Second Edition

DataWORKS Educational Research

# English Language Development
## Learning Objectives & Vocabulary

**DataWORKS**
Educational Research
www.dataworks-ed.com

**ELD
GRADE 3**

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## Learning Objectives

A Learning Objective is a statement that describes what students will be able to do at the end of the lesson, independently and successfully, as a result of instruction.

## Importance of Learning Objectives

- Defines the purpose of the entire lesson
- Ensures that the Independent Practice matches
- Verifies that the lesson matches a standard
- Prevents lessons from becoming activities rather than content
- Focuses students' attention when taught

## Crafting Learning Objectives from English Language Development Standards

The English Language Development Learning Objectives crafted from the English Language Development Standards contain **three major parts**:

**Skills** – measurable verbs that match Independent Practice (*identify*, *write*, *calculate*)
**Concepts** – topic or big idea of the lesson, usually nouns (*decimal*, *figurative language*)
**Context** – restricting condition or how to do it (*using a number line*, *in a poem*)

# Grade 3 ELD Learning Objectives Overview

| Domain | Standards | Learning Objectives | | |
|---|---|---|---|---|
| | | Emerging | Expanding | Bridging |
| **Part I: Interacting in Meaningful Ways** | | | | |
| **A Collaborative  C** | 4 | | | |
| **C.1** Exchanging information/ideas | | 2 | 3 | 4 |
| **C.2** Interacting via written English | | 1 | 1 | 1 |
| **C.3** Offering opinions | | 1 | 1 | 1 |
| **C.4** Adapting language choices | | 1 | 1 | 1 |
| **B Interpretive  I** | 4 | | | |
| **I.5** Listening actively | | 2 | 2 | 2 |
| **I.6** Reading/viewing closely | | 3 | 3 | 3 |
| **I.7** Evaluating language choices | | 2 | 2 | 2 |
| **I.8** Analyze language choices | | 1 | 1 | 1 |
| **C Productive P** | 4 | | | |
| **P.9** Presenting | | 2 | 2 | 2 |
| **P.10** Writing | | 4 | 4 | 4 |
| **P.11**  Supporting opinions | | 1 | 1 | 1 |
| **P.12** Selecting language resources | | 2 | 2 | 2 |
| **Part II: Learning About How English Works** | | | | |
| **A Structuring Cohesive Texts    SCT** | 2 | | | |
| **SCT.1** Understanding text structure | | 2 | 2 | 2 |
| **SCT.2** Understanding cohesion | | 3 | 3 | 3 |
| **B Expanding and Enriching Ideas  EEI** | 3 | | | |
| **EEI.3**  Using verbs and verb phrases | | 2 | 2 | 2 |
| **EEI.4**  Using nouns and noun phrases | | 1 | 1 | 1 |
| **EEI.5**  Modifying to add details | | 1 | 1 | 1 |
| **C Connecting and Condensing Ideas  CCI** | 2 | | | |
| **CCI.6.** Connecting ideas | | 1 | 1 | 1 |
| **CCI.7**  Condensing ideas | | 1 | 1 | 1 |
| **Part III: Literacy in an Alphabetic Writing System** | | | | |
| **Total** | 19 | 33 | 34 | 35 |

## Grade 3 – Part I: Interacting in Meaningful Ways
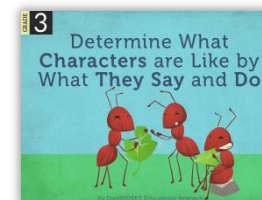
### A. Collaborative

| Emerging | Expanding | Bridging |
|---|---|---|
| **3.C.1 Exchanging information/ideas** | | |
| Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. | Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. | 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. |
| **EME C.1.1** Ask questions.<br>**EME C.1.2** Answer questions. | **EXP C.1.1** Ask questions.<br>**EXP C.1.2** Affirm other students.<br>**EXP C.1.3** Add relevant information. | **BRI C.1.1** Ask questions.<br>**BRI C.1.2** Affirm other students.<br>**BRI C.1.3** Add relevant information.<br>**BRI C.1.4** Provide feedback. |
| **3.C.2 Interacting via written English** | | |
| Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. | Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. | Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. |
| **EME C.2** Write short passages. | **EXP C.2** Write passages. | **BRI C.2** Write passages. |
| **3.C.3   Offering opinions** | | |
| Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think…), as well as open responses in order to gain and/or hold the floor. | Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and…), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc. | 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. |
| **EME C.3** Offer opinions. | **EXP C.3** Offer opinions. | **BRI C.3** Offer opinions. |
| **3.C.4 Adapting language choices** | | |
| Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults. | Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults. | 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. |
| **EME C.4** Adjust language choices. | **EXP C.4** Adjust language choices. | **BRI C.4** Adjust language choices. |

Grade 3 – Part I: Interacting in Meaningful Ways

**B**. **Interpretive**

| Emerging | Expanding | Bridging |
|---|---|---|
| **3.I.5 Listening actively** | | |
| Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support. | Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support. | Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. |
| **EME I.5.1** Ask questions in oral presentations.<br>**EME I.5.2** Answer questions in oral presentations. | **EXP I.5.1** Ask questions in oral presentations.<br>**EXP I.5.2** Answer questions in oral presentations. | **BRI I.5.1** Ask questions in oral presentations.<br>**BRI I.5.2** Answer questions in oral presentations. |
| **3.I.6 Reading/viewing closely** | | |
| Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support. | Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support. | 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. |
| **EME I.6.1** Describe ideas.<br>**EME I.6.2** Describe phenomena.<br>**EME I.6.3** Describe text elements. | **EXP I.6.1** Describe ideas.<br>**EXP I.6.2** Describe phenomena.<br>**EXP I.6.3** Describe text elements. | **BRI I.6.1** Describe ideas.<br>**BRI I.6.2** Describe phenomena.<br>**BRI I.6.3** Describe text elements.<br><br>Determine What Characters are Like by What They Say and Do |

## Grade 3 – Part I: Interacting in Meaningful Ways
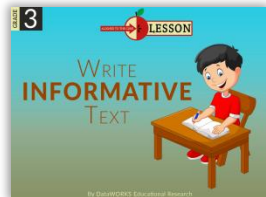
**B. Interpretive**

| Emerging | Expanding | Bridging |
|---|---|---|
| **3.I.7. Evaluating language choices** | | |
| Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support. | Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support. | 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. |
| **EME I.7.1** Describe language used to present ideas. **EME I.7.2** Describe language used to support an opinion. | **EXP I.7.1** Describe language used to present ideas. **EXP I.7.2** Describe language used to support an opinion. | **BRI I.7.1** Describe language used to present ideas. **BRI I.7.2** Describe language used to support an opinion.  |
| **3.I.8 Analyze language choices** | | |
| Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad). | Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience. | 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. |
| **EME I.8**   Recognize the effect of words. . | **EXP I.8** Recognize the effect of words. | **BRI I.8** Recognize the effect of words. |

Grade 3 – Part I: Interacting in Meaningful Ways

**C. Productive**

| Emerging | Expanding | Bridging |
|---|---|---|
| **3.P.9** Presenting | | |
| Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.). | Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.). | 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.). |
| **EME P.9.1** Plan an oral presentation.<br>**EME P.9.2** Deliver an oral presentation. | **EXP P.9.1** Plan an oral presentation.<br>**EXP P.9.2** Deliver an oral presentation. | **BRI P.9.1** Plan an oral presentation.<br>**BRI P.9.2** Deliver an oral presentation. |
| **3.P.10** Writing | | |
| a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. | a) Write longer 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 with increasing independence using appropriate text organization. | 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. |
| **EME P.10.a.1** Write a narrative.<br>**EME P.10.a.2** Write informative text. | **EXP P.10.a.1** Write a narrative.<br>**EXP P.10.a.2** Write informative text. | **BRI P.10.a.1** Write a narrative.<br>**BRI P.10.a.2** Write informative text.<br> |
| b) Paraphrase texts and recount experiences using key words from notes or graphic organizers. | b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. | b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. |
| **EME P.10.b.1** Paraphrase a text.<br>**EME P.10.b.2** Recount an experience.. | **EXP P.10.b.1** Paraphrase a text.<br>**EXP P.10.b.2** Recount an experience. | **BRI P.10.b.1** Paraphrase a text.<br>**BRI P.10.b.2** Recount an experience. |
| **3.P.11** Supporting opinions | | |
| Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). | Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content. | 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. |
| **EME P.11** Support opinions. | **EXP P.11** Support opinions. | **BRI P.11** **Support** opinions. |

## Grade 3 – Part I: Interacting in Meaningful Ways

### C. Productive

| Emerging | Expanding | Bridging |
|---|---|---|
| **3.P.12** Selecting language resources | | |
| Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing. | Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. | 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. |
| **EME P.12.1** Use academic words. <br> **EME P.12.2** Use content words. | **EXP P.12.1** Use academic words. <br> **EXP P.12.2** Use content words. | **BRI P.12.1** Use academic words. <br> **BRI P.12.2** Use content words. |

## Grade 3 – Part II: Learning About How English Works

**A. Structuring Cohesive Texts**

| Emerging | Expanding | Bridging |
|---|---|---|
| **3. SCT.1 Understanding text structure** | | |
| Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts. | Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion. | Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. |
| **EME SCT.1.1** Show understanding of texts.<br>**EME SCT.1.2** Write text. | **EXP SCT.1.1** Show understanding of texts.<br>**EXP SCT.1.2** Write text. | **BRI SCT.1.1** Show understanding of texts<br>**BRI SCT.1.2** Write text. |
| **3. SCT.2 Understanding cohesion** | | |
| a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. | a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. | a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. |
| **EME SCT.2.a** Connect nouns to pronouns. | **EXP SCT.2.a** Connect nouns to pronouns. | **BRI SCT.2.a** Connect nouns to pronouns. |
| b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts. | b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion. | b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, afterward, first/next/last) to comprehending texts and writing cohesive texts. |
| **EME SCT.2.b.1** Identify connecting words.<br>**EME SCT.2.b.2** Use connecting words. | **EXP SCT.2.b.1** Identify connecting words.<br>**EXP SCT.2.b.2** Use connecting words. | **BRI SCT.2.b.1** Identify connecting words.<br>**BRI SCT.2.b.2** Use connecting words. |

## Grade 3 – Part II: Learning About How English Works

### B. Expanding and Enriching Ideas

| Emerging | Expanding | Bridging |
|---|---|---|
| **3. EEI.3 Using verbs and verb phrases** | | |
| Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience). | Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description). | Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict). |
| **EME EEI.3.1** Use frequently used verbs. <br> **EME EEI.3.2** Use simple verb tenses. | **EXP EEI.3.1** Use different verb types. <br> **EXP EEI.3.2** Use simple verb tenses. | **BRI EEI.3.1** Use different verb types. <br> **BRI EEI.3.2** Use simple verb tenses. |
| **3. EEI.4 Using nouns and noun phrases** | | |
| Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. | Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. | Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. |
| **EME EEI.4** Expand sentences using noun phrases. | **EXP EEI.4** Expand sentences using noun phrases. | **BRI EEI.4** Expand sentences using noun phrases. |
| **3. EEI.5 Modifying to add details** | | |
| Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to the soccer field.). | Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked quietly; They ran across the soccer field.). | Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked quietly all night in their room.). |
| **EME EEI.5** Expand sentences using adverbials. | **EXP EEI.5** Expand sentences using adverbials. | **BRI EEI.5** Expand sentences using adverbials. |

## Grade 3 – Part II: Learning About How English Works

### c. Connecting and Condensing Ideas

| Emerging | Expanding | Bridging |
|---|---|---|
| **3. CCI.6 Connecting ideas** | | |
| Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so). | Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.) or to make a concession (e.g., She studied all night even though she wasn't feeling well.). | Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn't feeling well.), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.). |
| **EME CCI.6**  Create compound sentences. | **EXP CCI.6** Create compound sentences. | **BRI CCI.6** Create compound sentences. |
| **3. CCI.7 Condensing ideas** | | |
| Condense clauses in simple ways (e.g., changing: It's green. It's red. -> It's green and red.) to create precise and detailed sentences. | Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the tropical rainforest.) to create precise and detailed sentences. | Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.) to create precise and detailed sentences. |
| **EME CCI.7** Combine clauses. | **EXP CCI.7** Combine clauses. | **BRI CCI.7**  Combine clauses.. |

**3**

Grade 3 – Part III: Using Foundational Literacy Skills

| | **Phonological Awareness** | |
|---|---|---|
| **Oral Skills** | No or little spoken English proficiency | Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures). |
| | Spoken English proficiency | Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning. |
| | **Print concepts, Phonics & Word Recognition, Fluency** | |
| **Print Skills** | No or little native language literacy | Students will need instruction in print concepts |
| | Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian) | Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). |
| | Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish) | Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order). |

# Types of Vocabulary

| | Conversational Vocabulary | Academic Vocabulary | Content Vocabulary | Support Vocabulary |
|---|---|---|---|---|
| **DataWORKS** | Should be taught in emerging ELD lessons.<br>Includes High-Frequency Words:<br>*see, you, like, hello, house, car, boy, girl, school, etc.* | (used across all disciplines)<br><br>*distinguish, corresponds, combine, separate, analysis, symbolic*<br><br>Often not taught in Textbooks | (content specific)<br><br>*main idea, thesis statement, denominator, linear equation, Civil War, separation of powers, mitosis, cell wall, Solar System*<br><br>Taught during Concept Development in a Well-Designed lesson | (students need definitions to support reading, but students don't need to learn the word)<br><br>*halibut, hammock, port, starboard*<br><br>Often over-emphasized in Textbooks. |
| **Common Core** | **Common Core Tier One words**<br>(everyday speech)<br><br>Emerging ELD | **Common Core Tier Two words**<br>(general academic words)<br><br>Informational text<br>  *relative, vary, formulate, specificity, accumulate*<br>Technical text<br>  *calibrate, itemize, periphery*<br>Literary text<br>  *misfortune, dignified, faltered, unabashedly* | **Common Core Tier Three words**<br>(domain-specific words)<br><br>*lava, legislature, circumference, aorta* | **Number of NEW Words that should be taught per lesson:**<br>K – 1st    2-3 words<br>2nd – 3rd    3-4 words<br>4th – 6th    5-6 words<br>7th – 12th    6-7 words<br>**Adapted from:** *How the Brain Learns* **by David Sousa** |

## Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

| Words Known | Comprehension |
|---|---|
| Most common 2000 words | 80% |
| Plus 570 Academic Vocabulary Words | 90% |
| Plus Remaining Content and Support Vocabulary | 95-100% |

\* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the ELD State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing ELD lessons.

- Are broken down into Academic and Content Vocabulary. Some words can be both.

- Feature grade-appropriate definitions.

- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).

Example

**connection** – link, relationship

↑ vocabulary from the standards

↑ grade-appropriate definition

In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources.

# Academic Vocabulary – Grade 3 ELD <span>(from the Common Core Standards)</span>

## A

**adjust** (EXP, BRI) – to change something slightly
**affirm** (EXP, BRI) – to state that something is true
**apply** (EME, EXP, BRI) – to use an idea or process
**appropriate** (EME, EXP, BRI) – correct or relevant
**audience** (EME, BRI) – people who watch and listen to someone

## C

**coherent** (EXP, BRI) – all parts make sense
**collaborate** (EME, EXP, BRI) – to work together
**combine** (EME, EXP, BRI) – to join together; unite
**comprehend** (BRI) – understand
**condense** (EME) – to make something shorter
**connect** (EME) – to join two or more things together
**contribute** (EXP, BRI) – to help make something happen
**conversation** (EME) – an informal talk
**create** (EME, EXP) – make

## D

**deliver** (EME, EXP, BRI) – to give a talk
**demonstrate** (EME, EXP, BRI) – show how something is done
**describe** (EME, EXP, BRI) – to give details

**detail** (EXP) – one of many small facts
**different** (EME, EXP, BRI) – not like someone else
**discussion** (EXP, BRI) – a conversation
**distinguish** (EME, EXP, BRI) – to tell apart

## E

**effect** (EME, EXP, BRI) – the way in which an event changes someone or something
**enrich** (BRI) – to improve the quality of something
**expand** (EME, EXP, BRI) – to become larger
**express** (EME, EXP) – to show what you are thinking

## F

**familiar** (EME, EXP, BRI) – well known to you

## G

**general** (EXP, BRI) – the whole rather than the parts; not specific

## I

**increase** (EXP, BRI) – go up in amount, number, or degree

Academic Vocabulary – Grade 3 ELD (from the Common Core Standards)

**L**

light (BRI) – not too much

**M**

moderate (EXP) – in between

**P**

paraphrase (EME, EXP, BRI) – to express in a shorter form in your own words

persuade (BRI) – to make someone decide to do something

phenomena (EME, EXP, BRI) – things or objects known through the senses

plan (EME, EXP, BRI) – a set of actions to achieve something

precise (EME, EXP) – information that is clear and correct

present (EME, EXP, BRI) – speaking in front of a group to tell them information

produce (EXP, BRI) – to make something

prompt (EME, EXP, BRI) – to encourage someone

provide (EME, EXP, BRI) – to give something to someone

**R**

recognize (EME) – to know something because you had seen it before

recount (EME, EXP, BRI) – to say what happened

relevant (EME, EXP, BRI) – directly related to the subject

resource (EME, EXP, BRI) – a book, film, or picture

response (EME) – answer a question

**S**

select (EME) – to make a choice

similar (EXP) – like something else

specific (BRI) – affecting only one thing; precise

substantial (EME) – large in amount or number

support (EME, EXP, BRI) – things put in order

**V**

variety (EXP, BRI) – a lot of things of the same type that are different

Academic Vocabulary – Grade 3 ELD (from the Common Core Standards)

ELD
GRADE 3