**Strands of MPIs** **developed by ACS BRES 1st grade teachers**
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**ELD STANDARD: The Language of Science/Language Arts EXAMPLE TOPIC: Earth Day**

**GRADE: 1**

**CONNECTION: 1.L.1 and CCSS.ELA-Literacy.W.1.8 . See below.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will listen to *Helping Out* and write an opinion poem expressing what they love about the Earth.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **UNDERSTAND** the importance of taking care of our planet.  |
| **DOMAIN: Listening/Writing** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *Helping Out*, teacher highlights “recycle” and “pollution” using visuals and linking to the picture book. After modeling poem structure (I love Earth’s…) in small groups, students draw pictures for three different verses of the poem and label the pictures with teacher support. Students create/illustrate flip book of poem.  | After reading *Helping Out*, teacher highlights “recycle” and “pollution” using visuals and linking to the picture book. After modeling poem structure (I love Earth’s…) in small groups, students create poem using 3 given verses and one original verse with teacher support. Students create/illustrate flip book of poem. | After reading Helping Out, teacher highlights “recycle” and “pollution” using visuals and linking to the picture book. After modeling poem structure (I love Earth’s…) in small groups, students create poem using 3 given verses and two original verses with teacher support. Students create/illustrate flip book of poem. | After reading Helping Out, teacher highlights “recycle” and “pollution” using visuals and linking to the picture book. After modeling poem structure (I love Earth’s…because….) in small groups, students create poem using 3 given verses and three original verses with teacher support. Students create/illustrate flip book of poem. | After reading Helping Out, teacher highlights “recycle” and “pollution” using visuals and linking to the picture book. After modeling poem structure (I love Earth’s…because…And I can help out by….) in small groups, students create poem using 2 given verses and four original verses with teacher support. Students create/illustrate flip book of poem. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **Earth, planet, recycle, pollution, water, grass, flowers, trees, animals, sun, mountains, oceans, rivers** |

**CONNECTION: 1.L.1** Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive. **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.