**Strands of MPIs** **developed by ACS BRES 5th grade teachers  
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**GRADE: 5**

**ELD STANDARD: The Language of Language Arts EXAMPLE TOPIC: Vocabulary Building**

**CONNECTION:** **CCSS.ELA RL 5.4** Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. **[CCSS.ELA-LITERACY.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **EXAMPLE CONTEXT FOR LANGUAGE USE:** Students **CREATE** dictionaries to **UNDERSTAND** vocabulary and **APPLY** their knowledge to write phrases, sentences, and paragraphs using nouns, verbs, and adjectives.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **UNDERSTAND** and **APPLY** target vocabulary in context. | | | | | | |
| **DOMAIN: Reading/Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| After pre-teaching target vocabulary, students will use the Frayer Model to create ongoing dictionary entries using L1, (Google translate and/or bilingual peer). Students follow along as teacher and capable peers read dictionary entries in small groups. Students will write three different phrases, each containing one vocabulary word randomly chosen from words grouped as nouns, verbs, and adjectives. | After pre-teaching target vocabulary, students will use the Frayer Model to create ongoing dictionary entries using L1 (Google translate and/or bilingual peer). Students follow along as teacher and capable peers read dictionary entries in small groups. Using sentence frames, students will write three different simple sentences, each containing one vocabulary word randomly chosen from words grouped as nouns, verbs, and adjectives. | After pre-teaching target vocabulary, students will use the Frayer Model to create ongoing dictionary entries. Students follow along as teacher and capable peers read dictionary entries in small groups. Using a word bank and bilingual dictionary as needed, students will write three different sentences, at least one complex, each containing one vocabulary word randomly chosen from words grouped as nouns, verbs, and adjectives. | After pre-teaching target vocabulary, students will use the Frayer Model to create ongoing dictionary entries. Students follow along as teacher and capable peers read dictionary entries in small groups. Students will write three *related* complex sentences each containing one vocabulary word randomly chosen from words grouped as nouns, verbs, and adjectives. | After pre-teaching target vocabulary, students will use the Frayer Model to create ongoing dictionary entries. Students follow along as teacher and capable peers read dictionary entries in small groups. Students will write a paragraph with five *related* complex sentences. The paragraph will contain three vocabulary words randomly chosen from words grouped as nouns, verbs, and adjectives. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact on an ongoing basis with grade-level vocabulary words and identify and apply the meaning: **noun, verb, adjectives, sentence, paragraph, coordinating conjunctions** | | | | | | |