# Grade 3
## Part I Standard 1

### English Language Proficiency (teach toward the next level)

<table>
<thead>
<tr>
<th>Collaborative</th>
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</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
</tr>
<tr>
<td><strong>1. Exchanging information and ideas</strong></td>
<td>Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
</tr>
</tbody>
</table>

### Skills:
- □ Contribute to conversations
- □ Express ideas
- □ Ask yes-no
- □ Ask wh- questions
- □ Answer yes-no and wh- questions
- □ Respond using short phrases or more
- □ Contribute to class, group, and partner discussions
- □ Engage in sustained dialogue
- □ Follow turn-taking rules
- □ Ask relevant questions
- □ Affirm the responses of others
- □ Add relevant information
- □ Contribute to class, group, and partner discussions
- □ Engage in sustained dialogue
- □ Follow turn-taking rules
- □ Ask relevant questions
- □ Affirm the responses of others
- □ Add relevant information
- □ Build on responses
- □ Provide useful feedback

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## Grade 3
### Part I Standard 2

**English Language Proficiency (teach toward the next level)**

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<thead>
<tr>
<th>Collaborative</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Interacting via written English</strong></td>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
<td>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**
- Collaborate with peers on writing projects of short informational & literary texts
- Use technology where appropriate for writing

| **Skills:** | Collaborate with peers on longer writing projects of longer informational & literary texts
- Use technology where appropriate for writing

| **Skills:** | Collaborate with peers on a variety of longer writing projects of informational and literary texts
- Use technology where appropriate for writing

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### Grade 3
#### Part I Standard 3

**English Language Proficiency (teach toward the next level)**

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<thead>
<tr>
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<th>Collaborative</th>
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<tbody>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td><strong>3. Offering opinions</strong></td>
<td>Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <em>I think</em> . . .), as well as open responses in order to gain and/or hold the floor.</td>
</tr>
</tbody>
</table>

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use basic learned phrases in conversations (e.g., *I think* . . .)
- Use open responses in conversations
- Gain and/or hold the floor

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use an expanded set of learned phrases in conversations (e.g., *I agree with X, and . . .*)
- Use open responses in conversations
- Gain and/or hold the floor
- Provide counterarguments

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use a variety of learned phrases in conversations (e.g., *That's a good idea, but . . .*)
- Use open responses in conversations
- Gain and/or hold the floor
- Provide counterarguments
- Elaborate on an idea

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 3
Part I Standard 4

English Language Proficiency (teach toward the next level)

<table>
<thead>
<tr>
<th>Collaborative</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td>Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**

With substantial support...
- Recognize that language choices & vocabulary vary according to social setting

With moderate support...
- Adjust language choices according to purpose
- Adjust language choices according to social setting
- Adjust language choices according to audience

With light support...
- Adjust language choices according to purpose
- Adjust language choices according to task
- Adjust language choices according to audience

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## Grade 3
### Part I Standard 5

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Listening actively</strong></td>
<td><strong>Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.</strong></td>
<td><strong>5. Listening actively</strong></td>
<td><strong>5. Listening actively</strong></td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>With prompting &amp; substantial support...</td>
<td>With occasional prompting &amp; moderate support...</td>
<td>With minimal prompting &amp; light support...</td>
</tr>
<tr>
<td></td>
<td>❐ Demonstrate active listening to read-alouds</td>
<td>❐ Demonstrate active listening to read-alouds</td>
<td>❐ Demonstrate active listening to read-alouds</td>
</tr>
<tr>
<td></td>
<td>❐ Demonstrate active listening to oral presentations</td>
<td>❐ Demonstrate active listening to oral presentations</td>
<td>❐ Demonstrate active listening to oral presentations</td>
</tr>
<tr>
<td></td>
<td>❐ Ask basic questions</td>
<td>❐ Ask detailed questions</td>
<td>❐ Ask detailed questions</td>
</tr>
<tr>
<td></td>
<td>❐ Answer basic questions</td>
<td>❐ Answer detailed questions</td>
<td>❐ Answer detailed questions</td>
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</tbody>
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## Grade 3
### Part I Standard 6

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Interpretive</th>
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</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td><strong>6. Reading/viewing closely</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**

- With substantial support...
  - Describe ideas
  - Describe phenomena
  - Describe text elements
  - Demonstrate understanding of a select set of grade-level texts
  - Demonstrate understanding when viewing of multimedia

- With moderate support...
  - Describe ideas in greater detail
  - Describe phenomena in greater detail
  - Describe text elements in greater detail
  - Demonstrate understanding of a variety of grade-level texts
  - Demonstrate understanding when viewing of multimedia

- With light support...
  - Describe ideas using key details
  - Describe phenomena using key details
  - Describe text elements using key details
  - Demonstrate understanding of a variety of grade-level texts
  - Demonstrate understanding when viewing of multimedia
## Grade 3  
Part I Standard 7  

### English Language Proficiency (teach toward the next level)

<table>
<thead>
<tr>
<th>Interpretive</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
</tr>
<tr>
<td>7. Evaluating language choices</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Skills:</strong> With prompting &amp; substantial support...</td>
<td><strong>Skills:</strong> With prompting &amp; moderate support...</td>
<td><strong>Skills:</strong> With light support...</td>
</tr>
<tr>
<td>❑ Describe the language writers/speakers use to support an opinion</td>
<td>❑ Describe the specific language writers/speakers use to present an idea</td>
<td>❑ Describe how well writers/speakers use specific language resources to support an opinion</td>
</tr>
<tr>
<td>❑ Describe the language writers/speakers use to present an idea</td>
<td>❑ Describe the specific language writers/speakers use to support an idea</td>
<td>❑ Describe how well writers/speakers use specific language resources to present an idea</td>
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<tr>
<td>Grade 3</td>
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<tr>
<td>Part I Standard 8</td>
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**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Interpretive</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td>8. <strong>Analyzing language choices</strong> Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad).</td>
</tr>
</tbody>
</table>

**Skills:**
- [ ] Distinguish how different words produce different effects on the audience
- [ ] Distinguish how different words with similar meanings produce shades of meaning
- [ ] Distinguish how different words with similar meaning produce different effects on the audience
- [ ] Distinguish how multiple different words with similar meanings produce shades of meaning
- [ ] Distinguish how multiple different words with similar meanings produce different effects on the audience
# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 3

### Part I Standard 9

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Productive</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td><strong>9. Presenting</strong></td>
<td>Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).</td>
</tr>
</tbody>
</table>

**Skills:**
- Plan very brief oral presentations
- Deliver very brief oral presentations
- Retell, describe, etc.

**Skills:**
- Plan brief oral presentations on a variety of topics and content areas
- Deliver brief oral presentations oral presentations on a variety of topics and content areas
- Retell, describe, explain, etc.

**Skills:**
- Plan longer oral presentations oral presentations on a variety of topics and content areas
- Deliver longer oral presentations oral presentations on a variety of topics and content areas
- Retell, describe, explain, etc.
## ELD Standards Unpacking: A Look at Skills and Language Resources

### Grade 3
#### Part I Standard 10

**English Language Proficiency (teach toward the next level)**

| Productive |  
|---|---|
| **Emerging** | **Expanding** | **Bridging** |
| **10. Writing**  
  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.  
  b. Paraphrase texts and recount experiences using key words from notes or graphic organizers. | **10. Writing**  
  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.  
  b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. | **10. Writing**  
  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.  
  b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. |

**Skills:**  
Collaboratively & sometimes independently...  
- Write short literary & informational texts  
- Paraphrase texts using key words from notes or graphic organizers  
- Recount experiences using key words from notes or graphic organizers

**Skills:**  
Collaboratively & with increasing independence...  
- Write longer literary & informational texts  
- Use appropriate text organization  
- Paraphrase texts using complete sentences and key words from notes or graphic organizers  
- Recount experiences using complete sentences and key words from notes or graphic organizers

**Skills:**  
Collaboratively & independently...  
- Write longer and more detailed literary & informational texts  
- Use appropriate text organization  
- Use a growing understanding of register  
- Paraphrase texts using increasingly detailed complete sentences & key words from notes or graphic organizers  
- Recount experiences using increasingly detailed complete sentences & key words from notes or graphic organizers

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# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 3

### Part I Standard 11

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Productive</th>
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</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
</tbody>
</table>

### 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).

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support opinions by providing good reasons</td>
</tr>
<tr>
<td>- Support opinions by providing some textual evidence</td>
</tr>
<tr>
<td>- Support opinions by providing relevant background knowledge</td>
</tr>
<tr>
<td>- Refer to text evidence or content knowledge, etc.</td>
</tr>
</tbody>
</table>

- **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.

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support opinions by providing good reasons</td>
</tr>
<tr>
<td>- Support opinions by providing increasingly detailed textual evidence</td>
</tr>
<tr>
<td>- Support opinions by providing relevant background knowledge about the content</td>
</tr>
<tr>
<td>- Provide examples from text, etc.</td>
</tr>
</tbody>
</table>

- **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.

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support opinions by providing good reasons</td>
</tr>
<tr>
<td>- Support opinions by providing increasingly detailed textual evidence</td>
</tr>
<tr>
<td>- Support opinions by providing relevant background knowledge about the content</td>
</tr>
<tr>
<td>- Persuade others by providing good reasons</td>
</tr>
<tr>
<td>- Persuade others by providing increasingly detailed textual evidence</td>
</tr>
<tr>
<td>- Persuade others by providing relevant background knowledge about the content</td>
</tr>
<tr>
<td>- Give specific examples from text, etc.</td>
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</tbody>
</table>

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## Grade 3
### Part I Standard 12

**English Language Proficiency (teach toward the next level)**

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<thead>
<tr>
<th>Productive</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>12. Selecting language resources</strong></td>
<td><strong>12. Selecting language resources</strong></td>
<td><strong>12. Selecting language resources</strong></td>
</tr>
<tr>
<td>Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <em>dangerous</em> to describe a place, using the word <em>habitat</em> when describing animal behavior) while speaking and writing.</td>
<td>Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <em>suddenly</em> to signal a change), or create shades of meaning (e.g., <em>scurry</em> versus <em>dash</em>) while speaking and writing.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**
- Use a select number of general academic words while speaking & writing
- Use a select number of domain-specific words while speaking & writing
- Use words to add detail

**Skills:**
- Use a growing number of general academic words while speaking & writing
- Use a growing number of domain-specific words while speaking & writing
- Use words to add detail
- Use words to create an effect
- Use words to create shades of meaning

**Skills:**
- Use a wide variety of general academic words while speaking & writing
- Use a wide variety of domain-specific words while speaking & writing
- Use synonyms while speaking & writing
- Use antonyms while speaking & writing
- Use non-literal language while speaking & writing
- Use words to create an effect
- Use words to create precision
- Use words to create shades of meaning
## Grade 3
### Part II Standard 1

**English Language Proficiency (teach toward the next level)**

### Structuring Cohesive Texts

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understanding text structure</strong></td>
<td>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.</td>
<td>1. <strong>Understanding text structure</strong>&lt;br&gt;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.</td>
<td>1. <strong>Understanding text structure</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>

**Skills:**
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to writing basic texts

**Skills:**
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to writing texts with increasing cohesion

**Skills:**
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to writing cohesive texts

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## Grade 3
### Part II Standard 2

**English Language Proficiency (teach toward the next level)**

### Structuring Cohesive Texts

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
</table>

#### 2. Understanding cohesion
- **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.
- **b.** 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.

#### 2. Understanding cohesion
- **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.
- **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., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.

#### 2. Understanding cohesion
- **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.
- **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., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.

#### Skills:
- Apply basic understanding of language resources that refer the reader back or forward in text
- Use pronouns, etc., to move a reader back/forward
- Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases
- Apply these understandings to comprehending texts
- Apply these understandings to writing

- Apply growing understanding of language resources that refer the reader back or forward in text
- Use pronouns, etc., to move a reader back/forward
- Apply growing understanding of how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases
- Apply these understandings to comprehending text
- Apply these understandings to writing

- Apply increasing understanding of language resources that refer the reader back or forward in text
- Use pronouns, synonyms, etc. to move a reader back/forward
- Apply increasing understanding of how ideas/events/reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases
- Apply these understanding to comprehending text
- Apply these understanding to comprehending text
<table>
<thead>
<tr>
<th>basic texts</th>
<th>text with increasing cohesion</th>
<th>Apply these understandings to writing cohesive texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Use connecting words such as <em>then</em> and <em>next</em> to structure cohesive text</td>
<td>❑ Use connecting words &amp; phrases such as <em>at the beginning/end, first, and next</em> to structure cohesive text</td>
<td>❑ Use connecting words &amp; phrases such as <em>for example, afterward, and first/next/last</em> to structure cohesive text</td>
</tr>
</tbody>
</table>
### Grade 3
#### Part II Standard 3

**English Language Proficiency (teach toward the next level)**

#### Expanding and Enriching Ideas

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>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).</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Skills:**
- Use frequently used verbs
- Use different verb types
- Use verb tenses appropriate to the text type and discipline to convey time

**Skills:**
- Use a growing number of different verb types
- Use a growing number of verb tenses appropriate to the text type and discipline to convey time

**Skills:**
- Use a variety of verb types
- 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)**

<table>
<thead>
<tr>
<th>Expanding and Enriching Ideas</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Using nouns and noun phrases</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**
- Expand noun phrases in simple ways to enrich the meaning of sentences
- Expand noun phrases in simple ways to add details about ideas, people, things
- Add an adjective to a noun

**Skills:**
- Expand noun phrases in a growing number of ways to enrich the meaning of sentences
- Expand noun phrases in a growing number of ways to add details about ideas, people, things
- Add comparative/superlative adjectives to nouns

**Skills:**
- Expand noun phrases in a variety of ways to enrich the meaning of sentences
- Expand noun phrases in a variety of ways to add details about ideas, people, things
- Add comparative/superlative adjectives to nouns
- Embed simple clauses

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### Grade 3

#### Part II Standard 5

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Expanding and Enriching Ideas</th>
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</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
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</table>

**Emerging**

- *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).*

**Expanding**

- *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).*

**Bridging**

- *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).*

**Skills:**

- Expand sentences with adverbs, adverb phrases, prepositional phrases
- Use adverbials to provide details of time, manner, place, cause, etc., about a familiar activity or process

- Expand sentences with adverbs, adverb phrases, prepositional phrases
- Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process

- Expand sentences with adverbs, adverb phrases, prepositional phrases
- 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

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
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</thead>
<tbody>
<tr>
<td><strong>6. Connecting ideas</strong> Combining clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).</td>
<td><strong>6. Connecting ideas</strong> Combining 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).</td>
<td><strong>6. Connecting ideas</strong> Combining 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).</td>
</tr>
</tbody>
</table>

#### Skills:
- Combine clauses in a few basic ways to make connections between ideas
- Combine clauses in a few basic ways to join ideas
- Create compound sentences
- Use words such as and, but, and so to make connections between or to join ideas

- Combine clauses in an increasing variety of ways to make connections between ideas
- Combine clauses in an increasing variety of ways to join ideas
- Create compound sentences
- Create complex sentences
- Use words and phrases such as because and even though to make connections between or to join ideas

- Combine clauses in a wide variety of ways to make connections between ideas
- Combine clauses in a wide variety of ways to join ideas
- Create compound sentences
- Create complex sentences to make connections
- Use words and phrases such as because, even though, and while to make connections between or to join ideas

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### Grade 3
**Part II Standard 7**

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>7. Condensing ideas</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Condense clauses in simple ways (e.g., changing: <em>It’s green. It’s red.</em> → <em>It’s green and red</em>) to create precise and detailed sentences.</td>
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<td><strong>7. Condensing ideas</strong></td>
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<tr>
<td>Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <em>It’s a plant. It’s found in the rain forest.</em> → <em>It’s a green and red plant that’s found in the tropical rain forest</em>) to create precise and detailed sentences.</td>
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<tr>
<td><strong>7. Condensing ideas</strong></td>
<td></td>
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</tr>
<tr>
<td>Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <em>It’s a plant. It’s green and red.</em> It’s found in the tropical rain forest. → <em>It’s a green and red plant that’s found in the tropical rain forest</em>) to create precise and detailed sentences.</td>
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</tbody>
</table>

**Skills:**
- Condense clauses in simple ways
- Create precise and detailed sentences
- Use words such as *and* to condense clauses

**Skills:**
- Condense clauses in a growing number of ways
- Embed clauses
- Create precise and detailed sentences
- Use words and phrases such as *that* and *that is* to condense clauses

**Skills:**
- Condense clauses in a variety of ways
- Embed clauses
- Create precise and detailed sentences
- Use words and phrases such as *and* and *that* to condense clauses

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