**Drafting Strands of MPIs**

**GRADE: 6**

**ELD STANDARD: The language of Social Studies EXAMPLE TOPIC: Mesopotamia**

**CONNECTION: RST 6-8.2: Determine the central ideas or information of a primary or secondary source, provide and accurate summary of the source distinct from prior knowledge or opinions.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss central ideas or information from primary and secondary sources using video clips, power point presentations, and varied texts.

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| **COGNITIVE FUNCTION: Students at all levels of English proficiency ANALYZE central idea and details of the source.** | | | | | | |
| **DOMAIN: Speakingiscuss t** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Answer select WH-questions (who, where, what, when) using visual support and a graphic organizer with a partner.  (Example: “He is a king”.) | State main idea to a partner (think-pair share) after classroom discussion.  (Ex: “The story is about a king from Mesopotamia. He wants to conquer the world.”) | State main ideas with supporting details using graphic support (graphic organizers) and sensory support (pictures and video clips). | Discuss central ideas and details; substantiate the author’s opinion with reasons and evidence using interactive support (small groups). | Defend the author’s perspective and central idea. Critique material and support argument through an oral discussion. |
| **TOPIC-RELATED LANGUAGE: primary, secondary, source, king, kingdom, ancient, clay, tablets, archaeologists, character, ziggurat, temple, gods, polytheistic, cuneiform** | | | | | | |