

Differentiation of Claims and Evidence for ELs

Adapted from Lewiston School's Webpage

Mealworm Claims and Evidence:

I claim that a mealworm goes through a life cycle of

word				
drawing				

All: Provide an opportunity to talk about the life cycle before completing the table.

Entering and Emerging: Provide effective practice activity (matching word to picture) to do prior to recording the data. If possible, provide first language support.

Developing: Picture support and vocabulary words available on word wall.

Bridging and Expanding: Draw appropriate pictures and recall correct vocabulary words.

I claim this because on April 22, 2013 I saw

All: Refer to the pictures drawn and words they wrote under their claim and encourage them to talk about what they will be writing before they begin.

Entry and Emerging: Choose the four dates that the stages were observed. Match picture and word of each stage to the date. Model the first sentence (in their first language when possible). "On April 22,2013, I saw the egg." Allow child to dictate the next two sentences. Encourage child to write the last sentence. Allow students to work with a partner once you have modeled.

Developing: Provide expanded sentence starters on the worksheet. Have word banks available at their seats. Provide structure to frame their sentences by having them mark the pages in their Science Journal that they can use to write their response. Guide them to highlight words they need to use in their response. Remind them to "Say it before you write it."

Bridging and Expanding: Provide structure to frame their sentences by having them mark the pages in their Science Journal that will facilitate their response. Encourage them to highlight the words they will need to use in their response. Be sure they practice what they will say orally before they write. Have them write their responses and allow them to work their partner to edit and improve their writing. Word wall should be accessible to them for other vocabulary.

I claim that to survive a mealworm needs

Word				
Drawing				

All: Provide time for a group discussion of the four things insects need to survive before beginning this portion of the claims and evidence.

Entry and Emerging: Provide word bank and pictures and have them match the words to the correct picture before completing the table.

Developing: Provide picture support and vocabulary words available on word wall.

Bridging and Expanding: Draw appropriate pictures and recall correct vocabulary words.

I claim this because *I observed the mealworm*

All: Provide a repeat of a group discussion of the four things this insect need to survive before beginning the writing of their evidence. What do they need to grow?

Entry and Emerging: Encourage them to work with a partner to draw a picture of an insect's environment that includes the things an insect needs to survive. Make connections to what they need to survive. Use the four terms: air, space, water and food orally.

Developing: Allow them to work with a partner or in a small group. Word banks should be provided at their seats. Prepare four questions for them to answer orally: How do you know the mealworm needs food? water? air? space? Encourage them to look at their Science Journals and highlight some behaviors that would help answer the question. Have them write responses with the aid of a word bank and their journals. Expand on the sentence starters on the worksheet.

Bridging and Expanding: Allow them to work with a partner. Word wall should be accessible. Encourage them to use their Science Journals to help frame their responses. They may want to highlight behaviors that would help answer the question. Be sure they practice their sentences orally before writing them. Have them write their responses. When done, encourage them to work with their partner to edit and improve their response.

I claim that an adult mealworm has three main body parts called

Words			
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All: Provide an overview of these three terms with picture support before completing the table.

Entering and Emerging: Provide effective practice activity (matching word to picture) to do prior to recording the data. If possible, provide first language support.

Developing: Provide picture support and vocabulary words available on word wall.

Bridging and Expanding: Recall correct vocabulary words.

I claim this because *when I observe many adult mealworms, I see that they all*

All: Provide four pictures of adult mealworms taken from various angles. Encourage a group discussion about how they are alike noting the segments in their bodies. (Pictures attached)

Entering and Emerging: Have them identify and then label the head, thorax and abdomen on all four of the pictures. Note that they all look alike and have the same three parts.

Developing: Allow them to work with a partner. Provide them with the four pictures and have them label the head, thorax and abdomen on each. Extend the sentence starter on the worksheet to provide additional prompting. Read the sentence starter with them to ensure they use it correctly. Then encourage them to practice their response orally with their partner before writing it. Have word banks available at their seats.

Bridging and Expanding: Allow them to work with a partner. Provide them with the four pictures and have them label the head, thorax and abdomen on each. Encourage them to practice their response orally with their partner before writing it. Word wall should be accessible to them for other vocabulary.

