

Grade 2 ELA Curricular Frameworks with ELL Scaffolds

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.2.1, RI.2.1, and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|--|--|
| <ul style="list-style-type: none"> • RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how). • Respond to questions asked to demonstrate understanding of key details. • Utilize textual evidence to support thinking when asking and answering general questions. | <ul style="list-style-type: none"> • VU: Question words (who, what, where, when, why, how) • LFC: Verb and verb phrases (Do/Does; is/are) • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.1 and RI.2.1)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|---|---|---|
| Outcomes and Scaffolds | Answer questions in L1 and/or answer “yes/no” or either/or questions about the text with single words or phrases. | Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas. | Answer questions in simple sentences with general and some key content based vocabulary. | Answer questions in complete sentences using specific and some content based vocabulary. Use a variety of sentence lengths. | Answer questions using complex sentences with specific and content based vocabulary. Use a variety of sentence lengths with embedded clauses. |
| Supports | <ul style="list-style-type: none"> • Story Map • Word Wall • Template (teacher model) • Partner Work • L1 support • Gestures • Pictures/ Photographs • Graphic organizer • L1 text and/or support • Leveled text | <ul style="list-style-type: none"> • Story Map • Word Wall • Template (teacher model) • Partner Work • L1 support • Sentence Frames • Graphic organizer • L1 text and/or support • Leveled text | <ul style="list-style-type: none"> • Story Map • Word Wall • Partner Work • Graphic organizer • Leveled text • Word wall • Partner | <ul style="list-style-type: none"> • Graphic organizer | <ul style="list-style-type: none"> • Graphic organizer |

Grade 2 Unit 1 Reading Literature
Unit 1: RL.2.3 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|--|
| <ul style="list-style-type: none"> • RL.2.3. Describe how characters in a story respond to major events and challenges using key details. • WIDA <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Identify the characters in the story. • Identify key details in the story. • Consider how characters are involved in a story. • Analyze their reactions to story events. • Identify how the characters solve the problem. | <ul style="list-style-type: none"> • VU: Characters, events, challenge • LFC: Adjectives/noun, adverbs/verb placement • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.2.3)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|---|---|---|
| Outcomes and Scaffolds | Orally describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key content based single words, gestures or answering yes/no or either/or questions. | Orally describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames. | Orally describe how characters respond to major events and challenges in a story using simple sentences, general and key content based vocabulary. | Orally describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content based vocabulary. | Orally describe how characters respond to major events and challenges in a story using complex sentences with content based language. |
| Supports | <ul style="list-style-type: none"> • Story Map • Word Wall • Pictures/ Photographs • L1 support • Gestures • Choice Questions | <ul style="list-style-type: none"> • Story Map • Word Wall • Pictures/ Photographs • Partner Work • L1 support • Sentence Frames | <ul style="list-style-type: none"> • Story Map • Pictures/ Photographs • Word Wall | <ul style="list-style-type: none"> • Story Map | <ul style="list-style-type: none"> • Story Map |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.2.5, RI.2.5 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|---|
| <ul style="list-style-type: none"> • RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <p>RL.2.5.</p> <ul style="list-style-type: none"> • Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end <p>RI.2.5:</p> <ul style="list-style-type: none"> • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information. • Identify which text features help you find important information about what you are reading. • Determine how text features (e.g., sub-headings, glossaries, bold print, etc.) help you understand the text. | <ul style="list-style-type: none"> • VU: Story elements: beginning, middle, end, characters, setting, captions, charts, graphs problem, solution • LFC: Transition words Prepositional phrases • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.5 and RI.2.5)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|---|---|--|
| Outcomes and Scaffolds | Orally describe the structure of a story and text features in L1 and/or in single words, gestures or answering choice questions pointing and gesturing. | Orally describe the overall structure of the story and text features in phrases and short sentences with general vocabulary. | Orally describe the overall structure of a story and text features in simple sentences with key content based vocabulary. | Orally describe the overall structure of a story and text features in complete sentences with content based vocabulary. | Orally describe the overall structure of a story and text features in complex, detailed sentences with grade level vocabulary. |
| Supports | <ul style="list-style-type: none"> • Story Map • Pictures/Photographs • Word Wall • L1 support • Choice Questions • Anchor Chart on text features | <ul style="list-style-type: none"> • Story Map • Pictures/Photographs • Word Wall • L1 support • Sentence Frames • Anchor Chart on text features | <ul style="list-style-type: none"> • Story Map • Pictures/Photographs • Word Wall • Anchor Chart on text features | <ul style="list-style-type: none"> • Story Map • Anchor Chart on text features | <ul style="list-style-type: none"> • Story Map • Anchor Chart on text features |

Grade 2 Unit 1 Reading Literature
Unit 1: RL.2.6 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|---|---|
| <ul style="list-style-type: none"> • RL.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Determine the text’s main purpose according to what the author wants the reader to know | <ul style="list-style-type: none"> • VU: Identify, purpose • LFC: Subject-verb agreement • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.2.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|--|---|--|
| Outcomes and Scaffolds | Identify whether the author’s purpose is to explain or describe using L1 and/or by pointing to pictures that represent an explanation or description. | Identify whether the author’s purpose is to answer, explain, or describe using L1 and/or by matching phrases and short sentences with pictures and purpose. | Identify whether the author’s purpose is to answer, explain, or describe producing simple sentences using repetitive structures and key, content-based vocabulary. | Identify whether the author’s purpose is to answer, explain, or describe producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary. | Identify whether the author’s purpose is to answer, explain, or describe using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • L1 text and/or support Leveled text • Guiding questions • Pictures • Gestures | <ul style="list-style-type: none"> • L1 text and/or support • Leveled text • Guiding questions • Illustrations • Phrases | <ul style="list-style-type: none"> • Adapted text • Guiding questions | <ul style="list-style-type: none"> • Guiding questions | <ul style="list-style-type: none"> • Guiding questions |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.2.7, RI.2.7, and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|--|
| <ul style="list-style-type: none"> • RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <p>RL.2.7</p> <ul style="list-style-type: none"> • Utilize information from illustrations, pictures and words from print or digital text. • Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot. <p>RI.2.7</p> <ul style="list-style-type: none"> • Utilize information from illustrations, diagrams or images from informational text. • Explain how illustrations, diagrams or images clarify the text. | <ul style="list-style-type: none"> • VU: Character, setting, plot, diagrams, image • LFC: Simple present or present progressive tense • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.2.7 and RI.2.7)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|--|
| Outcomes and Scaffolds | Use illustrations to orally describe characters, setting and events in a story or for clarification in L1 and/or with single words in appropriately leveled text. | Use illustrations to orally describe characters, setting and events in a story or for clarification with phrases in appropriately leveled or adapted text. | Use illustrations to orally describe characters, setting and events in a story or for clarification using simple sentences in appropriately leveled or adapted text. | Use illustrations to orally describe characters, setting and events with clear details or for clarification using complete sentences in appropriately leveled text. | Use illustrations to orally describe characters, setting and events or for clarification with vivid images by using complex sentences in grade-level text. |
| Supports | <ul style="list-style-type: none"> • Pictures and/or illustrations • Partner work • Word/Picture Wall • Graphic Organizers • L1 support | <ul style="list-style-type: none"> • Pictures and/or illustrations • Partner work • Word/Picture Wall • Graphic Organizers • Sentence Frame • L1 support | <ul style="list-style-type: none"> • Pictures and/or illustrations • Partner work • Word Wall • Graphic Organizers | <ul style="list-style-type: none"> • Word Wall • Pictures and/or illustrations | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.2.10, RI.2.10, and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|---|
| <ul style="list-style-type: none"> • RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Demonstrate good reading habits. • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band. | <ul style="list-style-type: none"> • VU: Nonfiction, proficient, complexity; content-based, grade-level vocabulary • LFC: Varies according to reading task • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.10 and RI.2.1.10)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|--|--|
| Outcomes and Scaffolds | Read and comprehend a variety of grade level literature in L1 and/or using a leveled text and excerpts from grade-level text, use selected words to complete a graphic organizer. | Read and comprehend a variety of grade-level literature in L1 and/or using a leveled text and excerpts from grade level text, use selected phrases to complete a graphic organizer. | Read and comprehend a variety of adapted literature and excerpts from grade-level text using key vocabulary in simple related sentences. | Read and comprehend a variety of literature within the grade level band using key vocabulary in expanded and some complex sentences. | Read and comprehend a variety of grade-level literature using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • Graphic Organizer • Phrase Citations • Illustrations • L1 support • Partner work | <ul style="list-style-type: none"> • Graphic Organizer • Sentence Citations • Illustrations • L1 support | <ul style="list-style-type: none"> • Graphic Organizer | <ul style="list-style-type: none"> • Graphic Organizer | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Reading Foundation

Unit 1: RF.2.3, RF.2.3.B, RF.2.3.E, and WIDA Standards

| Reading Foundation and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|--|
| <ul style="list-style-type: none"> • RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. ○ RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Utilize strategies for decoding two-syllable words in text. • Utilize strategies for decoding irregularly-spelled words in text. | <ul style="list-style-type: none"> • VU: Long, short vowels, irregularly spelled words • LFC: Follow directions, sentences with targeted vocabulary • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Foundation

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.2.3, RF.2.3.B and RF.2.3.E)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|--|---|
| Outcomes and Scaffolds | Apply vowel pattern rules, when reading common, known, single words. Identify irregularly-spelled, high-frequency, single words. | Apply vowel pattern rules, when reading words and phrases from leveled texts. Identify irregularly-spelled, general, content-based words and phrases. | Apply vowel pattern rules, when reading from leveled texts. Identify irregularly-spelled, key, content-based words in leveled readers. | Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels. Identify irregularly – spelled, content-based words in texts with grade 1-2 text complexity levels. | Apply vowel pattern rules, when reading from grade level texts. Identify irregularly-spelled, content-based words in grade-level texts. |
| Supports | <ul style="list-style-type: none"> • Partner • Word/Picture Wall • Vowel Chart • Visuals • L1 support • Manipulatives • Vocabulary Flash Cards • Gestures | <ul style="list-style-type: none"> • Partner • Vowel Chart • Word/Picture Wall • Visuals • L1 support • Manipulatives • Vocabulary Flash Cards • L1 support | <ul style="list-style-type: none"> • Partner • Word Wall • Vocabulary Flash Cards | <ul style="list-style-type: none"> • Partner • Vocabulary Flash Cards | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Reading Foundation

Unit 1: Standards RF.2.4, RF.2.4.A, RF.2.4.B, RF.2.4.C, and WIDA Standards

| Reading Foundation and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|---|
| <ul style="list-style-type: none"> • RF.2.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ RF.2.4.A Read grade-level text with purpose and understanding. ○ RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ○ RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Understand grade-level text when reading. • Read grade-level text aloud, making minimal errors. • Use an appropriate rate when reading aloud. • Use appropriate expression and inflection when reading text aloud. • Use appropriate self-correction strategies to read words and for understanding. • Reread text to better understand what was read, when necessary. | <ul style="list-style-type: none"> • VU: Purpose, context clues • LFC: Sentences with context clues, demonstrate understanding of punctuation when reading aloud (expression, pauses). • LC: Varies by ELP levels |

Grade 2 Unit 1 Reading Foundation

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.2.4, RF.2.4.A, RF.2.4.B, and RF.2.4.C)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|--|--|---|
| Outcomes and Scaffolds | Orally demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat key words and answer choice questions with single words. | Orally demonstrate comprehension in L1 and/or read or listen to leveled texts and demonstrate comprehension with short phrases. | Orally demonstrate comprehension of leveled texts using key vocabulary in simple sentences. | Orally demonstrate comprehension of texts within grades 1-2 complexity level using complete sentences and key vocabulary. | Orally demonstrate comprehension of grade level texts using detailed sentences of varying lengths and key technical vocabulary. |
| | Read grade-level text with accuracy, appropriate rate, and expression in L1 and/or apply phonetic rules, and punctuation to read single words in English. | Orally read grade-level text with accuracy, appropriate rate, and expression in L1 and/or apply phonetic rules, and punctuation to read short phrases in English with some accuracy | Orally read leveled text and apply phonetic rules, and punctuation with sufficient fluency and accuracy. | Orally read text within grade 1-2 text complexity band and apply phonetic rules, and punctuation with sufficient fluency and accuracy. | Orally read grade-level text and apply phonetic rules, and punctuation with sufficient fluency and accuracy. |
| Supports | <ul style="list-style-type: none"> • Illustrated leveled texts • L1 text • Choice questions | <ul style="list-style-type: none"> • Illustrated, leveled texts • L1 text • Sentence frames | <ul style="list-style-type: none"> • Phonics chart • Illustrations | <ul style="list-style-type: none"> • Phonics chart | <ul style="list-style-type: none"> • Phonics chart |

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|--|---|---|-------------|-------------|-------------|
| | <ul style="list-style-type: none"> • Phonics chart | <ul style="list-style-type: none"> • Phonics chart | | | |

Unit 1: W.2.3 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none"> • W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing | <ul style="list-style-type: none"> • Include an introduction statement. • Describe order of events using transition words (e.g. first, next, then, last). • Choose descriptive words that match thinking, feelings, and actions. • Incorporate simple and compound sentence structures. • Use linking words (e.g., because, and, also). • End with a closing statement. | <ul style="list-style-type: none"> • VU: narrative, sequence words closure • LFC: Paragraph structure, beginning sentences, detail sentences and a closing sentence • LC: Varies by ELP levels |

Grade 2 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.3)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Write a narrative text in L1 and/or use pictures and general, content-related single words in phrase patterns that represent key ideas. | Write a narrative text in L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas. | Write a narrative text producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary. | Write a narrative text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas. | Write a narrative text producing clear and coherent writing using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures. |
| Supports | <ul style="list-style-type: none"> • L1 support • Graphic Organizers • Word/Picture Wall • Template • Pictures | <ul style="list-style-type: none"> • L1 support • Graphic Organizers • Word/picture wall • Template • Sentence Frame | <ul style="list-style-type: none"> • Graphic Organizers • Template | <ul style="list-style-type: none"> • Graphic Organizers | <ul style="list-style-type: none"> • Graphic Organizers |

Grade 2 Unit 1 Writing

Unit 1: W.2.5 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|---|
| <ul style="list-style-type: none">• W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing | <ul style="list-style-type: none">• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.• Utilize conferences, checklist sheets, and peer editing.• Reflect on writing. | <ul style="list-style-type: none">• VU: Revise, edit, proofreading• LFC: Simple and compound sentences• LC: Varies by ELP levels |

Grade 2 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.5)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|--|
| Outcomes and Scaffolds | Revise writing of complex sentences in L1 and/or drawings with single words, and phrases using proofreading markings, dictionaries, and peer review. | Revise writing of complex sentences in L1 and/or phrases and simple sentences using proofreading markings, dictionaries, and peer review. | Revise writing of simple sentences using proofreading markings, digital checks, dictionaries, and peer review. | Revise expanded and some complex sentences using proofreading markings, digital checks, dictionaries and peer review. | Revise complex, detailed writing of multiple, complex sentences using proofreading markings, digital checks, dictionaries and peer review. |
| Supports | <ul style="list-style-type: none"> • Word/Picture Wall • Partner work • Bilingual dictionary • Technology and Technological Resources (computer or iPad) • Pictures • L1 support | <ul style="list-style-type: none"> • Word/Picture Wall • Partner work • Bilingual dictionary • Technology and Technological Resources (computer or iPad) • Pictures • L1 support | <ul style="list-style-type: none"> • Word Wall • Partner work • Bilingual dictionary • Technology and Technological Resources (computer or iPad) | <ul style="list-style-type: none"> • Partner work | <ul style="list-style-type: none"> • Partner work |

Grade 2 Unit 1 Writing

Unit 1: W.2.6 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none">• W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.• WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening | <ul style="list-style-type: none">• Publish writing both independently and with peers using digital tools.• Use keyboarding techniques. | <ul style="list-style-type: none">• VU: Digital, produce, publish, specific to text• LFC: Sentence structure, verb forms, subject-verb agreement• LC: Varies by ELP levels |

Grade 2 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Produce and publish text in L1 and/or use pictures or drawings and high-frequency, content-related single words in phrases and short sentences. | Produce and publish text in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns. | Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures. | Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures. | Produce and publish a piece of writing applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures. |
| Supports | <ul style="list-style-type: none"> • Teacher Modeling • Teacher Support • L1 support • Word/Picture Wall • Pictures • Small group/ triads | <ul style="list-style-type: none"> • Teacher Modeling • Teacher Support • L1 support • Word/Picture Wall • Sentence Frame • Small group/ triads | <ul style="list-style-type: none"> • Teacher Modeling • Teacher Support • Small group/ triads | <ul style="list-style-type: none"> • Small group/ triads • Teacher Modeling | <ul style="list-style-type: none"> • Small group/ triads |

Grade 2 Unit 1 Speaking and Listening

Unit 1: SL.2.1, SL.2.1.A, SL.2.1.B, SL.2.1.C, and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> • SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ○ SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. ○ SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations. • Assume various roles in conversations (e.g., participant, leader, and observer). • Use norms of conversations (e.g., eye contact, taking turns). • Connect comments to build on remarks of others. • Ask questions and further explanations about topics and/or texts. | <ul style="list-style-type: none"> • VU: Clarify • LFC: Interrogative and declarative sentences • LC: Varies by ELP levels |

Grade 2 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.2.1, SL.2.1.A, SL.2.1.B, SL.2.1.C. and WIDA Standards)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|---|---|---|
| Outcomes and Scaffolds | Ask and answer questions to clarify meaning or make connections in L1 and/or answer questions using single words. | Ask and answer questions to clarify meaning or make connections in L1 and/or using short phrases with sentence frames. | Ask and answer questions to clarify meaning and make connections using simple sentences with repetitive patterns and key content-based vocabulary. | Ask and answer questions to clarify meaning or make connections using complete sentences with a variety of grammatical structures and content-based vocabulary. | Ask and answer questions to clarify meaning or make connections using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Academic Conversation Cue Cards • Word wall • Gestures • L1 support and text • Cloze sentences | <ul style="list-style-type: none"> • Academic Conversation • Cue Cards • Word wall • Sentence frames • L1 support and text | <ul style="list-style-type: none"> • Academic Conversation • Cue Cards • Word wall | <ul style="list-style-type: none"> • Academic Conversation • Cue Cards • Word wall | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Speaking and Listening

Unit 1: SL.2.2 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|---|
| <ul style="list-style-type: none"> • SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Demonstrate careful listening to describe or recount what is heard. • Describe key ideas or details from a text or presentation when presented orally. | <ul style="list-style-type: none"> • VU: Describe • LFC: Nouns, pronouns, adjectives, different verb forms • LC: Varies by ELP levels |

Grade 2 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.2)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|---|---|
| Outcomes and Scaffolds | Describe and retell about main idea and details in L1 and/or by matching simple phrases and words that represent ideas to illustrations. | Describe and retell about main idea and details in L1 and/or by matching simple sentences to illustrations. | Describe and retell about main idea and details using simple sentences with repetitive patterns and key content-based vocabulary. | Describe and retell about main idea and details connections using complete sentences with a variety of grammatical structures and content-based vocabulary. | Describe and retell about main idea and details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Story map • Word and picture wall • L1 text and support • Teacher-facilitated small group • Illustrations | <ul style="list-style-type: none"> • Story map • Word and picture wall • L1 text and support • Teacher-facilitated small group • Illustrations | <ul style="list-style-type: none"> • Story map • Word wall • Small group • Illustrations | <ul style="list-style-type: none"> • Story map • Small group | <ul style="list-style-type: none"> • Small group |

Grade 2 Unit 1 Speaking and Listening

Unit 1: SL.2.6 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> • SL.2.6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas. • Provide details or clarifications when speaking as requested. | <ul style="list-style-type: none"> • VU: Content – related vocabulary • LFC: Complete sentences • LC: Varies by ELP levels |

Grade 2 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|--|---|---|
| Outcomes and Scaffolds | Speak using pictures, <u>Gestures</u> and key single words in memorized phrases, appropriate to task and situation. | Speak using pictures, phrases and short sentences with formulaic structures, appropriate to task and situation. | Speak using simple, related sentences with repetitive grammatical structures, appropriate to task and situation. | Speak using expanded and some complex sentences with varying grammatical structures, appropriate to task and situation. | Speak using multiple, complex sentences with varying grammatical structures, appropriate to task and situation. |
| Supports | <ul style="list-style-type: none"> • Word/Picture Wall • Cue Cards • L1 support • Pictures • Cloze sentences | <ul style="list-style-type: none"> • Word/Picture Wall • Cue Cards • Sentence Frame • L1 support • Pictures | <ul style="list-style-type: none"> • Word Wall • Cue Cards | <ul style="list-style-type: none"> • Word Wall | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Language

Unit 1: L.2.1, L.2.1.A, L.2.1.B, L.2.1.C, and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|
| <ul style="list-style-type: none"> • L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ L.2.1.A. Use collective nouns (e.g., group). ○ L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ○ L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Writing | <ul style="list-style-type: none"> • Define and identify collective nouns in sentences. • Use collective nouns in student writing pieces. • Identify irregular plural nouns used when reading, writing or speaking. • Classify plural nouns as regular or irregular. • Form and use common irregular plural nouns. • Identify reflexive pronouns when reading, writing or speaking. • Classify pronouns as reflexive. • Accurately use reflexive pronouns when reading, writing or speaking. | <ul style="list-style-type: none"> • VU: Specific to text, nouns, pronouns, adjectives • LFC: Use of collective nouns, reflexive nouns, adjectives, adverbs • LC: Varies by ELP levels |

Grade 2 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.1, L.2.1.A, L.2.1.B, L.2.1.C)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|---|---|---|
| Outcomes and Scaffolds | Write and speak appropriately using pictures and high frequency, collective nouns, common reflexive pronouns, adjectives and adverbs in single words and memorized phrases. | Write and speak appropriately using pictures and general, collective nouns, common reflexive pronouns, adjectives and adverbs in phrases and short sentences with formulaic structures. | Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in simple, related sentences with repetitive grammatical structures. | Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in expanded and some complex sentences with a variety of grammatical structures. | Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in multiple, complex sentences with a variety of grammatical structures. |
| Supports | <ul style="list-style-type: none"> • Teacher Modeling • Word/Picture Wall • L1 support • Sentence frames | <ul style="list-style-type: none"> • Teacher Modeling • Word/Picture Wall • L1 support • Sentence Frame | <ul style="list-style-type: none"> • Teacher Modeling • Word Wall | <ul style="list-style-type: none"> • Teacher Modeling | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Language

Unit 1: L.2.2, L.2.2.A, L.2.2.E, and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none">• L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ L.2.2.A. Capitalize holidays, product names, and geographic names.○ L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Writing | <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English capitalization when writing.• Utilize reference materials and resources to correct one’s own spelling. | <ul style="list-style-type: none">• VU: Holidays, product names, geographic places• LFC: Noun/verb agreement• LC: Varies by ELP levels |

Grade 2 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.2., L.2.2.A, L.2.2.E)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|--|--|
| Outcomes and Scaffolds | Identify and apply capitalization rules on holidays, product names, and geographic places by producing or constructing sentences in L1 and/or with familiar, known proper and common nouns. | Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing sentences in L1 and/or key, content-based vocabulary in phrases and short sentences with formulaic structures. | Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing simple, related sentences with key content-based vocabulary. | Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing expanded and some complex sentences with key, content-based, grade-level vocabulary. | Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing multiple, complex sentences of varying lengths with content-based, grade-level text. |
| Supports | <ul style="list-style-type: none"> • Capitalization poster • Sentence Frame • Word/Picture Wall • Pictures • L1 support | <ul style="list-style-type: none"> • Capitalization poster • Sentence Frame • Word/Picture Wall • Pictures • L1 support | <ul style="list-style-type: none"> • Capitalization poster • Template • Word Wall | <ul style="list-style-type: none"> • Capitalization poster | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Language

Unit 1: L.2.3, L.2.3.A and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|---|
| <ul style="list-style-type: none">• L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">○ L.2.3.A. Compare formal and informal uses of English • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking | <ul style="list-style-type: none">• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English. | <ul style="list-style-type: none">• VU: Compare, variety; content-based, grade-level vocabulary• LFC: Sentence structure• LC: Varies by ELP levels |

Grade 2 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.3, L.2.3.A)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Compare and contrast examples of language registers in L1 and/or match different words to the same picture, indicating use of registers. | Compare and contrast examples of language registers in L1 and/or identify key words or phrases used that indicate different registers. | Compare and contrast examples of language registers using key vocabulary in a series of simple, related sentences. | Compare and contrast examples of language registers using key vocabulary in a series of expanded sentences with emerging complexity. | Compare and contrast examples of language registers using precise vocabulary in a series of complex sentences. |
| Supports | <ul style="list-style-type: none"> • L1 support • Teacher Support • Pictures and Photographs • Gestures • Technology and Technological Resources | <ul style="list-style-type: none"> • L1 support • Teacher Support • Pictures and Photographs • Technology and Technological Resources | <ul style="list-style-type: none"> • Technology and Technological Resources • Small group/ triads/ triads | <ul style="list-style-type: none"> • Technology and Technological Resources | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Language

Unit 1: L.2.4, L.2.4.A, L.2.4.D, L.2.4.E, and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none"> • L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ○ L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ○ L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ○ L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading | <ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words. • Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words. • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words. | <ul style="list-style-type: none"> • VU: Guide words, alphabetizing • LFC: Identify parts of speech • LC: Varies by ELP levels |

Grade 2 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.4.A, L.2.4.D, L.2.4.E)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Determine or clarify the meaning of key words by using L1 and/or by locating the correct words and pictures. | Determine or clarify the meaning of words or phrases by using L1 and/or using short phrases and drawings. | Determine or clarify the meaning of key words by using a series of simple, related sentences. | Determine or clarify meaning of key words by using expanded and some complex sentences. | Determine or clarify the precise meaning of key words by using multiple, complex sentences. |
| Learning Supports | <ul style="list-style-type: none"> • L1 text and/or support • Reference materials • Word/picture Bank | <ul style="list-style-type: none"> • L1 text and/or support • Reference materials • Word/picture Bank | <ul style="list-style-type: none"> • Reference materials • Word Bank | <ul style="list-style-type: none"> • Reference materials | <ul style="list-style-type: none"> • Reference materials |

Grade 2 Unit 1 Language

Unit 1: L.2.5, L.2.5.A, and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|--|
| <ul style="list-style-type: none"> • L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> ○ L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading | <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none"> • VU: Lists of words with nuanced meaning; content-based, grade-level vocabulary • LFC: Verbs and adjectives • LC: Varies by ELP levels |

Grade 2 Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.5, L.2.5.A)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|---|---|---|
| Outcomes and Scaffolds | Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by selecting between two familiar words to match Pictures and drawings. | Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by choosing selected words to complete phrases and short sentences. | Apply shades of meaning among closely related verbs and adjectives in speaking and writing using key vocabulary in simple, related sentences. | Apply shades of meaning among closely related verbs and adjectives in speaking and writing using key vocabulary in expanded and some complex sentences. | Apply shades of meaning among closely related verbs and adjectives in speaking and writing using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • Paint strips • Word/picture Wall • L1 support • Pictures/Photographs • Partner work | <ul style="list-style-type: none"> • Paint strips • Word/picture Wall • Sentence Frames • L1 support • Pictures/Photographs • Partner work | <ul style="list-style-type: none"> • Paint strips • Word Wall | <ul style="list-style-type: none"> • Paint strips | <ul style="list-style-type: none"> • None |

Grade 2 Unit 1 Language

Unit 1: L.2.6 and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|---|
| <ul style="list-style-type: none">• L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). • WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Reading○ Listening | <ul style="list-style-type: none">• Show understanding of newly acquired vocabulary (gathered from discussions as well as text).• Make purposeful language choices to communicate in an effective way.• Utilize adjectives and adverbs to describe where necessary. | <ul style="list-style-type: none">• VU: Appropriately; phrases conversations• LFC: Adjectives, adverbs• LC: Varies by ELP levels |

Grade 2 Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.6.)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|---|--|--|
| Outcomes and Scaffolds | Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in L1 and/or use words and gestures to identify symbols, icons, and environmental print. | Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in L1 and/or in phrases and short sentences with illustrations. | Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in multiple, simple sentences. | Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in expanded and some complex sentences. | Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • Word/Picture Wall • Pictures/photographs • L1 support • Cloze sentence • Gestures | <ul style="list-style-type: none"> • Word/Picture Wall • Pictures/photographs • L1 support • Sentence frames | <ul style="list-style-type: none"> • Word Wall • Pictures/photographs | <ul style="list-style-type: none"> • Word Wall | <ul style="list-style-type: none"> • None |