

**GRADE: 3**

**ELD STANDARD: Language of Science EXAMPLE TOPIC: Sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students differentiate between objects that make a high-pitched sound versus a low-pitched sound, and identify parts of the ear by listening to teacher’s oral questions and descriptions.

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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: \_Listening\_** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Identify objects that make high/low pitched sounds and parts of the ear based on oral descriptions using a diagram, illustrated word wall with word bank, L1, gestures, and teacher clarifications. | Identify objects that make high/low pitched sounds and parts of the ear based on oral descriptions using a diagram, illustrated word wall with word bank, L1. | Identify objects that make high/low pitched sounds and name parts of the ear based on oral descriptions using a diagram, illustrated word wall with word bank. | Distinguish between objects that make high/low pitched sounds and name parts of the ear based on oral descriptions using a diagram, and a word bank. | Distinguish between objects that make high/low pitched sounds and name parts of the ear based on oral descriptions. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: vibrating, pitch, volume, high, low, eardrum, inner ear, middle ear, outer ear.** |

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