**Strands of MPIs** **developed by ACS MVES 4th grade teachers  
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**GRADE 4**

**ELD STANDARD: The Language of Mathematics EXAMPLE TOPIC: Customary Measurements**

**CONNECTION: *CCSS Math 4.MD.1:*** Know relative sizes of measurement units within one system of units including inches, feet, yards. **EXAMPLE CONTEXT FOR LANGUAGE USE:** Each student will measure length of classroom objects in inches, feet, and yards and use conversion tables to convert measurements from one unit to another.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **USE and APPLY** their understanding of customary measurements to real-life situations. | | | | | | |
| **DOMAIN: Writing/Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| After teacher modeling, small heterogeneous groups of students measure classroom objects using measurement tools and record data in teacher-created table in math journals. Students convert measurements using conversion rules, and share results by repeating phrases provided by students or teacher. | After teacher modeling, small heterogeneous groups of students measure classroom objects using measurement tools and record data in teacher-created table in math journals. Students convert measurements using conversion rules, and share results by speaking in simple phrases to peers. | After teacher modeling, small heterogeneous groups of students measure classroom objects using measurement tools and record data in teacher-created table in math journals. Students convert measurements using conversion rules, and share results by speaking in sentences to peers. | After teacher modeling, small heterogeneous groups of students measure classroom objects using measurement tools and record data in student-created table in math journals. Students convert measurements using conversion rules and, using complete sentences, give a written explanation of method. Students verbally explain their reasoning to peers. | After teacher modeling, small heterogeneous groups of students measure classroom objects using measurement tools and record data in student-created table in math journals. Students convert measurements using conversion rules, and, using complex sentences with technical vocabulary, give a written explanation of method. Students verbally explain their reasoning to peers. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **customary units of measurement, inches, feet, yards, multiply, divide, convert, conversion table, measure, ruler, yardstick, tape measure, multiples, explain, method, reasoning** | | | | | | |