



English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment
Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grade 1

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 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
ELP Corresponding Standard(s):	1.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence. 1.9 Create a clear and coherent grade-appropriate speech and text.
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.		
<p>Step-By-Step Instructions:</p> <p><i>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).</i></p>	<ol style="list-style-type: none"> 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 a grade-appropriate organizer, 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. 		
<p>Leveled Supports for English Learners</p>	<p>Emerging (Use familiar topics)</p>	<p>Progressing (Use familiar topics)</p>	<p>Nearly Proficient (Use a variety of topics)</p>
	<ul style="list-style-type: none"> ● Provide pictures of choices. ● Have student illustrate response and label illustration with teacher support. ● Dictate response to teacher. Teacher records response. ● Have students respond to yes/no opinion questions. ● Provide native language support students in expressing idea. 	<ul style="list-style-type: none"> ● Provide pictures of choices. ● Provide sentence starters: “I think that ____.” “I agree/disagree because ____.” ● Provide list of transition words. Examples: first, another reason why, etc. 	<ul style="list-style-type: none"> ● Provide an opportunity to talk with a partner before writing. ● Provide sentence starters to prompt more reasons for opinions: “Give me three reasons why you think that.” “I think ____ because ___, ___, ____.”

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

<p><u>Claim</u> <i>What is the main point you will argue?</i></p>		
<p><u>Reason</u> <i>Why should readers accept your claim?</i></p>		
<p><u>Evidence</u> <i>facts, figures, statistics, observations, contextual support</i></p>		
Evidence	Evidence	Evidence
<p><u>Acknowledge and Respond</u> <i>to other perspectives on the subject</i></p>		

Acknowledge	Respond

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