English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment

Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grades 4-5

Strategy: Focus:	**WRITING ORGANIZER** **WRITING PROCESS**
ELA Standard:	**LA 10.2.1** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
ELA Indicator (by grade):	**LA 4.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. **LA 5.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
ELP Corresponding Standard(s):	**4-5.4** Construct grade-appropriate oral and written claims and support them with reasoning and evidence. **4-5.9** Create clear and coherent grade appropriate speech and text. **4-5.10** Make accurate use of standard English to communicate in grade appropriate speech and writing.
Objective/Learning Target:	I can create a draft of my own writing that conveys complex ideas and critical thinking.
Time Required:	30-35 minutes
Materials Needed:	1. Projector, whiteboard, or another whole-class viewing device. 2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.

	3. Examples to model and examples for guided practice. 4. Internet to research topics.
Strategy Overview and Rationale:	Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical thinking and reveals complex ideas.
Step-By-Step Instructions: *During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).*	1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-viewing device. 2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through the Essay Organizer worksheet, the group will then establish one piece of EVIDENCE to support the CLAIM. 3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject. 4. Students create a new Writing Organizer for their CLAIM they would like to argue in their writing. Use class example to guide their drafting.

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	• Provide sentence strips from the paragraph to glue under CLAIM. • Create a web. • Provide a word bank. • Color coordinate main ideas and	• Fill in the blanks of partially completed sentences on graphic organizer. • Provide a word bank. • Highlight evidence within the text. • Color coordinate	• Provide sentence starters for evidence. • Have students highlight claim, reason and evidence first, then complete graphic organizer

	supporting details. • Work with a partner. • Use images to support context.	main ideas/supporting details, and evidence. • Work with a partner.	
Resources:	Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.		
Meta Tagging:	Writing Organizer, Writing Process, Writing		

ESSAY ORGANIZER

Claim *What is the main point you will argue?*

Reason *Why should readers accept your claim?*

Evidence *facts, figures, statistics, observations, contextual support*		
Evidence	Evidence	Evidence

Acknowledge and Respond *to other perspectives on the subject*	
Acknowledge	Respond