

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Research interests

CONNECTION: *Common Core Standards for Writing #8 (Grade 3):* Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

EXAMPLE CONTEXT FOR LANGUAGE USE: Prior to conducting research, students brainstorm/free write about topics or questions they want to investigate.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER personal and school experiences in selecting research topics. | | | | | | |
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| | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 – Reaching |
| WRITING | List ideas on research topics (e.g., sports and hobbies for kids) using illustrated graphic organizers in L1 or L2 | Organize ideas on research topics (e.g., popularity of snow sports v. water sports) using graphic organizers in L1 or L2 | State ideas related to research topics following a model using graphic organizers | Elaborate ideas related to research topics following a model using graphic organizers | Connect ideas related to research topics using graphic organizers | |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: research topic, brainstorm | | | | | | |

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

CONNECTION: *Common Core Standards for Writing #5 (Grade 3):* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing. | | | | | | |
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| WRITING | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 – Reaching |
| | | Supply words for sentences about revising from models | Compose phrases and simple sentences about revising from models | Compose sentences about revising from models | Suggest ideas for revising using word banks | |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve | | | | | | |

See expanded version of this strand on pp. 28–29

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Area

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #5–6 (Grade 3):* Recognize area as an attribute of plane figures and understand concepts of area measurement... Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

EXAMPLE CONTEXT FOR LANGUAGE USE: Students follow directions to arrange manipulatives into shapes representing specified areas (e.g., to create building floor plans or plan a community garden).

| COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE floor plans or models. | | | | | | |
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| | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 – Reaching |
| LISTENING | Follow simple oral commands to design area maps using manipulatives and illustrated examples (e.g., “Make a square like this.”) in small groups | Follow simple oral directions to design area maps using manipulatives and illustrated examples in small groups | Follow oral directions to design area maps using manipulatives and illustrated examples in small groups | Follow detailed oral directions to design area maps using manipulatives in small groups (e.g., “The area for beans needs to be less than 12 square units. Make the side less than 4 units long.”) | Follow complex oral specifications to design area maps using manipulatives in small groups (e.g., “The total area of the garden is 50 square units. Each tomato plant requires 5 square units. Draw an area for the tomatoes.”) | |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: square unit, unit squares, length, width, area | | | | | | |

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Electricity & magnets

CONNECTION: *Next Generation Science Standards, Physical Sciences, Forces and Interactions PS2-3, PS2-4 (Grade 3):* Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Define a simple design problem that can be solved by applying scientific ideas about magnets.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students discuss their observations and draw conclusions about the outcomes of electricity and magnetism experiments in small groups to practice designing their own experiments.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE experimental observations. | | | | | | |
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| | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 – Reaching |
| SPEAKING | State reasons for outcomes of experiments on electricity using illustrations or realia and teacher guidance (e.g., “electricity goes”, “electricity stops” when circuit is open or closed) | State reasons for outcomes of experiments on electricity using illustrations or realia, oral sentence starters, and teacher guidance (e.g., “The bulb turned on because...”, “The balloons attracted/repelled because...”) | Explain outcomes of experiments on electricity using illustrations and oral sentence frames | Explain in detail outcomes of experiments on electricity using illustrations or realia and word/phrase banks | Explain in detail outcomes of experiments on electricity using illustrations or realia | |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: turn on, turn off, static electricity, charge, attract, repel, open/closed circuit | | | | | | |

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Civic participation

CONNECTION: *National Standards for Civics and Government C–D (Grades K–4):* Students should be able to explain why certain rights are important to the individual and to a democratic society, such as personal, political, and economic rights. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation, such as personal and civic responsibilities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read informational texts about the rights and responsibilities of citizens, create visual representations of them, and practice identifying them.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND citizens' rights and responsibilities. | | | | | | |
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| | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 – Reaching |
| READING | Match labels to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2 | Match descriptions to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2 | Locate details related to citizens' rights and responsibilities with a partner using graphic organizers | Distinguish among citizens' rights and responsibilities with a partner using graphic organizers | Infer citizens' rights and responsibilities based on texts | |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, individual rights and responsibilities, duty, law and order | | | | | | |

COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC:
Healthy choices

CONNECTION: *National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K–4):* Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood... Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students weigh options depicted in role plays (e.g., videos, performances, or text read aloud) in order to make healthy choices.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not. | | | | | | |
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| | Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
| LISTENING | Demonstrate or respond non-verbally to language associated with healthy and unhealthy choices from oral discourse using pictures or gestures | Match language associated with healthy and unhealthy choices to examples from oral discourse using illustrated graphic organizers | Identify language associated with healthy and unhealthy choices from oral discourse using graphic organizers | Identify details related to healthy and unhealthy choices from oral discourse using graphic organizers | Compare and contrast healthy and unhealthy choices from oral discourse using graphic organizers | Level 6 – Reaching |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: healthy/unhealthy choices, behavior, consequences | | | | | | |