**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 listen to primary and secondary sources through read aloud, power point presentations and video clips in order to provide central ideas or information in an accurate summary.

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| **COGNITIVE FUNCTION: Students at all levels of English proficiency DETERMINE the central idea of the primary and secondary source.** | | | | | | |
| **DOMAIN: Listening** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify people, places, and events from power point presentations, video clips and read aloud using gestures and visual representation.  (Ex: Teacher asks who the character is and student points to picture- “King from Mesopotamia.”) | Sequence events of the story per oral description.  (Ex: Teacher asks what happens first. Student either points to visuals or responds using very simple sentences- “He goes to the forest.”) | Match main ideas of text to visuals using graphic organizers.  (Ex: Student locates and sequences information from oral descriptions.) | Identify central ideas and details of passages through oral discussions using graphic organizers.  (Ex: Student analyzes and applies oral information in order to discuss central ideas and details from oral information.) | Infer meaning of the author’s perspective and central idea. Critique material and support argument.  (Ex: Student uses rich descriptive discourse with complex sentences- “In my opinion, the author wants us to believe that Mesopotamia was a polytheistic civilization.") |
| **TOPIC-RELATED LANGUAGE: primary, secondary, source, king, kingdom, ancient, clay, tablets, archaeologists, character, ziggurat, temple, gods, polytheistic, cuneiform** | | | | | | |

Is this a primary or secondary source? Explain your reasoning.

How is this source important to our understanding of Mesopotamia? Explain your reasoning.

**Level 1: Entering**

PEOPLE PLACES EVENTS

**Level 2: Emerging**

PEOPLE PLACES EVENTS + SEQUENCE WORDS

**Level 3: Developing**

MAIN IDEAS + VISUALS

**Level 4: Expanding**

Main idea + Details = Small group discussion

**Level 5: Bridging**

Central idea + author’s point of view + critique= small group