



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://eldnnces.ncdpi.wikispaces.net/> includes links to standards, tools, resources and professional development materials specific to English as a Second Language.

Argument Graphic Organizer

Purpose:

This graphic organizer provides an avenue to evaluate an author's argument within a text by determining the relevance and validity of each claim and the overall sufficiency of the evidence presented.

Considerations for English language learners:

Explicit instruction and monitored practice of Tier II vocabulary and essential concepts before and during the activity is critical.

Sample/Description:

Teachers can use the Argument Graphic Organizer to support students as they delineate and evaluate claims made by the author throughout a text. Teachers can prepare students for this thinking by discussing how much evidence is sufficient and by determining the relevancy of evidence within the text. Teachers will need to model and highlight these critical features in a variety of text types to build competency with this strategy for students.

After highlighting critical features within text and demonstrating using models, teachers provide time for guided practice using the graphic organizer:

- 1) Students practice in pairs as they read short texts closely and evaluate evidence and reasoning. Students highlight critical features of texts and begin to complete graphic organizers in pairs.
- 2) Students work independently after working in pairs. The teacher provides support via prompting, as needed. Students continue to highlight critical features of texts and complete graphic organizers.

Connection to standard: RI #8

Resources:

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl
Differentiated Instruction with UDL/National Center on Accessible Instruction Materials

Level:

This graphic organizer can be used with middle and high school students. It can be adapted according to students' needs and abilities based upon the complexity of the text chosen.

EVALUATING ARGUMENT

Example – Non-modified GO

Directions: After reading an argument text, use the table below to evaluate the author’s reasoning and evidence.

Claim 1:
Is the claim relevant? Tell why.
Is the claim valid? Tell why.
Claim 2:
Is the claim relevant? Tell why.
Is the claim valid? Tell why.
Claim 3:
Is the claim relevant? Tell why.
Is the claim valid? Tell why.

Is the evidence presented by the author sufficient? Tell why or why not?



Evaluate an Argument

Example – Modified GO

Argument:

First Claim (point):		Yes or No?	Why?
1.	Is the evidence that supports this claim related (relevant)?		
2.	Is the evidence reasonable (valid)?		
3.	Was there enough evidence to prove the point?		

Second Claim (point):		Yes or No?	Why?
4.	Is the evidence that supports this claim related (relevant)?		
5.	Is the evidence reasonable (valid)?		
6.	Was there enough evidence to prove the point?		

Third Claim (point):		Yes or No?	Why?
7.	Is the evidence that supports this claim related (relevant)?		
8.	Is the evidence reasonable (valid)?		
9.	Was there enough evidence to prove the point?		

		Yes or No?	Why?
10.	Is there enough evidence to support the argument? (How do I know? My questions are answered and I understand the argument.)		

Total Yes	
# Yes	
9-10	Excellent Argument!
6-8	Good Argument
1-5	Argument not supported.