3rd Grade Opinion **MPI – Listening**

**GRADE: 3**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Opinion essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: MA Curriculum Frameworks Listening and Speaking Standards Pre-k-5 Grade 3 #1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Listening to an opinion piece presented

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| **COGNITIVE FUNCTION: Students at all levels of English Language proficiency will evaluate an opinion presented on a topic.** | | | | | | |
| **DOMAIN: \_Listening\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identifying an opinion presented using visuals, L1, teacher and peer support, and preview vocabulary and topics.  Ex. After listening student and given two pictures with words (e.g. picture of cat labeled “cat”), student can point to peer’s preference. | Identifying an opinion presented using visuals, teacher and peer support and preview vocabulary and topics.  Ex. Given two opinion sentences with visuals (e.g. She likes dogs the best/She likes cats the best) student chooses the correct opinion. | Interpret an opinion presented using visuals, teacher and peer support, and familiar words or phrases.  Ex. Student can restate the opinion of a peer. | Critique an opinion presented and asks questions using visuals, and teacher and peer support.  Ex. Student can restate opinion of a peer citing a reason given. | Critique an opinion presented and asks questions using visuals, and teacher and peer support.  Ex. Student can state opinion of a peer citing reasons given. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English Language proficiency interact with grade level words and expressions such as: linking words and phrases (e.g. therefore, since etc. to connect opinions and reasons), introductory and concluding statements.** | | | | | | |