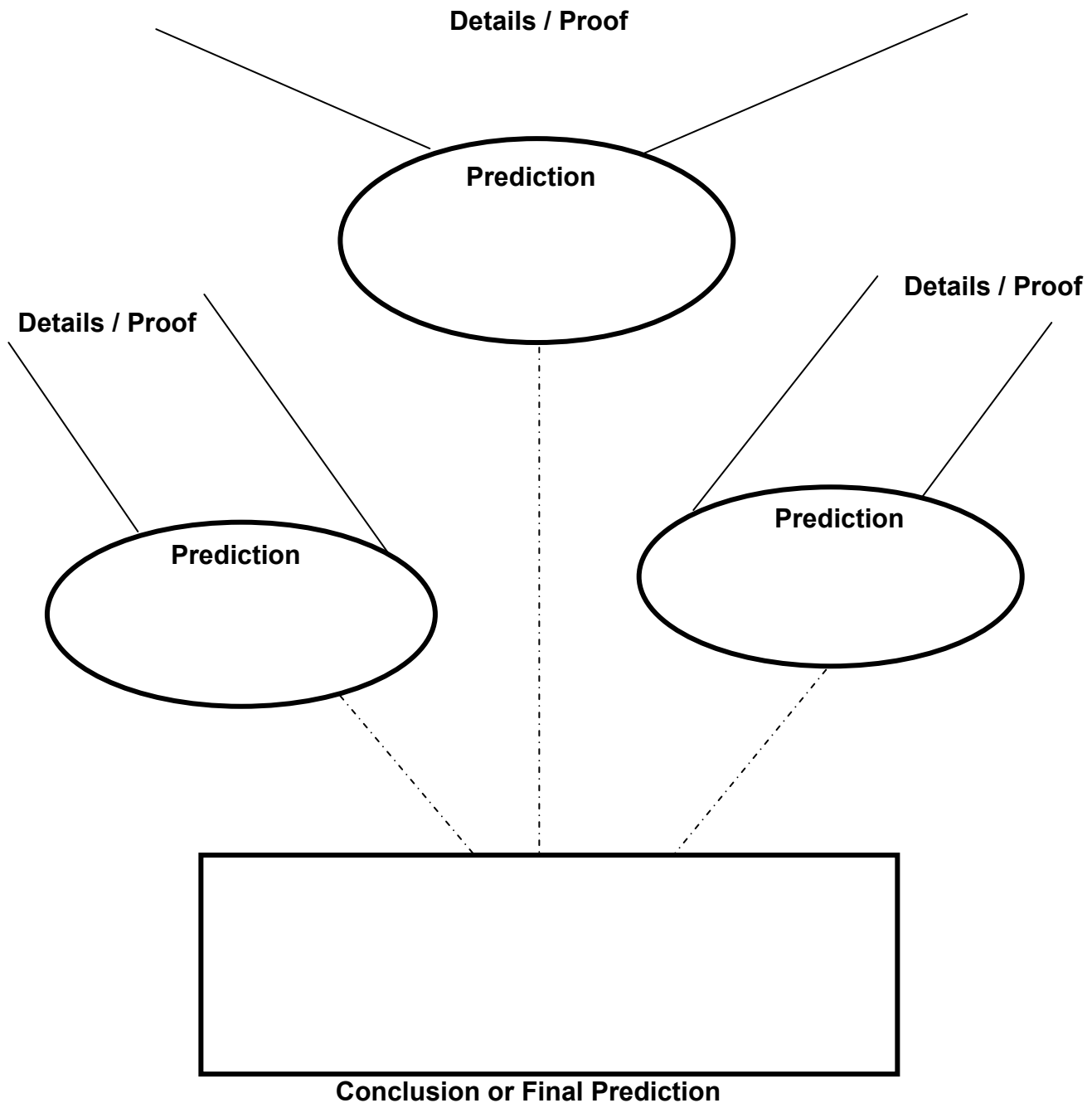
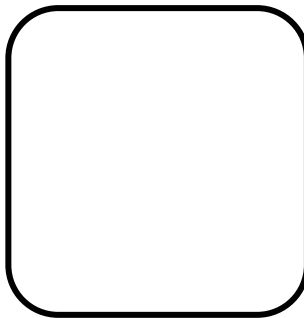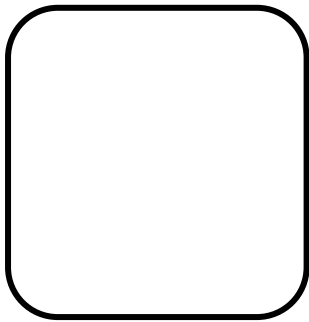1. Solid Lines Are Details / Proof   2. Ovals Are Predictions   3. Box is Conclusion

Directions: 1. Students Read and Note Details, Facts, Proof .

2. Read, Gather Details, Facts, Proof and Make Predictions

3. Make Conclusion or Final Prediction

Constructing Support
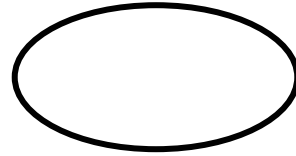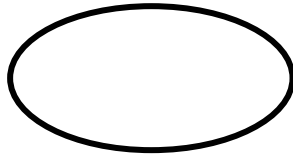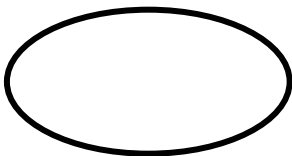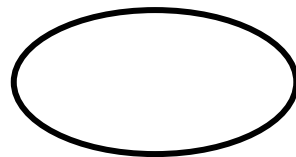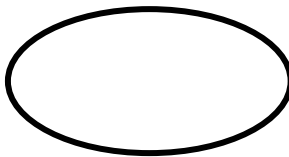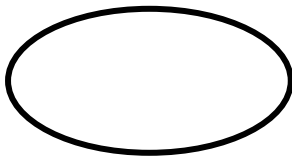
Position Statement

Reasons

Facts

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Inductive Reasoning

Details

Patterns

Generalization

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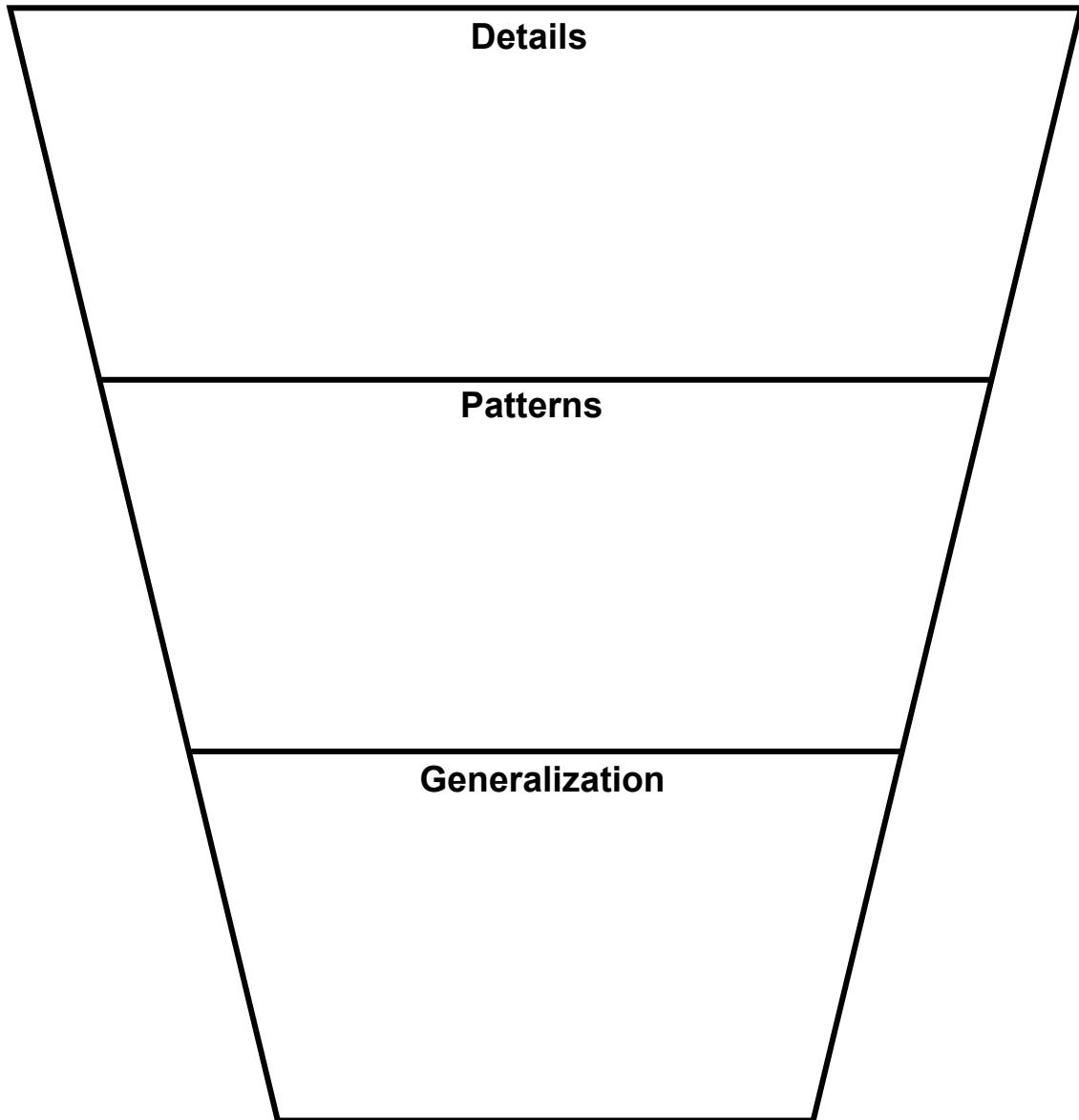
Analyzing Perspectives

Issues
Personal Perspective   **or** **Main Character's Perspective**
Reason / Logic
Different Perspective
Reasons / Logic
Conclusion / Awareness

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The important thing about

_____

is _____

_____

_____

_____

_____

_____

_____

_____

But, the most important thing about

_____

is _____.

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Teacher / Team:_____
Subject / Grade:_____

Decision One: Content Map of Unit
(See examples in Acceleration Section)

Unit Topic / Name

Key Understanding

Unit Essential Question

Main Concept:

Key Components / Issues / Concepts / Skills

Decision Two: Lesson Essential Questions

(See examples in Acquisition Section)
Make sure there are 2-4 Extending / Refining
questions as well as the Acquisition questions.

_____

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Decision 3: The performance or product project that will be the culminating activity of the unit?

Students' Assignment Page for the Culminating Activity

Essential Question of the Culminating Activity:

_____
_____
_____

Paragraph Description of Culminating Activity:

_____
_____
_____
_____
_____
_____
_____
_____

Steps or Task Analysis of Culminating Activity:

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____
6. _____
_____
7. _____
_____
8. _____
_____

Decision 4: Project Rubric

Scale → ↓ Criteria	4	3	2	1

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Decision 5: Launch Activities

Develops student interest and links prior knowledge.
Provides the content map and key vocabulary to students.

_____

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Decision 6: Acquisition Lessons

Plan the acquisition lessons you need for your Learning Unit.
You must have at least one lesson for each of your essential
questions in Decision 2.

Acquisition Lesson Planning Form
Plan for the Concept, Topic, or Skill --- Not for the Day

Essential Question:

Activating Strategies: (Learners Mentally Active)

- -

Acceleration/Previewing: (Key Vocabulary)

Teaching Strategies: (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

- -

Distributed Guided Practice/Summarizing Prompts: (Prompts Designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize & Answer Essential Question

Decision 7: Extending / Refining Activities

Have extending/refining activities for most important concepts/skills

Cause/Effect   Compare/Contrast   Constructing Support
    Justification   Induction   Deduction
    Error Analysis   Abstracting   Analyzing Perspectives
    Classifying   Example to Idea   Idea to Example
    Evaluation   Writing Prompts

_____

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Decision 8: Resources and Timeline for Learning Unit

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Acquisition Lesson Planning Form
Plan for the Concept, Topic, or Skill --- Not for the Day

Essential Question:

Activating Strategies: **(Learners Mentally Active)**

- -

Acceleration/Previewing: **(Key Vocabulary)**

Teaching Strategies: **(Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

- -

Distributed Guided Practice/Summarizing Prompts: **(Prompts Designed to Initiate Periodic Practice or Summarizing)**

Summarizing Strategies: **Learners Summarize & Answer Essential Question**