

Multilevel Organizer: At-a-Glance

Opening activities: Whole group and cross-ability groups**Objective**

Build community and focus on writing

MaterialsPicture A (from the *Online Teacher's Resources*)**Activity**

Writing at the word / phrase / sentence level

Opening activities

Minutes

Break-out activities: Like-ability groups**Objective**

Develop level-appropriate language skills

Low-level**Mid-level****High-level****Facilitator****Teacher****Materials**

Student's Book Lesson E

Facilitator

Group Leader

Materials

Student's Book Lesson E

Facilitator

Independent

Materials

Workbook Lesson E

Break-out:**Time 1**

Minutes

Facilitator

Group Leader

Materials

Student's Book Lesson E

Facilitator**Teacher****Materials**Student's Book and
Workbook Lesson E**Facilitator**

Independent

Materials

Student's Book Lesson E

Break-out:**Time 2**

Minutes

Facilitator

Group Leader

Materials

Workbook Lesson E

Facilitator

Independent

Materials

Workbook Lesson E

Facilitator**Teacher****Materials**

Student's Book Lesson E

Break-out:**Time 3**

Minutes

Closing activities: Whole group**Objective**

Assess learning from break-out groups

Materials

Student writing samples from each level

Activity

Gallery walk

Closing activities

Minutes

Multilevel Organizer: Teaching Steps

Low-level: Book _____

Mid-level: Book _____

High-level: Book _____

Opening activities: Whole group and cross-ability groups**Objective** Build community and focus on writing**Facilitator** Teacher**Materials** Picture A (from the *Online Teacher's Resources*)**Activity** Writing at the word / phrase / sentence level**Teaching steps**

1. **T** elicits vocabulary from Picture A.
2. **Ss** write words (lower-level **Ss**) and sentences (higher-level **Ss**) on board.
3. **T** facilitates error correction of words / sentences.
4. **T** does one or more of the following:
 - **T** or **S** dictates words / sentences. Other **Ss** write.
 - **Ss** in cross-ability groups use words / sentences to write a story. **Ss** share with class.
 - **T** points to items / actions in Picture A. **Ss** write words / sentences.

Break-out activities: Like-ability groups (see next page)**Closing activities: Whole group****Objective** Assess learning from break-out groups**Facilitator** Teacher**Materials** **Ss'** writings from Lesson E**Activity** Gallery walk**Teaching steps**

1. **T** posts **Ss'** writings around room.
2. **T** invites **Ss** to circulate and read the writings.
3. **Ss** answer one or more of the following questions:
 - What did you like?
 - What did you learn?
 - What do you want to ask?

Abbreviations used in the organizers

T = teacher GL = group leader: instructional aide, volunteer, student leader

S = student Ss = students

Picture A = unit-opening picture from Student's Books Basic, 1, or 2

Picture B = unit-opening picture from Student's Books 3 or 4

1A/2B (any boldfaced numbers and letters) = reference to exercises in the Student's Books

Break-out activities: Like-ability groups

Objective Develop level-appropriate language skills

Break-out: Time 1

Low-level	Mid-level	High-level
Facilitator Teacher Materials Low-level Student's Book Teaching steps 1. T introduces 1 and helps Ss complete the exercises. 2. T corrects exercises in 1. 3. T points out the writing model. 4. T introduces writing tip and elicits examples in the writing model (Books 1–4 only). 5. T introduces 2.	Facilitator Group Leader Materials Mid-level Student's Book Teaching steps 1. GL or Ss read the directions in 1. 2. Ss work in pairs or small groups to complete the exercises in 1 and share answers. 3. Ss study the writing model and list questions for T.	Facilitator Independent Materials High-level Workbook Teaching steps 1. T introduces Workbook Lesson E, points out answer key in Workbook, and leaves group to work independently. 2. Ss work in pairs or small groups to complete Lesson E exercises. 3. Ss check answers (with Workbook answer key, or with partner and then with answer key).

Break-out: Time 2

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Student's Book Teaching steps 1. GL reviews 2 task and writing model in 1. 2. Ss write on separate sheet of paper. 3. GL assists Ss in completing 3. 4. GL collects papers for T.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T corrects exercises in 1 and answers questions. 2. T points out writing tip. 3. T introduces 2. 4. Ss write on separate sheet of paper. 5. T assists Ss in completing 3. 6. T introduces Workbook Lesson E and points out answer key in Workbook.	Facilitator Independent Materials High-level Student's Book Teaching steps 1. Ss read the direction lines and complete the exercises in 1. 2. Ss share answers and list questions for T. 3. Ss study the writing model.

Break-out: Time 3

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Workbook Teaching steps 1. GL introduces Lesson E. 2. Ss work in pairs or small groups to complete Lesson E exercises. 3. Ss compare answers and share writing. 4. GL checks answers using answer key in Workbook.	Facilitator Independent Materials Mid-level Workbook Teaching steps 1. Ss work in pairs or small groups to complete Lesson E exercises. 2. Ss compare answers. 3. Ss check answers using answer key in Workbook. 4. Ss practice reading answers aloud.	Facilitator Teacher Materials High-level Student's Book Teaching steps 1. T corrects exercises in 1 and answers questions. 2. T points out writing tip and elicits examples from writing model. 3. T introduces 2. 4. Ss write on separate sheet of paper. 5. T assists Ss in completing 3.