



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](mailto: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/>

## Dialectic Response Journal Graphic Organizer

### Purpose:

A dialectic response journal records dialogue or conversation between the ideas in the text (the words being read) and the ideas of readers. The process will help students develop a deeper understanding of difficult texts.

### Sample/Description:

Teachers can use the Dialectic Response Journal to support meaningful text-based analysis during literacy workshop and/or when students are practicing independent literacy skills. Students use this tool to take notes about a text and write a response. Then, a partner responds to their thinking. The partner can agree/disagree, extend, or ask questions. The final step involves students reflecting upon their response and their partner's notes in order to generate new ideas and thinking.

The completed graphic organizer can be used during text-based collaborative discussion. Students make meaningful text-based analyses and draw inferences from the evidence they gather on the graphic organizer.

### Connection to standard:

RI #1, #2

### Resources:

Urbanski, C. (2006) Using the Workshop Approach in the High School English Classroom: Modeling Effective Writing, Reading, and Thinking Strategies for Student Success. Thousand Oaks, California: Corwin Press.

### Level:

This graphic organizer can be used with grades 3-12. It can be adapted to students' needs and abilities based upon the complexity of the text chosen.

## Dialectic Response Journal

My Notes	My Response to Column 1	Response from another person	W.I.T.N. What I'm Thinking Now
Quote, summary, or questions from the texts	<ul style="list-style-type: none"> <li>a. Think about the significance</li> <li>b. Think about the author's purpose</li> <li>c. What is causing you to have this question about the text</li> </ul>	<ul style="list-style-type: none"> <li>a. Agree/Disagree</li> <li>b. Extend</li> <li>c. Question</li> </ul>	<ul style="list-style-type: none"> <li>a. Ideas solidified</li> <li>b. New questions raised</li> <li>c. Questions answered</li> <li>d. New ideas</li> </ul>

From: Urbanski, C. (2006) Using the Workshop Approach in the High School English Classroom: Modeling Effective Writing, Reading, and Thinking Strategies for Student Success. Thousand Oaks, California: Corwin Press.