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| **Task and Genre**  Task: Write a personal narrative about something you have done with your family.  Genre: Narrative  **Differentiation:** What is the task at each ELP level?   |  |  | | --- | --- | | 1  Entering | Draw and label a picture. Fill in sentence frames to write 3 phrases or sentences. | | 2  Emerging | Draw and label a picture to use for planning. Fill in sentence frames to write at least 3 phrases or sentences. | | 3  Developing | Fill out a graphic organizer to plan. Write a paragraph of 5-8 sentences of varying lengths. | | 4  Expanding | Fill out a graphic organizer to plan. Write an organized paragraph of at least 5-8 sentences with varying sentence lengths. | | 5  Bridging/ Reaching  (FLEP and non-ELL) | Write a personal narrative piece of at least 5-8 sentences approaching the level of native English speaking/literate peers. | | |
| **Cognitive Function**  Remember | **Language Function**  Describe |
| **Supports for each ELP level:**     |  |  | | --- | --- | | 1 | Picture word bank, simple sentence frames, L1 support. Before writing, read word bank out loud, have students orally brainstorm together and translate specific words proposed by students to add to word bank or write on board. | | 2 | Picture word bank, expanded sentence frames, L1 support. Before writing, read word bank out loud, orally brainstorm challenges together and translate specific words proposed by students to add to word bank or write on board. | | 3 | Word bank, graphic organizer for sequencing, expanded sentence frames. Before writing, read word bank out loud, have students orally brainstorm challenges together and add specific words proposed by students to word bank or write on board. | | 4 | Graphic organizer for sequencing. Before writing, have students orally discuss the topic to brainstorm. | | 5 | Blank page to plan writing. Before writing, have students orally discuss the topic to brainstorm. | | |