



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

Grade Level: Grades 9-12

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 9-10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. LA 11-12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
ELP Corresponding Standard(s):	9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence 9-12.9 Create 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.		
Step-By-Step Instructions: <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"> 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
	<ul style="list-style-type: none"> • Come up with a new claim with a teacher or para. • Provide all the evidence needed. • Provide an opportunity for students to discuss with keywords and sentence frames. • Provide native language 	<ul style="list-style-type: none"> • Provide evidence- some of the evidence may not be relevant and the students have to choose which fits best. • Provide opportunity for students to discuss with keywords. • Provide 	<ul style="list-style-type: none"> • Have the student read draft aloud to another student, adult, oneself or put draft through a dictation software to listen for grammar errors. • Provide opportunity for

	<p>translations (if available).</p> <ul style="list-style-type: none"> • Provide deconstructed paragraph(s) and students sort by claim and evidence. 	<p>translations and bilingual dictionaries.</p> <ul style="list-style-type: none"> • Provide deconstructed paragraph(s) with missing words and students sort by claim and evidence and fill in missing words. 	<p>students to discuss ideas during group work.</p> <ul style="list-style-type: none"> • Provide bilingual dictionaries and thesaurus.
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

