



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. **These Graphic Organizers are in draft form and are undergoing review for feedback.**

Graphic Organizers SAMPLES

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, but also on 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/>

Inquiry Chart Graphic Organizer

Purpose:

When using this graphic organizer, students will integrate and analyze content from multiple sources (including multimedia sources) in order to develop an understanding of a topic or issue.

Sample/Description:

The strategies for using the I-Chart, as described by Hoffman (1992), include 3 phases:

1. Planning Phase

During this phase, teachers guide students as they identify the topic under study, develop two to four questions to use which will drive the inquiry process, and collect various materials which should include print and digital resources.

2. Interacting Phase

This phase includes exploration of prior knowledge and beliefs, the sharing of interesting facts and new questions, and reading, viewing, and recording information gathered from research.

3. Integrating and Evaluating Phase

This phase consists of summarizing, integrating, comparing/contrasting, evaluating, additional research, and reporting.

Connection to standard:

RI #7

Resources:

James V. Hoffman developed Inquiry Charts.

Hoffman, J.V. (1992). Critical reading/thinking across the curriculum: Using I-Charts to support learning. Language Arts, 69: 121-127.

Level:

This graphic organizer can be used most effectively with middle and high school students. Hoffman (1992) suggests a number of variations to encourage independent learning by introducing the graphic organizer using teacher-selected topics and questions and gradually releasing this responsibility to students.

INQUIRY CHART

TOPIC	Question 1	Question 2	Question 3	Question 4	Interesting Facts and Figures	New Questions
WHAT WE KNOW						
Source #1						
Source #2						
Source #3						
Summary						

Hoffman, J. V. (1992). Critical reading/thinking across the curriculum: Using I-Charts to support learning. *Language Arts* 69: 121-127.