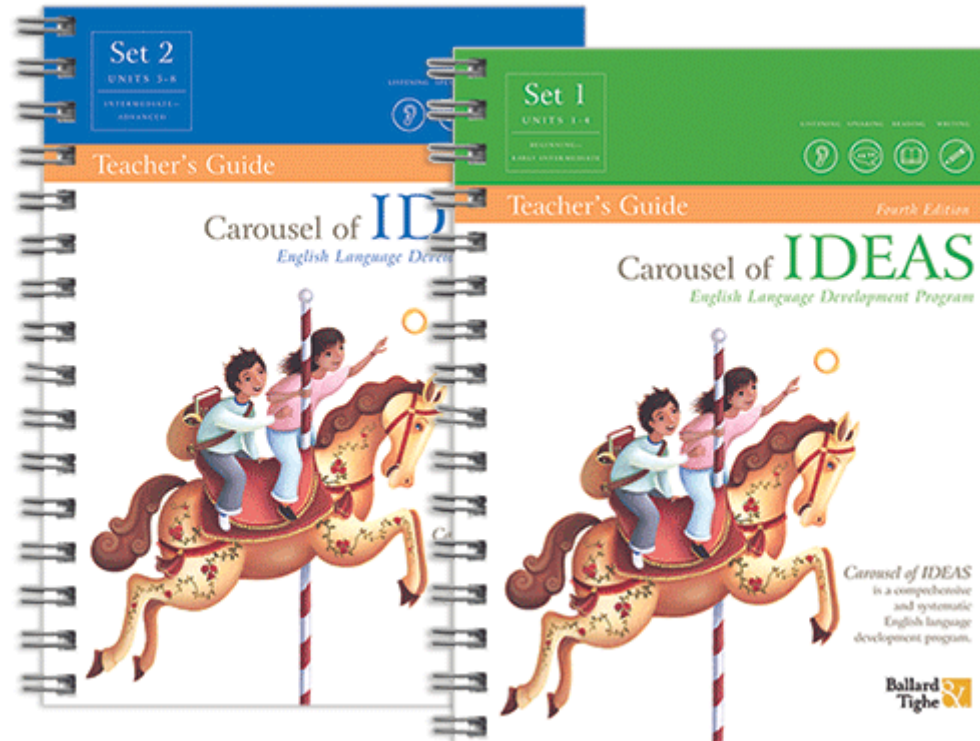




**Carousel of IDEAS (Beginning – Advanced High)**  
correlated to  
**Grade 3 ELPA21 Standards**  
**Citation-Based**



## Grades 2-3 ELP Standards with Grade 2 Correspondences

### Grade 3: Standard 1

By the end of each English language proficiency level, an ELL can . . .					
ELP.2-3.1.	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> <p><b>U1:</b> 44, 54, 78, 123, 146 <b>U2:</b> 248, 275, 300, 320, 352</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify some key words and phrases</li> <li>• identify the main topic or message/lesson</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> <p><b>U3:</b> 352, 378, 427, 453, 477 <b>U4:</b> 529, 553, 577, 602, 625</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic or message</li> <li>• answer questions</li> <li>• retell some key details</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> <p><b>U5:</b> 56, 88, 109, 116, 202 <b>U6:</b> 248, 278, 306, 338, 367</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or message</li> <li>• identify or answer questions about some key details that support the main idea/message</li> <li>• retell a variety of stories from read-alouds, written texts, and oral presentations.</li> </ul> <p><b>U7:</b> 424, 443, 451, 476, 505</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or message</li> <li>• tell how key details support the main idea</li> <li>• retell a variety of stories from read-alouds, written texts, and oral communications.</li> </ul> <p><b>U8:</b> 569, 595, 620, 642, 648</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>		<p><b>SP1.</b> Ask questions and define problems.</p>
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>Literature</b></p> <p><b>RL.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.3.</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.1., RI.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>SL.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			<p><b>Informational Text</b></p> <p><b>RI.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		

**Grade 3: Standard 2**

ELP.2-3.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> <li>listen to and occasionally participate in short conversations</li> <li>respond to simple yes/no and some wh- questions.</li> </ul> <p>about familiar topics.</p> <p><b>U1:</b> 82, 96, 117, 121, 138 <b>U2:</b> 203, 239, 250, 255, 272</p>	<ul style="list-style-type: none"> <li>participate in short conversations, discussions, and written exchanges</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul> <p>about familiar topics.</p> <p><b>U3:</b> 343, 345, 358, 375, 417 <b>U4:</b> 543, 567, 571, 591, 599, 639</p>	<ul style="list-style-type: none"> <li>participate in short discussions and written exchanges</li> <li>follow the rules for discussion</li> <li>ask questions to gain information or clarify understanding</li> <li>respond to the comments of others</li> <li>contribute his or her own comments</li> </ul> <p>about familiar topics and texts.</p> <p><b>U5:</b> 53, 63, 117, 127, 146 <b>U6:</b> 240, 293, 297, 301, 313</p>	<ul style="list-style-type: none"> <li>participate in discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer questions</li> <li>build on the ideas of others</li> <li>contribute his or her own ideas</li> </ul> <p>about a variety of topics and texts.</p> <p><b>U7:</b> 411, 417, 420, 456</p>	<ul style="list-style-type: none"> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer questions</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> </ul> <p>about a variety of topics and texts.</p> <p><b>U8:</b> 591, 599, 617, 618</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>		<p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>W.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>SL.1.</b> Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>					

**Grade 3: Standard 3**

ELP.2-3.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> <li>communicate simple information</li> </ul> <p>about familiar texts, topics, experiences, or events.</p> <p><b>U1:</b> 45, 60, 69, 81, 82, 149 <b>U2:</b> 164, 175, 203, 239, 250</p>	<ul style="list-style-type: none"> <li>deliver simple oral presentations</li> <li>compose written texts</li> </ul> <p>about familiar texts, topics, experiences, or events.</p> <p><b>U3:</b> 353, 359, 375, 387, 408 <b>U4:</b> 559, 569, 575, 582, 603</p>	<ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul> <p>about familiar texts, topics, experiences, or events.</p> <p><b>U5:</b> 49, 67, 76, 86, 110 <b>U6:</b> 250, 255, 267, 272, 283</p>	<ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul> <p>about a variety of texts, topics, experiences, or events.</p> <p><b>U7:</b> 418, 421, 448, 469, 474</p>	<p>with some details,</p> <ul style="list-style-type: none"> <li>deliver oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul> <p>about a variety of texts, topics, experiences, or events.</p> <p><b>U8:</b> 612, 540, 648</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>		<p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>W.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>					

**Grade 3: Standard 4**

ELP.2-3.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> <li>express an opinion</li> </ul> <p>about a familiar topic.</p> <p><b>U2:</b> 173, 226</p>	<ul style="list-style-type: none"> <li>express an opinion</li> </ul> <p>about a familiar topic or story.</p> <p><b>U2:</b> 173, 226</p>	<ul style="list-style-type: none"> <li>express an opinion</li> <li>give one or more reasons for the opinion</li> </ul> <p>about a familiar topic or story.</p> <p><b>U5:</b> 110 <b>U6:</b> 272</p>	<ul style="list-style-type: none"> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> </ul> <p>about a variety of topics.</p> <p><b>U7:</b> 531</p>	<ul style="list-style-type: none"> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> <li>provide a concluding statement about a variety of topics.</li> </ul> <p><b>U8:</b> 587</p>
<p><b>when engaging in one or more of the following content-specific practices:</b></p>					
<p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>		<p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p> <p><b>MP6.</b> Attend to precision.</p>		<p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<p><b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b></p>					
<p><b>W.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>					

**Grade 3: Standard 5**

ELP.2-3.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects</li> <li>gather information from provided sources</li> <li>label information.</li> </ul> <p><b>U1:</b> 44 <b>U2:</b> 162, 264</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects</li> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information/observations in simple notes.</li> </ul> <p><b>U4:</b> 592, 604</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects</li> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record information/ observations in orderly notes.</li> </ul> <p><b>U5:</b> 63, 119, 147</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into provided categories.</li> </ul> <p><b>U7:</b> 499, 512</p>	<ul style="list-style-type: none"> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into categories.</li> </ul> <p><b>U8:</b> na</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>		<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>		<p><b>SP3.</b> Plan and carry out investigations.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>W.7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>					

**Grade 3: Standard 6**

ELP.2-3.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>use a few frequently occurring words and phrases to identify a point an author or a speaker makes.</li> </ul> <p><b>U1:</b> na <b>U2:</b> na</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> <li>identify a reason an author or a speaker gives to support the main point.</li> </ul> <p><b>U3:</b> na <b>U4:</b> na</p>	<ul style="list-style-type: none"> <li>tell how one or two reasons support the main point an author or a speaker makes.</li> </ul> <p><b>U5:</b> na <b>U6:</b> na</p>	<ul style="list-style-type: none"> <li>tell how one or two reasons support the specific points an author or a speaker makes.</li> </ul> <p><b>U7:</b> na</p>	<ul style="list-style-type: none"> <li>describe how reasons support the specific points an author or a speaker makes.</li> </ul> <p><b>U8:</b> na</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>		<p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>RI.8.</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>W.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>SL.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>					

**Grade 3: Standard 7**

ELP.2-3.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul> <p><b>U1:</b> 68, 71, 90, 120, 151 <b>U2:</b> 162, 178, 184, 256, 328</p>	<ul style="list-style-type: none"> <li>show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul> <p><b>U3:</b> 340, 366, 394, 416 <b>U4:</b> 518, 542, 566, 590</p>	<ul style="list-style-type: none"> <li>compare examples of the formal and informal use of English</li> <li>(at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.</li> </ul> <p><b>U5:</b> 42, 102, 136, 168 <b>U6:</b> 234, 264, 292, 354</p>	<ul style="list-style-type: none"> <li>adapt language choices, as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.</li> </ul> <p><b>U7:</b> 410, 438, 464, 492, 522</p>	<ul style="list-style-type: none"> <li>adapt language choices, as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.</li> </ul> <p><b>U8:</b> 556, 563, 565, 582, 630</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>		<p><b>MP6.</b> Attend to precision.</p>		<p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>W.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>SL.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>					



**Grade 3: Standard 8**

ELP.2-3.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> <p><b>U1:</b> 41, 65, 127, 133 <b>U2:</b> 185, 266, 294, 298</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>ask and answer questions about the meaning of frequently occurring words, phrases, and expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> <p><b>U3:</b> 337, 363, 437, 643, 487 <b>U4:</b> 515, 539, 563, 587, 611</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions</li> </ul> <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> <p><b>U5:</b> 42, 71, 99, 133, 165 <b>U6:</b> 201, 237, 266, 294, 328</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> <li>determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul> <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p> <p><b>U7:</b> 356, 384, 428, 528</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes),</p> <ul style="list-style-type: none"> <li>determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul> <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p> <p><b>U8:</b> 559, 563, 571, 584, 632</p>

**when engaging in one or more of the following content-specific practices:**

<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence. <b>EP6.</b> Use English structures to communicate context-specific messages.</p>	<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>	<p><b>SP1.</b> Ask questions and define problems. <b>SP8.</b> Obtain, evaluate, and communicate information.</p>
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**when engaging in tasks aligned with the following Grade 2 ELA Standards:**

<p><b>Literature</b> <b>RL.4.</b> Ask and answer questions about unknown words in a text.</p>	<p><b>Informational Text</b> <b>RI.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p>
<p><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p><b>L.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	

**Grade 3: Standard 9**

ELP.2-3.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences with limited control.</li> </ul> <p><b>U1:</b> 122, 144, 147, 164 <b>U2:</b> 179, 228, 255, 282, 283</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>communicate simple information about a topic</li> <li>recount two events in sequence</li> <li>use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control.</li> </ul> <p><b>U3:</b> 354, 375, 380, 399, 402 <b>U4:</b> 526, 592, 603, 605, 646</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>present a few pieces of information about a topic</li> <li>recount a short sequence of events</li> <li>use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control.</li> </ul> <p><b>U5:</b> 60, 90, 92, 118, 153 <b>U6:</b> 280, 311, 370, 398</p>	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>)</li> <li>use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events.</li> </ul> <p><b>U7:</b> 427, 454, 477, 508, 540</p>	<p>with independent control,</p> <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>use temporal words to recount a coherent sequence of events,</li> <li>use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events</li> <li>provide a concluding statement about the topic.</li> </ul> <p><b>U8:</b> 572, 597, 623, 643</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>		<p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>W.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>					

## Grade 3: Standard 10

ELP.2-3.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can . . .</b></p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> <li>understand and use a small number of frequently occurring nouns and verbs</li> <li>respond to simple questions.</li> </ul> <p><b>U1:</b> 41, 65, 87, 111, 133 <b>U2:</b> 159, 185, 211, 261, 307</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>recognize and use some frequently occurring collective nouns (e.g. <i>group</i>)</li> <li>recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul> <p><b>U3:</b> 353, 359, 384, 506 <b>U4:</b> 525, 526, 548, 550, 619</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>use some collective nouns</li> <li>use the past tense of some frequently occurring irregular verbs</li> <li>use some frequently occurring adjectives, adverbs, and conjunctions</li> <li>produce and expand simple and some compound sentences.</li> </ul> <p><b>U5:</b> 61, 75, 123, 140, 154 <b>U6:</b> 253, 301, 304, 312</p>	<ul style="list-style-type: none"> <li>use collective nouns</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use an increasing number of adjectives, adverbs, and conjunctions</li> <li>produce and expand simple, compound, and (at Grade 3) a few complex sentences.</li> </ul> <p><b>U7:</b> 524, 539, 542</p>	<ul style="list-style-type: none"> <li>use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>)</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs</li> <li>produce and expand simple, compound, and (at Grade 3) some complex sentences.</li> </ul> <p><b>U8:</b> 559, 565, 586, 616</p>
<b>when engaging in one or more of the following content-specific practices:</b>					
<p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>		<p><b>MP6.</b> Attend to precision.</p>		<p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>	
<b>when engaging in tasks aligned with the following Grade 2 ELA Standards:</b>					
<p><b>L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol>					

**Grade 3: Standard 10**