Part I: Interacting in Meaningful Ways

EMERGING

1. Exchanging information and ideas:
   Exchanging information and ideas with others through oral collaborative discussions on a range of social & academic topics - SL.3.1,6, L.3.1,3,6

2. Collaborating via written English:
   Interacting with others in written English in various communicative forms (print, communicative technology, & multimedia) - W.3.6, L.3.1,3,6

3. Offering opinions:
   Offering & supporting opinions & negotiating with others in communicative exchanges - SL.3.1,6, L.3.1,3,6

4. Adapting language choices:
   Adapting language choices to various contexts (based on task, purpose, audience, & text type) - W.3.4-5, L.3.1-3,6, L.3.1,3,6

EXPANDING

1. Contributing to conversations & express ideas by asking and answering yes-no and wh- questions and responding using short phrases.

2. Collaborate with peers on joint writing projects of shorter informational and literary texts, using technology where appropriate for publishing, graphics, etc.

3. 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.

4. 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.

BRIDGING

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

2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.

3. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That’s a good idea, but X), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

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

1. Listening actively:
   Listening actively to spoken English in a variety of social & academic contexts - SL.3.1-3,6

2. Reading/viewing closely:
   Reading literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly & implicitly through language - RL.3.1-3,6;
   Use key words from notes or graphic organizers.

3. Evaluating language choices:
   Evaluating how well writers & speakers use language to support ideas & opinions with details or reasons depending on modality, text, type, purpose, audience, topic & content area - RL.3.3-4,6; RI.3.2-6,8, L.3.3,3,6

4. Analyzing language choices:
   Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text, type, purpose, audience, topic, & content area - RL.3.4-5, RI.3.4-5, SL.3.3-6

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

9. Presenting:
   Presenting information & ideas in formal oral presentations on academic topics - SL.3.6-6, L.3.1,3,6

10. Writing:
   Writing literary & informational texts to present, describe, & explain ideas & information, using appropriate technology - W.3.1-8; L.3.1,3,6

11. Supporting opinions:
   Supporting own opinions & evaluating others’ opinions in speaking & writing - W.3.1-4,10; L.3.1,3,6

12. Selecting language resources:
   Selecting & applying varied & precise vocabulary & language structures to effectively convey ideas - W.3.4-5; SL.3.4, SL.3.1-3,6, SL.3.3-6

LAUSD - Adapted from the 2012 CA ELD Standards

3rd Grade California English Language Development Standards
## Part II: Learning About How English Works

### A. Structuring Cohesive Texts

<table>
<thead>
<tr>
<th>1. Understanding text structure and organization based on purpose, text type, and discipline—RL.3.5; RI.3.5; W.3.1-3,5; SL.3.4</th>
<th>1. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows—RL.3.5; RI.3.5; W.3.1-3,5; SL.3.4; L.3.1,3</td>
<td>2. 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.</td>
</tr>
<tr>
<td>7. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant, 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.</td>
<td></td>
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</table>

### B. Expanding & Enriching Ideas

<table>
<thead>
<tr>
<th>3. Using verbs and verb phrases to create precision and clarity in different text types—W.3.1-3,5; SL.3.6; L.3.1,3,6</th>
<th>3. Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</th>
</tr>
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<tbody>
<tr>
<td>4. Using nouns and noun phrases to expand ideas and provide more detail—W.3.5; SL.3.6; L.3.1,3,6</td>
<td>4. 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, etc.</td>
</tr>
<tr>
<td>5. Modifying to add details to provide more information and create precision—W.3.5; SL.3.4-6; L.3.1,3,6</td>
<td>5. Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to the soccer field.).</td>
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### C. Connecting and Condensing Ideas

<table>
<thead>
<tr>
<th>6. Connecting ideas within sentences by combining clauses—W.3.1-3,5; SL.3.4-6; L.3.1,3,6</th>
<th>6. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, or).</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Condensing ideas within sentences using a variety of language resources—W.3.1-3,5; SL.3.4-6; L.3.1,3,6</td>
<td>7. Condense clauses in simple ways (e.g., changing: it’s green, it’s red -&gt; It’s green and red, to create precise and detailed sentences.</td>
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</tbody>
</table>

### Part III: Using Foundational Literacy Skills (RF.K.3.1-4 as appropriate)

<table>
<thead>
<tr>
<th>Foundational Literacy Skills: Literacy in an Alphabetic Writing System</th>
<th>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Print concepts</td>
<td>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</td>
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<tr>
<td>• Phonological awareness</td>
<td>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</td>
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<tr>
<td>• Phonics &amp; word recognition</td>
<td>• Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).</td>
</tr>
</tbody>
</table>

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