

**Santee School District**  
**Report Card Addendum for English Language Development**  
**3<sup>rd</sup> Grade – Bridging**



**Student:**  
**ELD Assessment Level:**

**School:**  
**EL Start Date:**

**Assess by Trimester Only. Indicate with a plus or minus that satisfactory progress for each standard.**

ELD Standards	T1	T2	T3
<p><b>1. Exchanging information and ideas</b>            Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>			
<p><b>2. Interacting via written English</b>            Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>			
<p><b>3. Offering opinions</b>            Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That’s a good idea, but X), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p>			
<p><b>4. Adapting language choices</b>            Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.</p>			
<p><b>5. Listening actively</b>            Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>			
<p><b>6. Reading/viewing closely</b>            Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>			
<p><b>7. Evaluating language choices</b>            Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.</p>			
<p><b>8. Analyzing language choices</b>            Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience.</p>			
<p><b>9. Presenting</b>            Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).</p>			
<p><b>10. Writing</b></p> <p>a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>			

ELD Standards	T1	T2	T3
<p><b>11. Supporting opinions</b> Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>			
<p><b>12. Selecting language resources</b> Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.</p>			
<p style="text-align: right;"><b>ELD Grading for Report Card (Total number of +)</b> <b>10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b></p>			