

**GRADE: 3**

**ELD STANDARD: Language of Social Studies TOPIC: MA Geography and Somerville History**

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**CONNECTION: Massachusetts History and Social Science Curriculum Framework**

**CONTEXT FOR LANGUAGE USE:** Historians share important facts about an immigrant group to Somerville.

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| **COGNITIVE FUNCTION: Students at all level of English language proficiency APPLY understanding of the reasons for immigration and the cultural influences of an immigrant group to the Somerville community.** | | | | | | |
| **DOMAIN: \_Speaking\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Name reasons for immigration and the cultural influences of an immigrant group to the Somerville community with a partner using a student-made brochure or poster, photographs, word wall, index cards , L1, gestures, and teacher clarifications. | State reasons for immigration and the cultural influences of an immigrant group to the Somerville community with a partner using a student-made brochure or poster, photographs, word wall, L1, index cards, and gestures. | Discuss reasons for immigration and the cultural influences of an immigrant group to the Somerville community with a partner using student-made brochure or poster, and index cards. | Describe reasons for immigration and the cultural influences of an immigrant group to the Somerville community using a student-made brochure or poster, and index cards. | Explain reasons for immigration and the cultural influences of an immigrant group to the Somerville community including details using a student-made brochure or poster. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: immigration, pull/push factors, cultural influences.** | | | | | | |