North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Graphic Organizers for the *North Carolina English Language Development Essential Standards*

What is the purpose of this tool?
These visual representations assist the student in organizing abstract "big picture" information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

What is in the tool?
The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers' ability to understand the use of the tool as a mechanism for differentiating instruction.

How do I send feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?
All standards are located at http://www.ncpublicschools.org/acre/standards/.

Where are the supporting documents and resources that accompany the standards?
The *English Language Development Essential Standards* wiki at http://eldnces.ncdpi.wikispaces.net/ includes links to standards, tools, resources and professional development materials specific to English as a Second Language.

Addressing English Language Learners:

To meet the needs of English Language Learners in science classes embed English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Consider teaching these graphic organizers in parts, adding on more components as students demonstrate comprehensibility.

- ➢ Engage ELLs in the use of academic language in all 4 language domains: listening, speaking, reading, and writing through partner and small group activities. Oral academic language development is essential to build reading and writing skills.

- ➢ Explicitly teach vocabulary before, during, and after a lesson. Besides key terms listed for figure 1 teach such words as frequency, salinity (saline), accumulation, sea level rise, sedimentation (sediment), deposition, variation (vary), urban sprawl.
  - o Orally pre-teach vocabulary using these steps. Activity should take from 2-5 minutes.
    - ▪ Teacher says the word/phrase.
    - ▪ Students repeat the word 3 times.
    - ▪ Teacher uses the word in context from the text/diagram
    - ▪ Teacher provides the dictionary definition (students do not find the word in the dictionary)
    - ▪ Teacher explains meaning of words with student-friendly definitions
    - ▪ Teacher engages students in speaking activities to develop word/concept knowledge
    - ▪ Teacher points out grammar, multiple meanings, spelling/pronunciation anomalies associated with word

- ➢ Link graphic organizer/reading to students' background knowledge or build background knowledge

- ➢ Employ partner reading to build comprehension.
  - o Teacher uses "think aloud" to model the partner reading process.
  - o Students, in partners, read the graphic organizers/reading passage and summarize what they have read.
    - ▪ Students begin partner reading by alternating reading and summarizing sentences.
    - ▪ Then partners alternate reading and summarizing paragraphs.
  - o Note the students' discourse complexity and their use of key vocabulary in their summarization as a means for ongoing assessment to plan specific interventions to meet individual needs.

- ➢ Provide cooperative learning activities during the different stages of the writing process.
  - o Student group explains a process
    - ▪ Each student in the group copies the prompt on a piece of paper, completes the sentence, and passes to paper to the right.
    - ▪ That student reads what was written, writes another sentence, and passes the paper to the right.
    - ▪ The process continues with each student reading the previously written sentences and adding another sentence to each paper he/she receives until the teacher calls time.