**Strands of MPIs developed by ACS WWES 1st grade teachers: Heather Campbell,
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**GRADE: 1**

**ELD STANDARD: The Language of Social Studies/Language Arts EXAMPLE TOPIC: Geography and Maps**

 **CONNECTION: 2.H.1.2 1.G.1.2** Give examples showing the location of places (home, classroom, school and community).

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will locate themselves in a global and local context using flipbooks.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **APPLY** geography concepts to locate themselves on maps.  |
| **DOMAIN: Speaking/Writing** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *Me on the Map*, in small heterogeneous groups with support in L1 (provided by bilingual adult or peer), students print out pictures of the world, their continent, their country, their state, and their town. They locate themselves on the pictures and label them. Students repeat phrases about where they live with teacher and peer support.  | After reading *Me on the Map*, in small heterogeneous groups, students trace pictures using outlines of the world, their continent, their country, their state, and their town. They locate themselves on the pictures and label them with phrases using frames. Students tell about where they live using phrases with teacher and peer support.  | After reading *Me on the Map*, in small heterogeneous groups, students copy pictures using visual supports of the world, their continent, their country, their state, and their town. They locate themselves on the pictures and label them with captions in simple sentences. Students tell about where they live using simple sentences with teacher and peer support.  | After reading *Me on the Map*, in small heterogeneous groups, students draw pictures using visual supports of the world, their continent, their country, their state, bordering states, and their town. They locate themselves on the pictures and label them with detailed sentences. Students tell about where they live using detailed sentences with peer support, if necessary.  | After reading *Me on the Map*, in small heterogeneous groups, students draw pictures using visual supports of the world, all continents, the oceans, their country, their state, bordering states, and their town. They locate themselves on the pictures and label them with detailed sentences. Students tell about where they live using detailed sentences.  |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **planet, continent, country, state, border, oceans, county, town, street, key, map, compass rose, atlas, globe, cardinal directions, north, south, east, west, label, caption.** |