**Strands of MPIs** **developed by ACS WWES 3rd grade teachers: Cara Elliott,  
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**GRADE: 3**

**ELD STANDARD:The Language of Language Arts EXAMPLE TOPIC: Figurative Language and Idioms**

**CONNECTION:** **CCSS.ELA-Literacy.L.3.5.a** Distinguish the literal and nonliteral meanings of words and phrases in context.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will explain the literal and non-literal meaning of an idiomatic expression.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **EXPLAIN AND INTERPRET** the meanings of idiomatic expressions. | | | | | | |
| **DOMAIN: Listening/Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| After teacher reads *Parts* and identifies idioms in the book using visual support, teacher will use pictures of 3 idiomatic expressions and explain literal and non-literal meaning in whole group. With teacher and peer support, students match two idiomatic expressions with pictures in small heterogeneous groups. Students then chose one idiom, illustrate and title the illustration with the idiomatic expression. | After teacher reads *Parts* and identifies idioms in the book using visual support, teacher will use pictures of 3 idiomatic expressions and explain literal and non-literal meaning in whole group. With teacher and peer support, students match three idiomatic expressions with pictures in small heterogeneous groups. Students illustrate the idioms and title illustrations with the idiomatic expressions. | After teacher reads *Parts* and identifies idioms in the book using visual support, teacher will use pictures of 3 idiomatic expressions and explain literal and non-literal meaning in whole group. With teacher and peer support, students match three idiomatic expressions with words only (no pictures) in small heterogeneous groups, then illustrate and write a caption of the idiomatic expression. | After teacher reads *Parts* and identifies idioms in the book using visual support, teacher will use pictures of 3 idiomatic expressions and explain literal and non-literal meaning in whole group. In partners, students find an example of an idiom in a piece of literature, illustrate it, title it, and write an explanation of the literal and non-literal meanings using complete sentences. | After teacher reads *Parts* and identifies idioms in the book using visual support, teacher will use pictures of 3 idiomatic expressions and explain literal and non-literal meaning in whole group. Students individually find an example of an idiom in a piece of literature, illustrate it, title it, and write an explanation of the literal and non-literal meanings using detailed sentences. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **idiom, literal, non-literal, text, poem, rhyme, illustrate, explain, title, interpret, illustration** | | | | | | |