**Strands of MPIs** **developed by ACS MVES 5th grade teachers  
Frances Eller, Susan Greer, Meagan Lancaster, Kasey Overcash, and Cindy Fowler, ESL**

**GRADE 5**

**ELD STANDARD: The Language of Social Studies EXAMPLE TOPIC: Boston Tea Party**

**CONNECTION: 5.H.1.3** Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction. **EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will construct a crate that can hold a tea bag and keep it dry for the longest period of time in a tub of cold water to show the impact of the Boston Tea Party as a form of protest.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **ANALYZE** events associated with the Boston Tea Party. | | | | | | |
| **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 build crates using limited materials to keep tea bag dry when crate is placed in water and record observations in social studies journals using pictures. Students share results by repeating phrases provided by students or teachers. | After teacher modeling, small heterogeneous groups of students build crates using limited materials to keep tea bag dry when crate is placed in water and record observations in social studies journals using pictures and labels. With teacher and student support if needed, students share results using phrases. | After teacher modeling, small heterogeneous groups of students build crates using limited materials to keep tea bag dry when crate is placed in water and record observations in social studies journals using pictures and phrases. Students describe results to peers using phrases. | After teacher modeling, small heterogeneous groups of students build crates using limited materials to keep tea bag dry when crate is placed in water and record observations in social studies journals using detailed pictures and writing multiple sentences. Students describe results to peers by reading their sentences and sharing their ideas. | After teacher modeling, small heterogeneous groups of students build crates using limited materials to keep tea bag dry when crate is placed in water and record in social studies journals using detailed pictures and writing complex sentences using technical vocabulary. Students describe results to peers by reading their sentences and defending their ideas. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **Boston Tea Party, construction, engineering, crate, mass, impact, conflict, protest, colony, colonists, British, American Revolution, Native Americans** | | | | | | |