

Possible or Not Possible

Content Objective: Student will describe events from a book as possible or not possible.

Language Objective: Students will

- Listen to different stories from different genres.
- Discuss in groups if events are possible or not possible.
- Read a short story assigned by the teacher.
- Write if the event in the short story is possible or not possible and why.

Assessment: Written description of possible or not possible.

Performance Options:

Early/pre-production

- Students can read their short story in their native language.
- Students can discuss in groups using their native language.
- The explanation the students give can include pictures or one or two words.
- Vocabulary lists will be provided if the students want to use them.

Speech emergent

- Students can read their short story in either their native language or English.
- During the discussion, students can use a combination of their native language and English.
- Vocabulary list will be provided if needed by the students.
- Students can explain their event using simple sentences.

Fluent/intermediate

- The short story will be read by the student in English
- The students' discussion will take place in English.
- The description of their event will be completed in complex sentences.

Rubric:

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Early/pre-production	Writes possible or not possible, describes why using 1-2 words.	Writes possible or not possible or incorrectly identifies, uses pictures to describe why.	Writes possible or not or identifies incorrectly, does not attempt to describe why.
Speech Emergent	Writes possible or not possible, describes why using simple sentences.	Writes possible or not possible or identifies incorrectly, uses 1-2 words to describe why.	Writes possible or not possible or incorrectly identifies, uses pictures or does not attempt to describe why.
Fluent/intermediate	Writes possible or not possible, describes why in complex sentences.	Writes possible or not possible or identifies incorrectly, uses simple sentences.	Writes possible or not possible or incorrectly identifies, uses 1-2 words to describe why.