



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

Grade Level: Grades 2-3

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<p><b>LA 2/3.2.1</b> 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.</p> <p><b>LA 2.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p> <p><b>LA 3.2.1.b</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.</p>
<b>ELP Corresponding Standard(s):</b>	<p><b>2-3.6</b> Analyze and critique the arguments of others orally and in writing</p> <p><b>2-3.4</b> Construct grade- appropriate oral and written claims and support them with reasoning and evidence</p>
<b>Objective/Learning Target:</b>	I can create a draft of my own writing that conveys complex ideas and critical thinking.
<b>Time Required:</b>	30-35 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>

<b>Strategy Overview and Rationale:</b>	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.		
<b>Step-By-Step Instructions:</b>  <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>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>		
<b>Leveled Supports for English Learners</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Nearly Proficient</b>
	<ul style="list-style-type: none"> <li>• Provide visuals and background information about the topic.</li> <li>• Do an example/non-example sorting activity with partners/triads.</li> <li>• Provide academic conversation frames (see attached resource)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visuals and background information about the topic.</li> <li>• Provide examples and non-examples of claims and have students respond utilizing the “Yes, No, Why” strategy. (ex., Yes, this an example of a strong claim)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an anchor chart to illustrate how to make a claim.</li> <li>• Provide examples and non-examples of claims and have students respond utilizing the “Yes, No, Why” strategy. (ex., Yes, this an example of a strong claim)</li> </ul>

	for students to use when responding to others claims.	because _____. ) <ul style="list-style-type: none"> <li>• Provide response frames for students to use when responding to others claims.</li> </ul>	because _____. ) <ul style="list-style-type: none"> <li>• Provide response frames for students to use when responding to others claims.</li> </ul>
<b>Resources:</b>	<p>Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.</p> <p>Academic Conversation Table Tents (see attached) Lincoln Public Schools Curriculum Department</p>		
<b>Meta Tagging:</b>	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

What have we talked about so far?

What can we agree on?

What main points can we take away?

How can we bring this all together?

What key idea can we take away?

# Synthesize



Summarizes the discussion of the group by concluding the key points.

How does this sound?

We can say that...

The main theme/point seems to be...

As a result of this conversation, we think that we should...

The evidence seems to suggest...

Can you give examples from the text?

Can you show me where it says that?

What are examples from other texts?

What is an example from your life?

Why do you say that?

How do you justify that?

What does that look like?

Why is that a good example?

# Support Ideas with Examples

Examples strengthen an idea or argument.

## Four Types of Examples

1. From text
2. From other texts
3. From the world
4. From one's own life

For example, ...

In the text it said that...

One case showed that...

An example from my life is...

For instance, ...

According to...

An illustration of this could be...

In fact, ...

To demonstrate, ...

Indeed, ...

Have you ever...?

I'm not sure that  
was clear...

What do we know  
so far?

Did that make  
sense?

How can we relate  
what I said to the  
topic/question?

What are you  
hearing?



## Paraphrasing



Restate ideas in your  
own words.

In other words...

Let me see if I  
understand you...

So, you are saying  
that...

What I'm hearing  
is...

Am I right in  
hearing you say...?

Essentially, you  
think that...

Can you be more specific?  
Can you clarify that for me?  
Can you tell me more?  
What do you mean by...?  
I am a little confused about...  
How so?  
How/Why is that important?  
How does that connect to...?  
I wonder if...  
I'd love to hear more about...  
Can you clarify the part  
about...?



**ELABORATE AND  
CLARIFY**  
Clarifier asks for more  
information.  
Elaborator answers  
with evidence.

I think it means that...  
I believe that...  
In other words...  
It is similar to...  
It is important  
because...  
It's similar to when...  
An analogy for this  
might be...

Do you agree or disagree?

How does that connect to...

What might be other points of view?

What are other ideas?

Can you add to this idea?

## Building on Ideas



Connect your ideas to the ideas of others.

I would add that...

Another way to look at this could be...

Then again, I think that...

I want to expand on your point about...

Yet, I wonder also if...

If \_\_\_\_\_, then \_\_\_\_\_.

