**Strand of MPIs for ESL B – Unit 1**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Comprehension Strategies – Identifying Main Idea & Details

**GENRE:** Essay

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Reading Standards for Informational Texts, Grades 9-10: Standard 2 – Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational essays about “talking walls” to examine how walls can communicate important messages.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency APPLY reading comprehension strategies to understanding informational essays. | | | | | | |
| **DOMAIN:** Reading | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match the main ideas with their supporting details using sensory (read aloud, visuals) and interactive (peer) support. | Identify details that support the main idea in one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Identify the main idea and supporting details of one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Restate the main idea and supporting details of one of the essays using a graphic organizer (main idea & detail diagram) and sentence frames. | Summarize the main idea and supporting details of one of the essays. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as*topic,**main idea, details, paragraph, support, evidence, history, legacy, memento, memorial, monument, mural, portray, represent,* and *tribute.* | | | | | | |