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| Task and Genre  Task: Explain and defend your opinion about whether or not we should have school year-round.  Genre: Persuasive  Differentiation: What is the task at each ELP level?   |  |  | | --- | --- | | 1  Entering | Fill in sentence frames using a word bank to write at least 3 phrases or sentences. | | 2  Emerging | Fill in sentence frames using a word bank to write at least 3-5 phrases or sentences. | | 3  Developing | Fill out a graphic organizer to plan. Write 5-8 sentences of varying lengths. | | 4  Expanding | Fill out a graphic organizer to plan. Write a paragraph of at least 5-8 sentences of varying lengths. | | 5  Bridging/Reaching  (FLEP and non-ELL) | Write 2-3 organized paragraphs approaching the level of native English speaking/literate peers. | | |
| Cognitive Function  Analyze | Language Function  Defend |
| Supports for each ELP level:   |  |  | | --- | --- | | 1 | Picture word bank with emotions and adjectives, sentence starters, 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 with reasons and adjectives, sentence starters, L1 support. Before writing, read word bank out loud, orally brainstorm together and translate specific words proposed by students to add to word bank or write on board. | | 3 | Word bank, graphic organizer for sequencing. Before writing, read word bank out loud, have students orally brainstorm 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. | | |