**A Blank Template for Drafting Strands of MPIs**

**GRADE: 1**

**ELD STANDARD: Math EXAMPLE TOPIC: Sorting objects**

**CONNECTION:** Investigations Math Curriculum (grade 1); Massachusetts Curriculum Frameworks

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will sort different objects based on different characteristics.

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| **COGNITIVE FUNCTION:** Students at all English language levels will identify objects with similar characteristics by sorting objects into different groups. | | | | | | |
| **DOMAIN: Listening** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Sort a group of buttons into at least 2 groups from teacher questions (yes/no questions or either/or)  T: Is this a red button?  Is this a blue button?  Is this a red button or blue button? Put it in the red button group. Put it in the blue group. | Sort a group of buttons into at least 2 groups based on previously reviewed characteristics as dictated by the teacher after teacher demonstration.  T: Here is a red button. What other buttons are red?  Here is a black button. What other buttons are blue? | Sort a group of buttons into at least 3 groups based on previously reviewed characteristics as dictated by the teacher after teacher demonstration.  T: Here is a red button. Here is a black button. Here is a blue button. Sort the rest of the buttons into the red group, the blue group, and the black group. | Sort a group of buttons into at least 3 groups based on previously reviewed characteristics as dictated by the teacher.  T: Sort the buttons based on their colors. | Sort a group of buttons based on a characteristic into as many groups as possible as dictated by the teacher.  T: Sort the buttons based on their colors. |
| **TOPIC-RELATED LANGUAGE:** sort, groups, descriptive language to describe the objects students are sorting | | | | | | |