**Strands of MPIs developed by ACS MVES 1st grade teachers:
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**GRADE: 1**

**ELD STANDARD: The Language of Science EXAMPLE TOPIC: Plants**

**CONNECTION: 1.L.2.1** Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will listen to teacher reading *From Seed to Plant*, construct a plant, and label/describe 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 **APPLY** knowledge of plants to a project.  |
| **DOMAIN: Speaking/Writing** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *From Seed to Plant*, in small heterogeneous groups with teacher support, students construct a plant using yarn, straws, etc. They cut and paste labels to the parts. Students repeat phrases about the functions of each part with teacher and peer support.  | After reading *From Seed to Plant*, in small heterogeneous groups with teacher support, students construct a plant using yarn, straws, etc. They trace words to label the parts. Students tell about the functions of each part using phrases with teacher and peer support.  | After reading *From Seed to Plant*, in small heterogeneous groups with teacher support, students construct a plant using yarn, straws, etc. They write words to label the parts. Students tell about the functions of each part using simple sentences with teacher and peer support.  | After reading *From Seed to Plant*, in small heterogeneous groups with teacher support, students construct a plant using yarn, straws, etc. They label the parts and match parts to their functions. Students tell about the functions of each part using simple sentences with peer support, if necessary.  | After reading *From Seed to Plant*, in small heterogeneous groups with teacher support, students construct a plant using yarn, straws, etc. They label the parts and write simple sentences to describe functions of each part. Students tell about the functions of each part using detailed sentences. |
| **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** |