**Drafting Strands of MPIs**

**GRADE: 6**

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

**CONNECTION: WHST.6-8.8: Gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate the information while avoiding plagiarism.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work in groups to prepare a summary of main idea and details presented through the source.

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| **COGNITIVE FUNCTION: Students at all levels of English proficiency PRODUCE a summary of the primary or secondary source.** | | | | | | |
| **DOMAIN: Writingiscuss t** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Draw and label pictures to create a content related summary by using sensory, graphic, and interactive support. | Complete a graphic organizer to name central idea and details in simple sentences. | Produce one or two short paragraphs with main ideas and some details from the source using a graphic organizer. | Create a multiple paragraph essay (3-4) using main idea and details to summarize text that includes transition words based on graphic organizer and with the interactive support w/ teacher. | Create a multiple paragraph essay (4-5) using main idea and details to summarize text using transition words. Critique the author’s perspective. |
| **TOPIC-RELATED LANGUAGE: primary, secondary, source, king, kingdom, ancient, clay, tablets, archaeologists, character, ziggurat, temple, gods, polytheistic, cuneiform** | | | | | | |