



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.

Graphic II Graphic Organizer for Artifact Analysis (GOFAA) Modified for English Language Learners (ELLs)

APPARTS	
Author	Who created the source? What do you know about the author? What is the author's point of view?
Place and Time	Where and when was the source produced? How might this affect the meaning of the source?
Prior Knowledge	Beyond information about the author and the context of its created, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?
Audience	For whom was the source created and how might this affect the reliability of the source?
Reason	Why was this source produced at the time it was produced?
The Main Idea	What point is the source trying to convey?
Significance	Why is this source important? What inferences can you draw from this document? As yourself, "So what?" in relation to the question asked.

Considerations for ELLs: Bulleting questions clearly explain the academic task. Avoid compound questions. Instead, make each part into a separate question. Use simple past and present verb tenses.

Teacher should preteach vocabulary: source, author, prior knowledge, audience.

Sample/Description: Teacher will need to model these questions and appropriate responses using a variety of artifacts to build competency with this graphic organizer for students.

After modeling with "think alouds", teachers provide time for guided practice using the graphic organizer:

- 1) Students practice in pairs as they analyze artifacts.
- 2) Students work independently after working in pairs. The teacher provides support via prompting, as needed.

Modification for LEP Student:

APPARTS: *Complete with a partner as needed*

Author	<ul style="list-style-type: none">• Who drew the picture? / Who wrote the reading?• Tell what you know about the author.• Give the author's point of view.
Place and Time	<ul style="list-style-type: none">• Where was the source produced?• When was the source produced?• Will the place and date influence the meaning? How?
Prior Knowledge	<ul style="list-style-type: none">• What do you know about the source? Use information that you already know.
Audience	<ul style="list-style-type: none">• Who did the author create the source for?• Does the audience influence the truthfulness of the source?
Reason	<ul style="list-style-type: none">• Why did the author create this source?
The Main Idea	<ul style="list-style-type: none">• What is the main idea?
Significance	<ul style="list-style-type: none">• Why is this source important?• What can you infer (understand) from this source?• What can you learn from analyzing this document