Tools for the ESOL Classroom

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**Graphic Organizer Templates**



**Institute for the Professional Development of Adult Educators**

Graphic Organizer Templates

Tools for the ESOL Classroom

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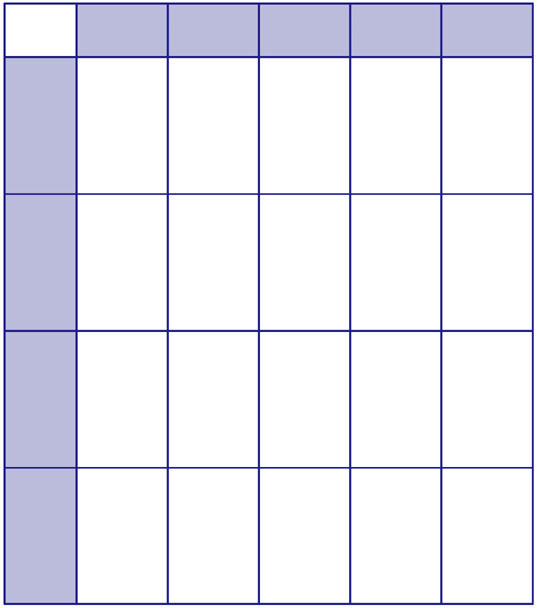
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## 

## Attribute Map

**Topic:**

****

Item 4

Item 3

Item 2

Item 1

Attribute 5

Attribute 4

Attribute 3

Attribute 2

Attribute 1

## Basic Thoughts Organizer

## Brackets

## Before/After Graphic Organizer

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before

After

## Cause and Effect Graphic Organizer

Cause

Cause

Cause

Effect

Effect

Effect

Event

## Cause and Effect Graphic Organizer

Topic/Subject:

|  |  |
| --- | --- |
| Causes  (Because of . . . ) | Effects  (. . . these conditions result) |
|  |  |

## Cause and Effect: Multiple Causes

**Causes**

**Effect**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

## Cause and Effect: Multiple Effects

**Effects**

**Cause**

**Effects**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

## Characterization

Directions: One way in which an author develops characters is through what is said about them. As you read, consider what is said about the main character. First, write the character’s name in the center. Second, in one of the satellite bubbles, write what that character says about himself/herself. Third, in the remaining bubbles, record what other characters say about the main character.

## Characterization

This chart shows five ways in which we learn about the main character. Next to each of the five ways in which character is revealed, give a specific example to illustrate. In the third column, explain what you learned about the character from this example.

|  |  |  |
| --- | --- | --- |
| Ways character is revealed | Example | What you learned about the character from this example |
| Character’s speech |  |  |
| Character’s appearance |  |  |
| Character’s private thoughts |  |  |
| How other characters feel about the character and react to the character |  |  |
| Character’s actions |  |  |

## Compare and Contrast

|  |
| --- |
| with regard to |
|  |
|  |
|  |
|  |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Indicate which items are similar and which are different.**

## Comparison Graphic Organizer

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Features of Subject A | Features of Subject B |
|  |  |

**Circle the similarities and underline the differences.**

## Conflict Dissection

Directions: Conflicts usually arise when someone wants something or wants something to happen and for some reason it does not. Use the chart below to identify the different conflicts and outcomes based on the text you are reading.

|  |  |  |  |
| --- | --- | --- | --- |
| **SOMEONE** | **WANTED/BECAUSE** | **BUT** | **SO** |
| The American colonies | Freedom and independence from Great Britain because they felt oppressed by taxation without representation | Great Britain wanted to maintain control over the colonies because they were an economic asset | The American revolution began in 1776, which led to American Independence |
|  |  |  |  |

## Fact and Opinion

Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Statement** | **Fact** | **Opinion** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Fact and Opinion

Write your topic/task at the top of the page. Add details to each column.

**Fact**

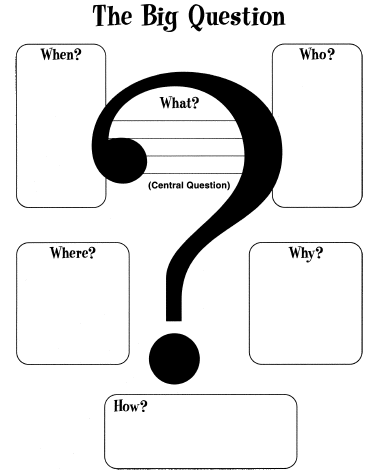
|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Opinion**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

## Flow Chart Model

## Five W s



## Four-Square Perspective

Examine a topic or issue from different points of view and synthesize your conclusions, connections, and questions on the following chart. First identify your issue by describing it and placing the main idea in the center rectangle. Then brainstorm four different perspectives, writing your thoughts in each of the four quadrants. Finally, synthesize what you concluded in the bottom section.

Different Perspectives on:

Conclusions / Connections / Questions / Realizations . . .

## The Herringbone

Supporting Ideas

Main Idea

## Idea – Details . . .

Add details about your idea.

**Idea Details**

**Create a paragraph**

With just a few changes, the idea and supporting details can be combined into a paragraph.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Life Map

In each of the shapes, e.g., squares, circles, triangles, etc. list an important event related to your life/work experience.

## Begin

## KWL Chart - Revised

|  |  |  |  |
| --- | --- | --- | --- |
| **What I Know for Sure About This Topic** | **What I Think I Know, But Am Not Sure About This Topic** | **What I Would Like to Learn About This Topic** | **Connections Between This Topic and Other Things I Know** |
|  |  |  |  |

## Main Idea Graphic Organizer

**Main Idea**

**Main Idea**

**Details**

**Details**

**Details**

**Main Idea**

|  |
| --- |
|  |
|  |
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|  |

## Organization: Timeline

Task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 

## T-Chart

**Like/Dislike**

Things you like and things you dislike.

**Typical/Unusual**

Typical life experiences and unusual life experiences.

**Fun/Have To**

Things you do for fun and things you do because you have to do them.

**Change/Stay the Same**

Things you want to change and things you want to stay the same.

**Regret/Proud Of**

Things you regret and things of which you are proud.

## Persuasion Map

Write your goal in the first box. Write three reasons for your goal in the next boxes. List facts and examples in the branching boxes.

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**fact/example**

**Reason 1**

**Reason 2**

**Reason 3**

**Goal**

## Pre-Reading Template for Texts/Books

|  |  |
| --- | --- |
| Title: |  |
| Author: |  |
| Read the title. What do you think the book will be about? |  |
| After flipping through the pages, what can you learn about the setting? |  |
| After flipping through the pages, what can you learn about the characters? |  |
| After flipping through the pages, what can you learn about the plot or conflict? |  |
| Explain what you think of when you scan this book. Does it remind you of another book you have read? |  |
| Are you excited to read this book? What questions do you hope get answered? |  |

## Process Organizer

## Steps in a Process Organizer

**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Step 5**

## Pros and Cons Scale

The Issue:

Pros Cons

## Pros and Cons: Solving a Problem

**The Problem:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Solutions** | **Consequences**  What will happen if I adopt this solution? | **Pro**  or  **Con?** | **Value**  How important is the consequence? Why? |
|  |  |  |  |

**The Best Solution:**

## Problem/Solution

**Problem:**

**Causes of the Problem**

**Possible Solutions**

## Problem/Solution Chart

Problem/Solution requires that you identify a problem and consider multiple solutions and possible results.

Who

What?

Why?

Problem

Attempted Solutions Results

1. 1.
2. 2.
3. 3.

Solution

End Results

## Sequence Chart

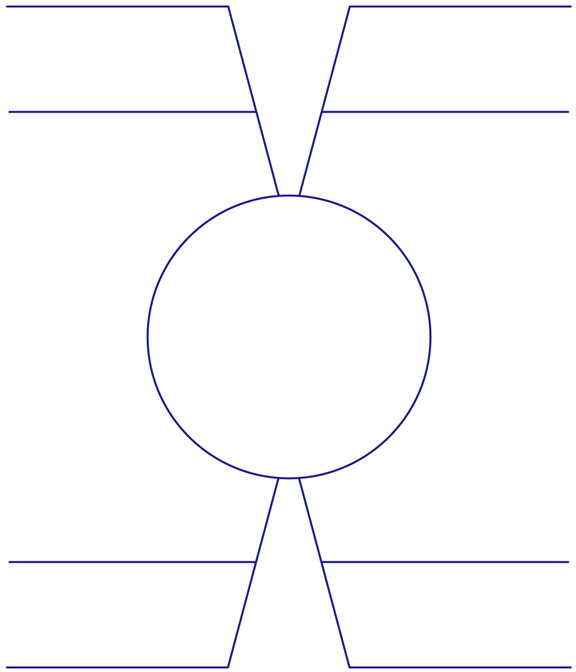
List steps or events in time order.

|  |
| --- |
| **Topic/Task:** |
| First |
| Next |
| Next |
| Next |
| Next |
| Next |
| Next |
| Next |
| Next |
| Last |

## Spider Map

text

text

****

text

text

text

text

text

text

**TOPIC**

## Text Connections

Directions: Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question.

Essential Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Text |  |
| Self |  |
| World |  |
| Text-to-Self |  |
| Text-to-World |  |
| World-to-Self |  |
| Text-Self-World |  |

## Time-Order Chart

Write the topic/task in the center square. Write events in the boxes and details on the branching lines.

**Event 1**

**Event 3**

**Event 2**

**Event 4**

**Topic**

## Tree

Use the following to help you connect different ideas and details about a topic/task.

**Title or Topic**

## Venn Diagram: Two Circles

**Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

****

Title

Title

Title

## Venn Diagram: Three Circles

**Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

****

Title

Title

Title

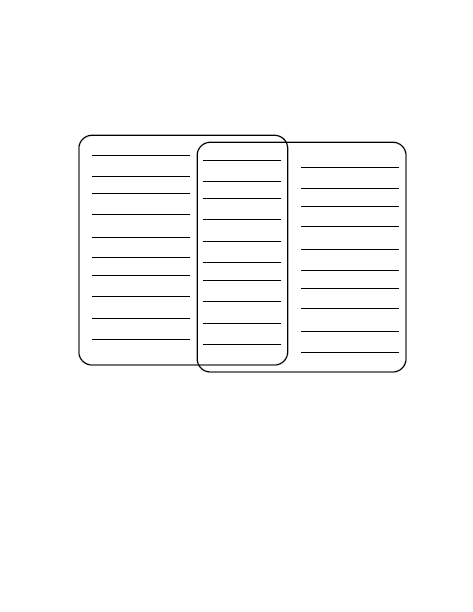
Title

Title

Title

Title

## Venn Diagram (Modern)



## Verbal and Visual Word Association (Barton & Heidema, 2002)

|  |  |
| --- | --- |
| Vocabulary Term(s) | Visual Representation |
| Definitions(s) | Personal Association or a Characteristic |

## Viewpoints and Actions

**Viewpoints of Belief Actions**

## Web

Use the following organizer to develop your ideas or concepts. Identify your topic or task in the middle box. Add ideas about the topic/task in each of the circles.

## Vocabulary – Frayer Model



## What – Why – How Chart

**What Why How**

What do you think? Why do you think it? How do you know?

|  |  |  |
| --- | --- | --- |
| This is your opinion | This is your reason | This is your evidence or examples |
|  |  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Peha, Steve. The Writing Teacher’s Strategy Guide. (1995-2010). Teaching That Makes Sense, Inc.