**Drafting Strands of MPIs**

**GRADE: 7**

**ELD STANDARD: The Language of Language Arts EXAMPLE TOPIC: Supporting claims with evidence & reasoning**

* **CONNECTION:** *SL 7.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **Discuss a speaker or author’s argument and evidence/reasoning.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read a position paper or listen to a speaker.

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| **COGNITIVE FUNCTION: Students at all levels of English proficiency identify an author or speaker’s argument and explain their reasoning.** | | | | | | |
| **DOMAIN: Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Restate an author’s claim after small-group discussion using a graphic organizer. | Explain an author’s claim after small-group discussion using a graphic organizer. | Explain an author’s claim and reasoning using notes on a graphic organizer in a small group. | Discuss the claims and reasoning of a speaker or author using notes on a graphic organizer. | Explain and evaluate the claims and reasoning of an author or speaker. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *argument, claim, supporting details/evidence, reason, passage/excerpt* | | | | | | |