**Strands of MPIs** **developed by ACS BRES 2nd grade teachers: Jada Mast, Summer Severt,
Dedra Buchanan, Courtney Eller, and Kathy Evans, ESL**

**ELD STANDARD: The Language of Social Studies EXAMPLE TOPIC: Pioneer life**

**GRADE: 2**

**CONNECTION: *Essential Standards Social Studies 2.H.1 and 2.H.1.1:*** *Understand how various sources provide information about the past; Use timelines to show sequencing of events.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will research pioneers in a given region using informational text and media in preparation for creating a representation comparing aspects of the pioneer period to the present.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **APPLY** their understanding of the pioneer period and their region to create a poster or model to compare one or more aspects of the pioneer period to the present. |
| **DOMAIN: Reading** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Match words to pictures using a variety of print and non print sources. Given pictures of supplies, students use a grid to decide what to pack for the journey West. Students will classify pictures according to time period.  | Identify key information from a variety of print and non print sources embedded with text features. using a grid to decide what to pack for the journey West. Students will classify pictures according to time period.  | Classify information by categories (e.g., homes, regional factors, natural resources, transportation) from books embedded with text features using a tree map with applicable categories in a small group setting. | Interpret information by categories (e.g., homes, regional factors, natural resources, transportation) from books embedded with text features using a tree map in a small group setting. | Synthesize information by categories (e.g., homes, regional factors, natural resources, transportation) using multiple print and non print sources embedded with text features to create a poster or model comparing one or more aspects of the pioneer period to the present.  |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **pioneers, Native Americans, shelter- (dugouts, soddies) region, education, recreation, culture, transportation)- (wagon trains, horses), categories, clothing, food, text features, same, different, compare, contrast, natural resources** |