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

**ELD STANDARD: The Language of Science**

**EXAMPLE TOPIC: Skeletal and muscular systems**

**CONNECTION: *Essential Standards for Science 3.L.1.1:*** Compare the different functions of the skeletal and muscular system.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will read *The Search for the Missing Bones* and identify functions of the skeletal and muscular systems.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **UNDERSTAND and COMPARE** the skeletal and muscular systems**.** |
| **DOMAIN: Reading** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *The Search for the Missing Bones* as a whole group, students will work in a teacher facilitated small group to understand and compare the skeletal and muscular systems. Given pre-printed statements, students will sort and place statements on a double bubble map.  | After reading *The Search for the Missing Bones* as a whole group, students will work in small heterogeneous groups to understand and compare the skeletal and muscular systems. Given pre-printed statements, students will sort and place statements on a double bubble map.  | After reading *The Search for the Missing Bones* as a whole group, students will work in small groups to understand and compare the skeletal and muscular systems. Given pre-printed statements, students will sort and place statements on a double bubble map. They will read the statements to a partner and check for understanding. | After reading *The Search for the Missing Bones* as a whole group, students will work in small groups to understand and compare the skeletal and muscular systems. Using the novel, students will work with a partner to write statements and place them appropriately on the double bubble map. They will read their statements to a partner and peer edit.  | After reading *The Search for the Missing Bones* as a whole group, students will work in small groups to understand and compare the skeletal and muscular systems. Using the novel and at least one additional resource, students will work with a partner to write statements and place them appropriately on the double bubble map. They will read their statements to a partner and peer edit. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **functions, skeletal system, muscular system, support, bones, joints, cartilage** |