

**Standard:** W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Content Objective:** Students will construct scientific explanations that compare multiple solutions to a problem.

**Language Objective:** Students will extend meaning using sentences with emerging clauses.

	Entering	Emerging	Developing	Expanding	Bridging
<b>Performance Level and Can-Dos Descriptors</b>	Use words, phrases, chunks of language and pictures.	Use sentence fragments	Use sentence fragments and emerging use of simple sentences.	Use simple sentences.	Use sentences with clauses.
<b>Students</b>	A.R(1) A.D(1) G.C(1) M.M(1) S.S(1.5)	E.O(1) M.T(1.6)	Madeline (1)		
<b>Differentiated Outcomes</b>	Sentence Frame <i>Identify topic</i> Ex: <u>Flowers</u> and <u>trees</u>	Sentence Frame <i>Compare/Contrast</i> <i>Describe</i> Ex: <u>verb adjective</u>	Sentence Frame <i>Feeling/Reason</i> Ex: <u>had no water so died</u>	Sentence Frame <i>Cause &amp; Effect</i> <i>Sequencing</i> Ex: <u>Plants need water.</u> <u>They need sun.</u>	Sentence Frame Ex: <i>Plants need water but... They need sun. Those ones died.)</i>

**Differentiated Scaffolding and Supports**

<p>Label Illustration</p>    <p>Copy and write from mentor text.</p>	<p>Graphic Organizer Label Illustration</p>    <p>Uses vocabulary from academic word list/ Word Bank.</p>	<p>Graphic Organizers</p>    <p>Uses academic and content vocabulary.</p>	<p>Graphic Organizers</p>
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SUPPORTS

SENSORY

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations & drawings
- Magazines & newspapers
- Physical activities
- Videos & films
- Broadcasts
- Models & figures

GRAPHIC

- Charts
- Diagrams
- Graphic organizers
- Tables
- Graphs
- Timelines
- Number lines

INTERACTIVE

- In pairs or partners
- In triads or small groups
- In a whole group
- Using cooperative group structures
- With the internet (websites) or software programs
- In additional language(s)
- With mentors

