

**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 describe an instrument and how it produces sound and creates sounds with different pitch.

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| **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: \_Speaking\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Name an instrument and point to how it produces sound using a nonfiction text, photographs, word wall, L1, gestures, and teacher clarifications. | State how an instrument creates sound and pitch using a nonfiction text, photographs, word wall, L1, and gestures. | Discuss how an instrument creates sound and pitch using a nonfiction text, photographs, and sentence stems. | Describe how an instrument creates sound and pitch using a nonfiction text and photographs. | Explain how an instrument creates sound and pitch using a nonfiction text. |
| **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, length, and tension.** | | | | | | |

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