



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

Grade Level: Grades 6-8

<b>Strategy: Focus:</b>	<b>WRITING ORGANIZER WRITING PROCESS</b>
<b>ELA Standard:</b>	<b>LA 10.2.1</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.
<b>ELA Indicator (by grade):</b>	<b>LA 6.2.1.b</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. <b>LA 7-8.2.1.b</b> Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
<b>ELP Corresponding Standard(s):</b>	<b>6-8.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence  <b>6-8.7</b> Adapt language choices to purpose, task, and audience when speaking and writing
<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>	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.

	<p>3. Examples to model and examples for guided practice.</p> <p>4. Internet to research topics.</p>		
<p><b>Strategy Overview and Rationale:</b></p>	<p>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>		
<p><b>Step-By-Step Instructions:</b></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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>4. Students <b>independently complete</b> a new Writing Organizer for a CLAIM they would like to argue in their writing. Use class example to guide their drafting.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide sentence stems for language of claims: I think ____.</li> <li>I believe ____.</li> <li>I feel ____.</li> <li>• Do a mix up activity with a completed graphic organizer.</li> <li>• Give student the</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm possible claims orally.</li> <li>• Provide sentence frames for “acknowledging and responding to other perspectives.”</li> </ul> <p>Examples:</p>	<ul style="list-style-type: none"> <li>• Brainstorm possible claims orally.</li> <li>• Create a <a href="#">Quiz/Quiz Trade (Kagan)</a>-as a way to build language and ideas.</li> <li>• Provide list of possible CLAIMS</li> </ul>

	<p>evidence and have student determine which claim it supports.</p> <ul style="list-style-type: none"> <li>• Provide an Oxford Picture Dictionary for vocabulary support.</li> </ul>	<p>I agree/disagree with _____ because _____.</p> <p>According to _____.</p> <ul style="list-style-type: none"> <li>• Provide supplemental and/or leveled resources in advance.</li> </ul>	<p>for students to choose from.</p> <ul style="list-style-type: none"> <li>• Provide reasons for/against for student to complete a T-chart.</li> </ul>
<b>Resources:</b>	<p>Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.</p> <p><a href="#">Kagan – Cooperative Learning Structures</a></p> <p>Oxford Picture Dictionary – Daily Activities (Blacklines)</p>		
<b>Meta Tagging:</b>			

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

