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:	ACCORDION PARAGRAPHING 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.d** Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. **LA 5.2.1.d** Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
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.
Objective/Learning Target:	I can write a fully developed paragraph that contains a topic sentence, explanation sentences, and examples. (Supporting details, evidence from the text, facts).
Time Required:	20 minutes
Materials Needed:	1. Prepare strips of green, yellow, red paper. 2. Definitions of "topic sentence," "explanation sentence," and "example." 3. List of transition words. 4. 3 total sample paragraphs from the content area/model text (2 in paragraph form [one copy each], 1 is cut into sentence strips--with enough copies for pairs of students to have a copy of the cut up paragraph.

	5. Yellow, green, and red markers/highlights 6. Classroom viewing device 7. Tape
Strategy Overview and Rationale:	Accordion Paragraphing is a writing strategy where students organize paragraphs that are logical, focused, and supported by evidence. This strategy provides students with practice identifying paragraph parts and shows them what an organized paragraph should include as well as giving them practice writing an organized paragraph.
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. Identify topic sentence, explanation sentence, and example within the model text, highlighting the topic sentence (and summary statement, if applicable) green, explanation sentence (s) yellow, and example red. 2. Students come to the front of the room and mark second model paragraph. 3. Pairs of students identify topic sentence, explanation sentence, and example from cut up sample paragraph. Once complete, students color code sentences. Review as a class when everyone is finished. 4. Before students write their own paragraph, generate a class paragraph as an example based on a shared topic that all students have knowledge of. **5.** Each student writes their own paragraph: individually, students write topic sentence (on green paper), explanation sentence (yellow paper), and example (red). Then they tape their paragraphs together. Assessment: Students share paragraphs with class.

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	• Work with student individually during pair work. • Instead of writing their own	• Partner students to write the paragraph. • Provide sentences starters or	• Provide transition words or grammar structures necessary for the paragraph.

	paragraph: ○ Point to the topic sentence, explanation sentence, and example. ○ Order a different example on their own. ● For individual paragraph: ○ Provide sentence starters and necessary vocabulary for individual paragraph. ○ Build background information by using a graphic organizer to brainstorm ideas around the topic.	transition words when they write the paragraph. ● Build background information and generate ideas for paragraphs using graphic organizer. ● Build in discussion around topic before writing to generate ideas and provide vocabulary.	● Build background information around topic. ● Allow time to discuss ideas before writing. ● Offer a bilingual dictionary or thesaurus.
Resources:	Auman, M. Step up to writing: Grades 6-8 (4th ed.). Dallas, TX: Voyager Sopris Learning		
Meta Tagging:	Accordion paragraphing, writing, writing process		

*This lesson has been contextualized for students in this grade band.