California English Language Development

Grade 3

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. ELD.PI.3.1.EM

   Ex. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ELD.PI.3.1.EX

   Br. 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. ELD.PI.3.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.3.2.EM

   Ex. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.3.2.EX

   Br. 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. ELD.PI.3.2.BR

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3. Offering and supporting opinions and negotiating with others in communicative exchanges

   Em. Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think…), as well as open responses in order to gain and/or hold the floor. ELD.PI.3.3.EM

   Ex. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and…), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like. ELD.PI.3.3.EX

   Br. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but…), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like. ELD.PI.3.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

   Em. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults. ELD.PI.3.4.EM

   Ex. 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. ELD.PI.3.4.EX

   Br. 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. ELD.PI.3.4.BR

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively to spoken English in a range of social and academic contexts

   Em. Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. ELD.PI.3.5.EM

   Ex. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. ELD.PI.3.5.EX

   Br. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. ELD.PI.3.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

   Em. 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. ELD.PI.3.6.EM

   Ex. 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. ELD.PI.3.6.EX

   Br. 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. ELD.PI.3.6.BR

7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

   Em. 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. ELD.PI.3.7.EM

   Ex. 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. ELD.PI.3.7.EX

   Br. 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. ELD.PI.3.7.BR

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad). ELD.PI.3.8.EM

   Ex. Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience. ELD.PI.3.8.EX

   Br. Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience. ELD.PI.3.8.BR

C. Productive (creation of oral presentations and written texts)

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9. Expressing information and ideas in formal oral presentations on academic topics

    Em. Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like). ELD.PI.3.9.EM

    Ex. 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). ELD.PI.3.9.EX

    Br. 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. ELD.PI.3.9.BR

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. 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. ELD.PI.3.10A.EM

    Em. Paraphrase texts and recount experiences using key words from notes or graphic organizers. ELD.PI.3.10B.EM

    Ex. 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. ELD.PI.3.10A.EX

    Ex. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. ELD.PI.3.10B.EX

    Br. 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. ELD.PI.3.10A.BR

    Br. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. ELD.PI.3.10B.BR

11. Supporting own opinions and evaluating others' opinions in speaking and writing

    Em. Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). ELD.PI.3.11.EM

    Ex. 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. ELD.PI.3.11.EX

    Br. 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. ELD.PI.3.11.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing. ELD.PI.3.12.EM

    Ex. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. ELD.PI.3.12.EX

    Br. 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. ELD.PI.3.12.BR

Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

    Em. 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. ELD.PII.3.1.EM

    Ex. 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. ELD.PII.3.1.EX

    Br. 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. ELD.PII.3.1.BR

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2. Understanding cohesion

   Em. 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. ELD.PII.3.2A.EM

   Em. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts. ELD.PII.3.2B.EM

   Ex. 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. ELD.PII.3.2A.EX

   Ex. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion. ELD.PII.3.2B.EX

   Br. 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. ELD.PII.3.2A.BR

   Br. 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., for example, afterward, first/next/last) to comprehending texts and writing cohesive texts. ELD.PII.3.2B.BR

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

   Em. 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). ELD.PII.3.3.EM

   Ex. 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). ELD.PII.3.3.EX

   Br. 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). ELD.PII.3.3.BR

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4. Using nouns and noun phrases

   Em. 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. ELD.PII.3.4.EM

   Ex. 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. ELD.PII.3.4.EX

   Br. 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. ELD.PII.3.4.BR

5. Modifying to add details

   Em. 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 to the soccer field). ELD.PII.3.5.EM

   Ex. 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 quietly; they ran across the soccer field). ELD.PII.3.5.EX

   Br. 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 quietly all night in their room). ELD.PII.3.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so). ELD.PII.3.6.EM

   Ex. 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., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn't feeling well). ELD.PII.3.6.EX

   Br. 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., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted). ELD.PII.3.6.BR

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7. Condensing ideas

    Em. Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences. ELD.PII.3.7.EM

    Ex. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences. ELD.PII.3.7.EX

    Br. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences. ELD.PII.3.7.BR