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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 3-5 phrases or sentences. | | 2  Emerging | Draw and label pictures to use for planning. Fill in sentence frames to write at least 3-5 phrases or sentences. | | 3  Developing | Fill out a graphic organizer to plan. Write a paragraph of 5-8 or more sentences of varying lengths. | | 4  Expanding | Fill out a graphic organizer to plan. Write a multi-paragraph personal narrative piece with a beginning, middle, and end, including varying sentence lengths. | | 5  Bridging/Reaching  (FLEP and non-ELL) | Write a multi-paragraph personal narrative piece approaching the level of native English speaking/literate peers. | | |
| Cognitive Function  Remember | Language Function  Describe |
| Supports for each ELP level:   |  |  | | --- | --- | | 1 | Picture word bank with nouns and verbs, 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 nouns and verbs, 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. | | |