# ESL Grade 3

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| **Listening:** | |
| 1. | Shows an understanding of everyday vocabulary in social and classroom settings, including general language functions, comparatives and superlatives, regular action verbs, prepositions of place and time, simple descriptions, basic directions |
| 2. | Demonstrates an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, therefore, and so) |
| 3. | Can respond to literal or inferential oral comprehension questions referencing an in-class reading passage that they have in front of them |
| 4. | Identifies the characters, theme, and basic sequence of events of a grade-level narrative that is only heard |
| 5. | Can appreciate grade-level short poems, short fictional narratives, and other class-based texts that they hear |
| **Speaking Accuracy:** | |
| 1. | Understands and pronounces given words for grade level using established rules for conversation, consistently uses plural word endings for nouns in a classroom and social setting with little Chinglish influence |
| 2. | Uses generally correct intonation and phrasing of questions when discussing a grade-appropriate topic. (independently speaks complete simple sentences with normal intonation/phrasing with teacher correction, can ask questions using correctly placed “wh” words, with some teacher correction) |
| 3. | Uses generally accepted grammar when speaking (past, present, future simple tenses; present continuous tense; prepositions of position and time) with little Chinglish influence |
| **Speaking Efficiency:** | |
| 1. | Uses oral language to communicate needs and ask permission involving explanations and descriptions |
| 2. | Asks and responds to questions intended to provide information on a grade-level topic (purpose and function of objects in environment, can respond with detailed personal information, can clarify some instructions, can express personal preferences and reasons why) |
| 3. | Can engage in a conversation about a grade-appropriate topic (daily schedules, retell stories, simple comparisons, simple directions) |
| 4. | Communicates personal preferences and opinions and gives reasons to support them |
| **Reading Fluency:** | |
| 1. | Identifies grade-level appropriate vocabulary |
| 2. | Independently demonstrates understanding of phonetic elements and decoding, even including an element of “nonsense” word decoding |
| 3. | Reads aloud short sentences from regular grade-appropriate content with correct intonation, at a rate of 117 words per minute |
| 4. | Expressively reads aloud a text with a firm understanding of the role of punctuation |
| **Reading Comprehension:** | |
| 1. | Demonstrates an understanding of basic print concepts (components of a book, composition of articles and story-based text, etc) |
| 2. | Identifies antonyms and synonyms of grade-level words |
| 3. | Demonstrates an understanding of common prefixes (un, re) and some homophones |
| 4. | Determines word meaning within context (compound words understood from individual known words, contractions, and grade level homophones) |
| 5. | Determines the answer to a simple literal question regarding a passage written with words from grade-appropriate vocabulary words |
| 6. | Can begin to determine the answer to a simple inferential question regarding a passage written with words from grade-appropriate vocabulary |
| 7. | Determines the antecedent reference of a personal pronoun and noun |
| 8. | Can identify some main events in a story and when given all events in a story, can put them in sequence |
| 9. | Can begin to identify the main idea or main topic when it is explicitly stated |
| 10. | Demonstrates an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast, cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fiction and non-fiction |
| 11. | Can begin to infer character’s feelings, can identify main character’s problem |
| 12. | Can begin to summarize a simple or short story |
| 13. | Can identify and describe the literary elements of plot, character, and setting |
| 14. | Vocabulary base has grown to include grade-level words |
| **Writing:** | |
| 1. | Can write the correct form of grade-level regular and irregular verbs |
| 2. | Can write the correct form of grade-level regular and irregular verbs in statements, interrogatives, and negatives |
| 3. | Can write grade-level common verbs/preposition phrases |
| 4. | Can write correct form of grade-level irregular count plural nouns |
| 5. | Begins to write correct subject-verb agreement with count nouns |
| 6. | Uses the indefinite articles ‘a’ and ‘an’ correctly with count nouns |

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| 7. | Mostly uses the correct number and case of personal pronouns (i.e., subject, object; first, second, and third person) not in compounds and appositives |
| 8. | Can write interrogative pronouns in questions (what, where, when, who, why, and how) |
| 9. | Can write possessive pronouns appropriately (e.g., my, your, our, his, her, its, their) |
| 10. | Written spelling is phonemically driven through decoding |
| 11. | Spells common contractions largely error free (e.g., I'll, can't, don't, won't) |
| 12. | Spells words that involve these rules for conjoining morphemes: dropping a final 'e' and adding –s or -es |
| 13. | Uses end mark punctuation consistently – period, question mark, and exclamation |
| 14. | Uses commas in a series, addresses, and letter greetings and closings |
| 15. | Capitalizes the first word in a sentence, first and last names, people's titles, days of the week and months of the year, book titles, street names, country and city names, salutations and closings in letters, and simple, common abbreviations |
| 16. | Uses periods with simple, common abbreviations |
| 17. | Edits writing errors based on mechanics and grammar learned up to now |
| 18. | Writes complete grammatical sentences (SVO, S + linking verb + noun/adjective) |
| 19. | Begins to use common transitional phrases (beyond previous common sequential and spatial transitions) – far from, after that, on top of |
| 20. | Writes sentences with compound subjects and compound predicates. |
| 21. | Begins to use compound sentences |
| 22. | Is familiar with coordinating conjunctions – and / but / or |
| 23. | Is familiar with subordinating conjunction – so |
| 24. | Has been exposed to and can begin to use commas with conjunctions, including clause inversion |
| 25. | Is familiar with complex sentences |
| 26. | Develops the structural skills of the writing process based on structure points taught in grade-level writing genres |
| 27. | Uses neat and properly spaced writing to present readable written passages. |
| 28. | Orally segments multi-syllabic words |
| | **Written Communication:** |
| 1. | Develops skill in making effective word choices. Words are not all ordinary but add color or interest. Adjectives, adverbs, strong verbs and/or other figures of speech may be present to support the meaning. Words are understandable and help the reader to make sense of the ideas. |
| 2. | Develops skill in expressing their own voice to connect with the reader. At this level, it is shown through an interest in the topic and, when relevant, a personal point of view. Where the genre allows, the style of writing in at least one sentence has energy that will engage the reader. The writing may begin to sound like the personality of the author. |
| 3. | Develops skill in writing fluent sentences. Sentences are understandable on the first reading. Beginning to have a variety of sentence structures and/or lengths. Author is able to use conjunctions (at a minimum: and, but, because). Beginning to have sentences which lead into each other. Mother-tongue expressions are less common. |
| 4. | Develops skill in having engaging ideas. Author addresses the assignment given. Overall topic is clear and focused. Supporting details are relevant and clear. The reader is not left with unanswered questions. |