

How will I measure (formatively assess) my content and language within the unit?

Differentiation of language within the lesson (targets or objectives)	Tasks for the lesson (What will I engage my students in?)
<p>Speaking: Describe the four stages of the life cycle in the correct sequence using appropriate vocabulary using sentence frames and with picture support.</p> <p>Writing: Explain the four stages of the life cycle in the correct sequence using appropriate vocabulary with picture support and a graphic organizer.</p> <p>Listening:</p> <p>Reading: Read aloud essential insect life cycle vocabulary words (alone and in context) with accuracy and demonstrating comprehension</p>	<p>Use pictures and printed material to sequence the life cycle of insects. Differentiation for entering and emerging students could be partner support.</p>
Feedback: How will students and teachers receive feedback?	Tools: What measure will match the content and language tasks?
<ul style="list-style-type: none"> • Individual conferences • Partner conferences ○ Small group conference ○ Exit Slips 	<ul style="list-style-type: none"> ○ Checklist ○ Rating Scale • Rubric for Content ○ Student Checklist ○ Student Rating Scale ○ WIDA Speaking Rubric ○ WIDA Writing Rubric • WIDA Performance Definitions, 2012