



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.

Using Number Lines with 3-4 Common Core State Standards in Mathematics Modified for English Language Learners (ELLs)

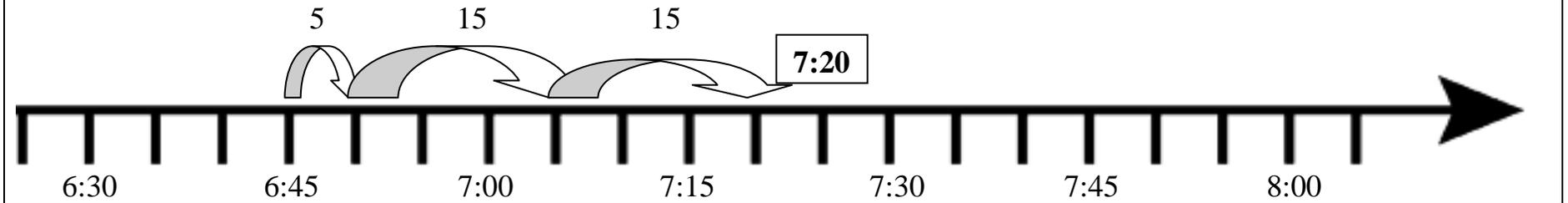
1A) Example - Non-modified GO

Third Grade:

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Example:

Tonya wakes up at 6:45 a.m. It takes her 5 minutes to shower, 15 minutes to get dressed, and 15 minutes to eat breakfast. What time will she be ready for school?



Using Number Lines with 3-4 Common Core State Standards in Mathematics Modified for English Language Learners (ELLs)

1B) Example - Modified GO for ELLs

Third Grade:

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Purpose of modification for ELLs: Students may be unfamiliar with the use of the language structure, “It takes...” so the example is presented in the more familiar subject-verb format. Also, the non-math vocabulary may be unfamiliar so pictures are provided to pre-teach the vocabulary in the problem.



wakes up



to shower



to get dressed



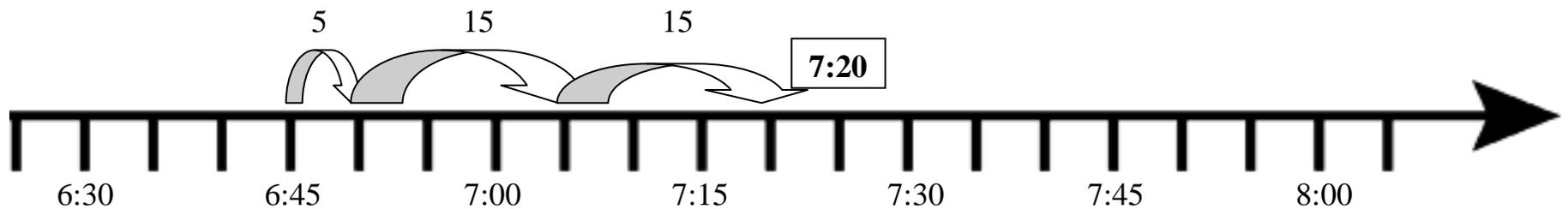
to eat breakfast



ready for school

Example:

Tonya wakes up at 6:45 a.m. Tonya takes 5 minutes to shower, 15 minutes to get dressed, and 15 minutes to eat breakfast. What time will she be ready for school?



Using Number Lines with 3-4 Common Core State Standards in Mathematics Modified for English Language Learners (ELLs)

2A) Example - Non-modified GO

Fourth Grade:

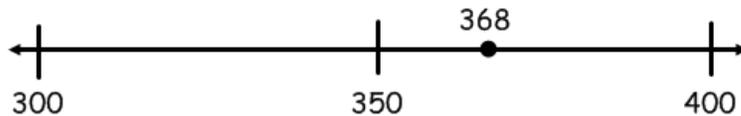
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Round 368 to the nearest hundred.

This will either be 300 or 400, since those are the two hundreds before and after 368.

Draw a number line, subdivide it as much as necessary, and determine whether 368 is closer to 300 or 400.

Since 368 is closer to 400, this number should be rounded to 400



2B) Example - Modified GO for ELLs

Fourth Grade:

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Purpose of modification for ELLs: Students may be unfamiliar with the sentence structures in the example so these have been changed. Some pronouns and vocabulary have been eliminated.

Round 368 to the nearest hundred.

The answer is 300 or 400 because those are the two hundreds before and after 368.

Draw a number line. Subdivide the number line as necessary. Look at the number line. Is 368 closer to 300 or 400?

368 is closer to 400. Therefore, round 368 to 400.

