**Drafting Strands of MPIs**

**GRADE:**

**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 read primary and secondary sources to provide central ideas or information in an accurate summary based on power point presentations, video clips, and varied texts.

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| **COGNITIVE FUNCTION: Students at all levels of English proficiency DETERMINE the central idea of the source.** | | | | | | |
| **DOMAIN: Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match content related objects/pictures to words by using bilingual dictionaries and illustrations. | Follow read aloud (teacher/pair reading) and locate main ideas in a series of simple sentences using graphic organizers and sensory support. | Identify main idea and details and differentiate between facts and opinions in each paragraph using visual support. | Identify central ideas and details of passages using an array of reading strategies in small groups. | Infer meaning of the author’s perspective and central idea. Critique material and support argument. |
| **TOPIC-RELATED LANGUAGE: primary, secondary, source, king, kingdom, ancient, clay, tablets, archaeologists, character, ziggurat, temple, gods, polytheistic, cuneiform** | | | | | | |