**Speaking\_**

**GRADE: 3**

**ELD STANDARD: Language of Science TOPIC: Sound**

**CONNECTION: Massachusetts Curriculum Frameworks, Somerville Science and Tech/Eng Curriculum Standards and Benchmarks**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read a nonfiction text about an animal to learn how the animal uses sound and how it uses sound differently than humans.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Students at all level of English language proficiency UNDERSTAND that sound is produced by vibrating objects and that the size of an object relates to the pitch of the sound.** | | | | | | |
| **DOMAIN: \_Reading\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match labels to a photo of an animal with a partner in L1 or L2. | Match descriptions (sentences) of how an animal uses sound to a photo of an animal with a partner in L1 or L2. | Locate facts related to how an animal uses sound with a partner using a graphic organizer. | Locate facts related to how an animal uses sound using a graphic organizer. | Locate facts related to how an animal uses sound. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: vibrating, pitch, high, low, volume, loud, soft, and length.** | | | | | | |

Hannah de Souza and Gina Yarmel