**Strands of MPIs** **developed by ACS MVES 2nd grade teachers Chelsea Clanton,  
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**GRADE: 2**

**ELD STANDARD: The Language of Social Studies/Language Arts EXAMPLE TOPIC: Journey to Freedom/Civil Rights**

**CONNECTION: 2.H.1.2** Identify contributions of historical figures (community, state, nation and world) through various genres. **CCSS.ELA-Literacy.W.2.7** Participate in shared research and writing projects.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will research and create written biographical projects on historical figures in the civil rights movement.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **CREATE** written projects based on their research of historical figures. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| In small heterogeneous groups with support in L1 (provided by bilingual adult or peer), students research and print pictures of historical figures, attach pictures to biographical projects, label the pictures, and create timelines with teacher and peer support. | In small heterogeneous groups with support in L1, students research and print pictures of historical figures, attach pictures to biographical project, write phrases (with teacher and peer support) for the pictures, and create timelines. | In small heterogeneous groups, students research and print pictures of historical figures, attach pictures to biographical project, write (with teacher and peer support) captions using complete simple sentences for the pictures, and create timelines. | In small heterogeneous groups, students research historical figures, attach pictures to biographical project, write (with teacher and peer support) short paragraphs that summarize information using complete sentences, and create timelines. | In small heterogeneous groups, students research historical figures, write paragraphs that summarize information using descriptive and sequential words in complex sentences (with peer support), and create timelines. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **biography, civil rights, freedom, historical figure, African-American, Underground Railroad, text features, caption, illustration, photograph, time line, glossary** | | | | | | |