**Strands of MPIs developed by ACS BRES 3rd grade teachers
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**GRADE: 3**

**ELD STANDARD: The Language of Science/Language Arts. EXAMPLE TOPIC: Informational Text: Plants**

**CONNECTION:** **CCSS.ELA-Literacy.RI.3.7 and 3.L.2.1.** **See below.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will read *From Seed to Plant* and use text features and context to understand vocabulary associated with plant parts and their functions. (*From Seed to Plant* by Gail Gibbons)

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **UNDERSTAND** target vocabulary in context.  |
| **DOMAIN: Listening/Reading** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After pre-teaching target vocabulary using realia and L1 (Google translate or bilingual peer), students follow along as teacher and capable peers read *From Seed to Plant* in small group. The group stops at target vocabulary, and students point to corresponding realia and pictures and repeat target words. | After pre-teaching target vocabulary using realia, students follow along as teacher and capable peers read *From Seed to Plant* in small group. The group stops at target vocabulary, and students point to corresponding realia and pictures and read target words with teacher support. | After pre-teaching target vocabulary using realia, students choral read *From Seed to Plant* in small group with teacher support. The group stops at target vocabulary, and students point to corresponding realia and pictures and read target word along with sentences. Students describe word’s meaning in phrases. | After pre-teaching target vocabulary using realia, students “popcorn” read *From Seed to Plant* in small group with teacher support. The group stops at target vocabulary, and students identify corresponding realia and pictures and explain word’s meaning in complete sentences by connecting to the text. | After pre-teaching target vocabulary using realia, students partner read *From Seed to Plant*. The partners stop at target vocabulary, and students identify corresponding pictures and explain word’s meaning in complete sentences by connecting to the text and to the students’ lives. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **root, stem, leaves, petals, seeds, flowers, seedling, sprout, soil, water, air, sunlight, function, part, food, nutrients, energy** |

**CONNECTION: CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.L.2.1** Remember the function of the following structures as it relates to the survival of plants in their environments: Roots – absorb nutrients; Stems – provide support; Leaves – synthesize food; Flowers – attract pollinators and produce seeds for reproduction