



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

Grade Level: Kindergarten

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 0.2.1.d Compose simple, grammatically correct sentences.
ELP Corresponding Standard(s):	K.7 Adapt language choices to purpose, task, and audience when speaking and writing. K.10 Make accurate use of standard English to communicate in grade-appropriate speech and writing.
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:	<ol style="list-style-type: none"> 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

<p>Strategy Overview and Rationale:</p>	<p>Accordion Paragraphing is a writing strategy where students organize paragraphs that are logical, focused, and supported by evidence.</p> <p>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.</p>		
<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. Identify topic sentence, reason-detail-fact sentences, and concluding sentence within the model text, highlighting the topic and concluding sentences in green and reason-detail-fact sentences in yellow. 2. Students come to the front of the room and mark second model paragraph. 3. Pairs of students identify topic sentence, reason-detail-fact sentences and concluding sentence from cut up sample paragraph. Once complete, students color code sentences. 4. Whole class will compose an accordion paragraph using a graphic organizer. 5. Pairs of students will orally compose an accordion paragraph with a topic sentence, 3 reason-detail-fact sentences, and a concluding sentence. 6. Each student writes their own paragraph: individually, students write topic sentence (on green paper), reason-detail-fact sentences (yellow paper), and concluding sentence (green paper). Then they tape their paragraphs together. <p>Assessment: Students share paragraphs with class.</p>		
<p>Leveled Supports for English Learners</p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> • Give students a topic to write about (i.e. Summer) and students draw pictures for the reason-detail-fact sentences. 	<ul style="list-style-type: none"> • Give students a topic sentence. Then give them sentence starters or frames for the reason-detail-fact sentences. 	<ul style="list-style-type: none"> • Provide a list of transition words.

Resources:	Auman, M. Step up to writing: Grades 6-8 (4th edi,). Dallas, TX: Voyager Sopris Learning
Meta Tagging:	Accordion paragraphing, writing, writing process

*Lesson has been contextualized for students at this grade level.