

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 3 Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to conversations <input type="checkbox"/> Express ideas <input type="checkbox"/> Ask <i>yes-no</i> <input type="checkbox"/> Ask <i>wh-</i> questions <input type="checkbox"/> Answer <i>yes-no</i> and <i>wh-</i> questions <input type="checkbox"/> Respond using short phrases or more 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Engage in sustained dialogue <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm the responses of others <input type="checkbox"/> Add relevant information 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Engage in sustained dialogue <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm the responses of others <input type="checkbox"/> Add relevant information <input type="checkbox"/> Build on responses <input type="checkbox"/> Provide useful feedback

Grade 3
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on writing projects of short informational & literary texts <input type="checkbox"/> Use technology where appropriate for writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on longer writing projects of longer informational & literary texts <input type="checkbox"/> Use technology where appropriate for writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on a variety of longer writing projects of informational and literary texts <input type="checkbox"/> Use technology where appropriate for writing

Grade 3
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>3. Offering opinions Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and . . .</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but . . .</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Use basic learned phrases in conversations (e.g., <i>I think . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Use an expanded set of learned phrases in conversations (e.g., <i>I agree with X, and . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor <input type="checkbox"/> Provide counterarguments 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Use a variety of learned phrases in conversations (e.g., <i>That's a good idea, but . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor <input type="checkbox"/> Provide counterarguments <input type="checkbox"/> Elaborate on an idea

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 3 Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p>	<p>4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</p>
<p>Skills: With substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize that language choices & vocabulary vary according to social setting 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to social setting <input type="checkbox"/> Adjust language choices according to audience 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to task <input type="checkbox"/> Adjust language choices according to audience

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 3 Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p>Skills: With prompting & substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask basic questions <input type="checkbox"/> Answer basic questions 	<p>Skills: With occasional prompting & moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions 	<p>Skills: With minimal prompting & light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions

Grade 3
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>
<p>Skills: With substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas <input type="checkbox"/> Describe phenomena <input type="checkbox"/> Describe text elements <input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts <input type="checkbox"/> Demonstrate understanding when viewing of multimedia 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas in greater detail <input type="checkbox"/> Describe phenomena in greater detail <input type="checkbox"/> Describe text elements in greater detail <input type="checkbox"/> Demonstrate understanding of a variety of of grade-level texts <input type="checkbox"/> Demonstrate understanding when viewing of multimedia 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas using key details <input type="checkbox"/> Describe phenomena using key details <input type="checkbox"/> Describe text elements using key details <input type="checkbox"/> Demonstrate understanding of a variety of of grade-level texts <input type="checkbox"/> Demonstrate understanding when viewing of multimedia

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Grade 3 Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>7. Evaluating language choices Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.</p>	<p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.</p>	<p>7. Evaluating language choices Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.</p>
<p>Skills: With prompting & substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the language writers/speakers use to support an opinion <input type="checkbox"/> Describe the language writers/speakers use to present an idea 	<p>Skills: With prompting & moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the specific language writers/speakers use to present an idea <input type="checkbox"/> Describe the specific language writers/speakers use to support an idea 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how well writers/speakers use specific language resources to support an opinion <input type="checkbox"/> Describe how well writers/speakers use specific language resources to present an idea

Grade 3
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>8. Analyzing language choices Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).</p>	<p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.</p>	<p>8. Analyzing language choices Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how different words produce different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how different words with similar meanings produce shades of meaning <input type="checkbox"/> Distinguish how different words with similar meaning produce different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how multiple different words with similar meanings produce shades of meaning <input type="checkbox"/> Distinguish how multiple different words with similar meanings produce different effects on the audience

Grade 3
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>9. Presenting Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).</p>	<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan very brief oral presentations <input type="checkbox"/> Deliver very brief oral presentations <input type="checkbox"/> Retell, describe, etc. 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan brief oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver brief oral presentations oral presentations on a variety of topics and content areas <input type="checkbox"/> Retell, describe, explain, etc. 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver longer oral presentations oral presentations on a variety of topics and content areas <input type="checkbox"/> Retell, describe, explain, etc.

Grade 3
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>10. Writing</p> <p>a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b. Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p>	<p>10. Writing</p> <p>a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p>10. Writing</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>
<p>Skills: Collaboratively & sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write short literary & informational texts <input type="checkbox"/> Paraphrase texts using key words from notes or graphic organizers <input type="checkbox"/> Recount experiences using key words from notes or graphic organizers 	<p>Skills: Collaboratively & with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer literary & informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Paraphrase texts using complete sentences and key words from notes or graphic organizers <input type="checkbox"/> Recount experiences using complete sentences and key words from notes or graphic organizers 	<p>Skills: Collaboratively & independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer and more detailed literary & informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Use a growing understanding of register <input type="checkbox"/> Paraphrase texts using increasingly detailed complete sentences & key words from notes or graphic organizers <input type="checkbox"/> Recount experiences using increasingly detailed complete sentences & key words from notes or graphic organizers

Grade 3
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>11. Supporting opinions Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p>11. Supporting opinions Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p>	<p>11. Supporting opinions Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing some textual evidence <input type="checkbox"/> Support opinions by providing relevant background knowledge <input type="checkbox"/> Refer to text evidence or content knowledge, etc. 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing increasingly detailed textual evidence <input type="checkbox"/> Support opinions by providing relevant background knowledge about the content <input type="checkbox"/> Provide examples from text, etc. 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing increasingly detailed textual evidence <input type="checkbox"/> Support opinions by providing relevant background knowledge about the content <input type="checkbox"/> Persuade others by providing good reasons <input type="checkbox"/> Persuade others by providing increasingly detailed textual evidence <input type="checkbox"/> Persuade others by providing relevant background knowledge about the content <input type="checkbox"/> Give specific examples from text, etc.

Grade 3
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>12. Selecting language resources Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.</p>	<p>12. Selecting language resources Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>12. Selecting language resources Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a select number of general academic words while speaking & writing <input type="checkbox"/> Use a select number of domain-specific words while speaking & writing <input type="checkbox"/> Use words to add detail 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a growing number of general academic words while speaking & writing <input type="checkbox"/> Use a growing number of domain-specific words while speaking & writing <input type="checkbox"/> Use words to add detail <input type="checkbox"/> Use words to create an effect <input type="checkbox"/> Use words to create shades of meaning 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a wide variety of general academic words while speaking & writing <input type="checkbox"/> Use a wide variety of domain-specific words while speaking & writing <input type="checkbox"/> Use synonyms while speaking & writing <input type="checkbox"/> Use antonyms while speaking & writing <input type="checkbox"/> Use non-literal language while speaking & writing <input type="checkbox"/> Use words to create an effect <input type="checkbox"/> Use words to create precision <input type="checkbox"/> Use words to create shades of meaning

Grade 3
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply understanding of how different text types are organized to writing basic texts 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply understanding of how different text types are organized to writing texts with increasing cohesion 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply understanding of how different text types are organized to writing cohesive texts

Grade 3
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>2. Understanding cohesion</p> <p>a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply basic understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, etc., to move a reader back/forward <input type="checkbox"/> Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases <input type="checkbox"/> Apply these understandings to comprehending texts <input type="checkbox"/> Apply these understandings to writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply growing understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, etc., to move a reader back/forward <input type="checkbox"/> Apply growing understanding of how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases <input type="checkbox"/> Apply these understanding to comprehending text <input type="checkbox"/> Apply these understandings to writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply increasing understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, synonyms, etc. to move a reader back/forward <input type="checkbox"/> Apply increasing understanding of how ideas/events/reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases <input type="checkbox"/> Apply these understanding to comprehending text

ELD Standards Unpacking: A Look at Skills and Language Resources

<p>basic texts</p> <ul style="list-style-type: none">❑ Use connecting words such as <i>then</i> and <i>next</i> to structure cohesive text	<p>text with increasing cohesion</p> <ul style="list-style-type: none">❑ Use connecting words & phrases such as <i>at the beginning/end</i>, <i>first</i>, and <i>next</i> to structure cohesive text	<ul style="list-style-type: none">❑ Apply these understandings to writing cohesive texts❑ Use connecting words & phrases such as <i>for example</i>, <i>afterward</i>, and <i>first/next/last</i> to structure cohesive text
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Grade 3
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>3. Using verbs and verb phrases Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience).</p>	<p>3. Using verbs and verb phrases Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p>	<p>3. Using verbs and verb phrases Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently used verbs <input type="checkbox"/> Use different verb types <input type="checkbox"/> Use verb tenses appropriate to the text type and discipline to convey time 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a growing number of different verb types <input type="checkbox"/> Use a growing number of verb tenses appropriate to the text type and discipline to convey time 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of verb types <input type="checkbox"/> Use a variety of verb tenses appropriate to the text type and discipline to convey time

Grade 3
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in simple ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in simple ways to add details about ideas, people, things <input type="checkbox"/> Add an adjective to a noun 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in a growing number of ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in a growing number of ways to add details about ideas, people, things <input type="checkbox"/> Add comparative/superlative adjectives to nouns 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in a variety of ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in a variety of ways to add details about ideas, people, things <input type="checkbox"/> Add comparative/superlative adjectives to nouns <input type="checkbox"/> Embed simple clauses

Grade 3
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked <i>to the soccer field</i>).</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked <i>quietly</i>; they ran <i>across the soccer field</i>).</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a familiar activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a range of familiar and new activities or processes

Grade 3
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a few basic ways to make connections between ideas <input type="checkbox"/> Combine clauses in a few basic ways to join ideas <input type="checkbox"/> Create compound sentences <input type="checkbox"/> Use words such as <i>and, but,</i> and <i>so</i> to make connections between or to join ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in an increasing variety of ways to make connections between ideas <input type="checkbox"/> Combine clauses in an increasing variety of ways to join ideas <input type="checkbox"/> Create compound sentences <input type="checkbox"/> Create complex sentences <input type="checkbox"/> Use words and phrases such as <i>because</i> and <i>even though</i> to make connections between or to join ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a wide variety of ways to make connections between ideas <input type="checkbox"/> Combine clauses in a wide variety of ways to join ideas <input type="checkbox"/> Create compound sentences <input type="checkbox"/> Create complex sentences to make connections <input type="checkbox"/> Use words and phrases such as <i>because, even though,</i> and <i>while</i> to make connections between or to join ideas

Grade 3
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> → <i>It's green and red</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rain forest.</i> → <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rain forest.</i> → <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in simple ways <input type="checkbox"/> Create precise and detailed sentences <input type="checkbox"/> Use words such as <i>and</i> to condense clauses 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in a growing number of ways <input type="checkbox"/> Embed clauses <input type="checkbox"/> Create precise and detailed sentences <input type="checkbox"/> Use words and phrases such as <i>that</i> and <i>that is</i> to condense clauses 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in a variety of ways <input type="checkbox"/> Embed clauses <input type="checkbox"/> Create precise and detailed sentences <input type="checkbox"/> Use words and phrases such as <i>and</i> and <i>that</i> to condense clauses