**Strand of MPIs for ESL B – Unit 2**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Writing Narrative or Recount

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write expressive personal narratives that recount important experiences.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency CREATE a narrative that recounts personal history and evaluates its significance. | | | | | | |
| **DOMAIN:** Writing | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Compose a narrative that tells what happened by documenting a series of events using a graphic organizer, sequence word bank, native language support, and visual support. | Compose a narrative that tells what happened by documenting a series of events using a graphic organizer, sequence word bank, and native language/peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a graphic organizer, sentence frames, sequence word bank, and peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a sequence word bank and a graphic organizer. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a sequence word bank. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *express(ive), memoir, sequence, point of view, transition, first-person, topic sentence, supporting details, event, experience* | | | | | | |