

## Grade 2 ELA Curricular Frameworks with ELL Scaffolds

### Grade 2 Unit 4 Reading Literature and Reading Informational

#### Unit 4: 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"> <li>• 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.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create questions about an important idea within the text (using who, what, where when, why, and/or how).</li> <li>• Respond to questions asked to demonstrate understanding of key details</li> <li>• Utilize textual evidence to support thinking when asking and answering general questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Question words (who, what, when, where, why, how)</li> <li>• <b>LFC:</b> Verb and verb phrases (Do/does; is/are), interrogative and declarative sentence structure</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	Orally ask and answer “Wh-“ questions about the text in L1 and/or answer “yes/no” or either/or questions or in single words that represent ideas using phrase patterns and general, content-related vocabulary.	Orally ask and answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Orally ask and answer “Wh-“ questions in simple sentences with general and some key content based vocabulary.	Orally ask and answer “Wh-“ questions in complete sentences using specific and some content based vocabulary. Use a variety of sentence lengths.	Orally ask and answer “Wh-“ questions using complex sentences with specific and content based vocabulary. Use a variety of sentence lengths with embedded clauses.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Template (teacher model)</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Template (teacher model)</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Template (teacher model)</li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Partner Work</a></li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: RL.2.2, RI.2.2, 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"> <li>• RL.2.2. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.2. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.2.2:</p> <ul style="list-style-type: none"> <li>• Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.</li> <li>• Determine what lesson of the story.</li> </ul> <p>RI.2.2:</p> <ul style="list-style-type: none"> <li>• Identify the main idea and overall focus of a multi-paragraph text.</li> <li>• Determine the main idea of the text.</li> <li>• Determine the important ideas in the text.</li> <li>• Determine the details that lead to the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Recall, describe, message, moral, folktales, illustrations; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Nouns, pronouns, adjectives, adverbs, prepositional phrases past tense verbs</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.2 and RI.2.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe and retell central message/theme, lesson, or moral and details in L1 and/or moral using L1 and/or by pointing to pictures that represent an explanation or description.	Describe and retell central message/theme, lesson, or moral and details by using L1 and/or by matching phrases and short sentences with Pictures and purpose.	Describe and retell central message/theme, lesson, or moral and details using key vocabulary in a series of simple, related sentences.	Describe and retell central message/theme, lesson, or moral and details using key vocabulary in multiple, expanded and some complex sentences.	Describe and retell central message/theme, lesson, or moral and details using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a> (completed)</li> <li>• <a href="#">Web</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Guiding Questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a> (partially completed)</li> <li>• <a href="#">Web</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Guiding Questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Web</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Guiding Questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Reading Information

### Unit 4: RI.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"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how different historical events, scientific ideas, or “how to” procedures link together in a text.</li> <li>• Identify text details, events, or ideas that are chronological or sequential.</li> <li>• Retell chronological or sequential text details in the appropriate order.</li> <li>• Compare and contrast ideas from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Historical, relationship, scientific, timeline</li> <li>• <b>LFC:</b> Nouns, pronouns, adjectives, present progressive, adverbs, prepositional phrases; past tense verbs</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Information

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.2.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally describe and retell main idea and details in L1 and/or by using or copying high-frequency, content-related single words and/or creating visual representations of the main idea.	Orally describe and retell main idea and details in L1 and/or by matching content-based vocabulary in short, formulaic sentences to illustrations.	Orally describe and retell main idea and details by writing simple, related sentences and key, content-based vocabulary.	Orally describe and retell main idea and details by writing expanded and some complex sentences with varying grammatical structures and key, content-based vocabulary.	Orally describe and retell the main idea and details by writing a summary using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• Leveled text</li> <li>• Pictures</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• Graphic organizer (completed)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer (partially completed)</li> <li>• <a href="#">L1 support</a></li> <li>• Pictures</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Partner work</a></li> <li>• Word wall/bank</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Word wall/bank</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: RL.2.4, RI.2.4 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"> <li>• RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how words and phrases provide meaning to a poem, story, or song.</li> <li>• Identify the parts of the poem that rhyme.</li> <li>• Identify the parts of the poem that show the beat.</li> <li>• Determine which part shows alliteration.</li> <li>• Define words and phrases specific to grade 2.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Rhythm, poem</li> <li>• <b>LFC:</b> Poetic “sentences”</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Reading Literature and Reading Informational

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.4 and RI.2.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify examples of how specific words provide meaning in poems, or informational text in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of how specific words provide meaning in poems, or informational text in L1 and/or in appropriately leveled stories, poems or songs.	Identify how specific words and phrases provide meaning in poems or informational text in appropriately leveled stories, poems or songs.	Identify how specific words and phrases provide meaning in grade level poems or informational text.	Identify how specific words, phrases and sentences provide meaning in grade level poems, or informational text.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• Word wall</li> </ul>



**Grade 2 Unit 4 Reading Literature**  
**Unit 4: 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"> <li>• RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that characters have different points of view.</li> <li>• Determine how the characters think/feel about the events.</li> <li>• Identify any characters that have similar thinking.</li> <li>• Consider the character’s voice when reading out loud.</li> <li>• Describe why a character has a different point of view in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Point of view</li> <li>• <b>LFC:</b> Nouns, pronouns, conjunctions, transitional phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Literature

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	Orally describe connections between a series of historical events in L1 and/or match pictures with information using single words or phrase patterns and general, content-related vocabulary.	Orally describe connections between a series of historical events in L1 and/or identify important information from using phrases and short sentences with formulaic patterns and general, content-based vocabulary.	Orally describe connections between a series of historical events using simple sentences and key, content-based vocabulary.	Orally describe connections between a series of historical events using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Orally describe connections between a series of historical events using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Leveled text</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Timelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Leveled text</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Timelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Adapted text</a></li> <li>• <a href="#">Timelines</a></li> <li>• <a href="#">Small groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Timelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Timelines</a></li> </ul>

## Grade 2 Unit 4 Reading Information

### Unit 4: RI.2.8 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"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> <li>• WIDA ELD 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main points in a text</li> <li>• Identify reasons the author uses to support the main points in a text</li> <li>• Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Identify, purpose</li> <li>• <b>LFC:</b> Subject-verb agreement</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Information

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.2.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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 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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support Leveled text</a></li> <li>• <a href="#">Guiding questions</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Leveled text</a></li> <li>• <a href="#">Guiding questions</a></li> <li>• <a href="#">Illustrations</a></li> <li>• Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Adapted text</a></li> <li>• <a href="#">Guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Guiding questions</a></li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: RL.2.9, RI.2.9, 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"> <li>• RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</li> <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.2.9:</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences of events in different versions of the same story.</li> <li>• Identify similarities and differences in characters in different versions of the same story.</li> </ul> <p>RI.2.9:</p> <ul style="list-style-type: none"> <li>• Identify the most important points in the text.</li> <li>• Find similarities and differences in those points when reading texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Compare, contrast, perspective, similarity, version, Venn Diagram</li> <li>• <b>LFC:</b> Compare/contrast signal words, adjectives, conjunctions, comparatives, superlatives</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.9 and RI.2.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally compare and contrast two versions of the same story in L1 and/or using high-frequency, content-related single words or phrases that represent key ideas.	Orally compare and contrast two versions of the same story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Orally compare and contrast two versions of the same story using key, content-based vocabulary in simple, related sentences.	Orally compare and contrast two versions of the same story using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.	Orally compare and contrast two versions of the same story using precise, content-based vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a> (semi-completed)</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Pictures</li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Choice questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Pictures</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Sentence Starter</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Venn Diagram</li> </ul>

## Grade 2 Unit 4 Reading Literature and Reading Informational

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

## Grade 2 Unit 4 Reading Literature and Reading Informational

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.10 and R.2.1.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Phrase Citations</a></li> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Sentence Citations</a></li> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Grade 2 Unit 4 Reading Foundation

### Unit 4: RF.2.3, RF.2.3.A, RF.2.3.C, RF.2.3.D, RF.2.3.E and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>● RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>○ RF.2.3.A. Know spelling-sound correspondences for common vowel teams.</li> <li>○ RF.2.3.C. Decode words with common prefixes and suffixes.</li> <li>○ RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>○ RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> <li>● WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identify typical vowel combinations.</li> <li>● Demonstrate ability to pronounce and spell words with vowel teams.</li> <li>● Utilize strategies for decoding words with affixes in texts.</li> <li>● Utilize strategies for decoding irregularly-spelled words in texts.</li> <li>● Determine if the word looks and sounds right and makes sense.</li> <li>● Search for chunks and say them</li> <li>● Focus on the beginning and/or end of the word and try again, when having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>VU:</b> Long, short vowel, syllable</li> <li>● <b>LFC:</b> Follow directions, fluency</li> <li>● <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Foundation

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.2.3, RF.2.3.A, RF.2.3C, RF.2.D and RF.2.3.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Distinguish between long and short vowel sounds in common, known one syllable words. Decode two syllable words with long vowel sounds found in common, known one syllable words. Read single words with fluency and accuracy.	Distinguish between long and short vowel sounds in one syllable familiar words used in phrases. Decode two syllable familiar words with long vowel sounds words used in phrases. Read regularly and irregularly spelled words and phrases with fluency and accuracy.	Distinguish between long and short vowel sounds in one-syllable words from leveled texts. Decode two syllable words with long vowel sounds from leveled texts. Read regularly and irregularly spelled words with fluency and accuracy in leveled texts.	Distinguish between long and short vowel sounds in one-syllable, content-based vocabulary words. Decode two syllable words with long vowel sounds. Read regularly and irregularly spelled words with fluency and accuracy.	Distinguish between long and short vowel sounds in one-syllable, nonsense and content-based vocabulary words. Decode two syllable words with long vowel sounds. Read regularly and irregularly spelled words with fluency and accuracy.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Partner</li> <li>• Vowel Chart</li> <li>• L1 support</li> <li>• <a href="#">Vocabulary Flash Cards</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Gestures</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Vowel Chart</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Vocabulary Flash Cards</a></li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Vocabulary Flash Cards</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Vocabulary Flash Cards</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Reading Foundation

### Unit 4: 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"> <li>● RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>○ RF.2.4.A. Read grade-level text with purpose and understanding.</li> <li>○ RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>● WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Understand grade-level text when reading.</li> <li>● Read grade-level text aloud, making minimal errors.</li> <li>● Use an appropriate rate when reading aloud.</li> <li>● Use appropriate expression and inflection when reading text aloud.</li> <li>● Use appropriate self-correction strategies to read words and for understanding.</li> <li>● Reread text to better understand what was read, when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>VU:</b> Appropriate leveled key content based vocabulary, pace, fluency,</li> <li>● Sound symbol spelling correspondence, previously learned word patterns</li> <li>● <b>LFC:</b> Sentence structure related to ELP level, demonstrate understanding of punctuation when reading aloud (expression, pauses)</li> <li>● <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Reading Foundation

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.2.4, RF.2.4.A, RF.2.4.B, RF.2.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Demonstrate comprehension of grade level texts in L1 and/or read or listen to an excerpt and repeat the purpose in single word answers to choice questions.	Demonstrate comprehension of grade level texts in L1 and/or read excerpts from texts and explain the purpose in short phrases with sentence frames.	Read excerpts from grade level texts and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
	Read grade-level text orally with accuracy, appropriate rate, and expression in L1 and/or read single words from excerpts with approximation, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression in L1 and/or read short phrases from excerpts with approximation, appropriate rate, and expression.	Read adapted text orally with approximation, appropriate rate, and expression on successive readings.	Read approaching grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Choice Questions</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• Word Wall</li> <li>• Phonics chart</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Phonics chart</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Outlines</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Phonics chart</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Outlines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Outlines</a></li> </ul>

## Grade 2 Unit 4 Writing Foundation

### Unit 4: W.2.1.

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</li> <li>• WIDA ELDS: 2               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Include an introduction statement.</li> <li>• State opinion and reasons that support the opinion.</li> <li>• Incorporate simple and compound sentence structures.</li> <li>• Use linking words (e.g., because, and, also).</li> <li>• Describe order of events using transition words (e.g. first, next, then, last).</li> <li>• Choose descriptive words that match thinking, feelings, and actions.</li> <li>• End with a closing statement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Opinion, reasons</li> <li>• <b>LFC:</b> Sentences with linking phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Writing Foundation

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.2.1.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using pictures, <u>gestures</u> and key words or memorized phrases	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using key vocabulary in phrases and short sentences with formulaic structures.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in simple, related sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in expanded and some complex sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> </ul>

## Grade 2 Unit 4 Writing Foundation

### Unit 4: W.2.3.

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• 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.</li> <li>• WIDA ELDS: 2               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Reading</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate simple and compound sentence structures.</li> <li>• Use linking words (e.g., because, and, also).</li> <li>• Include an introduction statement.</li> <li>• End with a closing statement.</li> <li>• Describe order of events using transition words (e.g. first, next, then, last).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrative, temporal words</li> <li>• <b>LFC:</b> Past tense irregular verbs and temporal phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Writing Foundation

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.2.3.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe people, places, things, and actions to retell past events by writing to develop a narrative in L1 and/or by drawing and writing single words with pictures and/or copying completed models.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative in L1 and/or with short phrases to complete sentence frames.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with simple sentences and key content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with complete sentences and some content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a detailed narrative with complex sentences and content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Sentence Starters</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Sentence Starters</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>



## Grade 2 Unit 4 Writing

### Unit 4: W.2.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.</li><li>• Utilize conferences, checklist sheets, and peer editing.</li><li>• Reflect on writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Revise, edit, proofread</li><li>• <b>LFC:</b> Simple and compound sentences</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Technology and Technological Resources</a> (computer or iPad)</li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Technology and Technological Resources</a> (computer or iPad)</li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Technology and Technological Resources</a> (computer or iPad)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>

## Grade 2 Unit 4 Writing

### Unit 4: W.2.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Publish writing both independently and with peers using digital tools.</li><li>• Use keyboarding techniques.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Digital, produce, publish, specific to text</li><li>• <b>LFC:</b> Sentence structure, verb forms, subject-verb agreement</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Small group/ triads</a></li> </ul>

## Grade 2 Unit 4 Writing

### Unit 4: W.2.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.2.7. Participate in shared research and writing projects (e.g., read books on a single topic to produce a report; record science observations).</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand their role as part of a team and the work they are required to accomplish.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research, topic; content-based, grade-level vocabulary</li><li>• <b>LFC:</b> Sentence structure, verb forms, subject-verb agreement</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4 Writing

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Research a topic of interest and generate ideas in L1 and/or by listing single words and Pictures that represent key ideas using phrase patterns.	Research a topic of interest and generate ideas in L1 and/or by listing selected vocabulary in phrases and short sentences.	Research a topic of interest and generate ideas to write an informational paragraph with a string of related, simple sentences using key vocabulary.	Research a topic and generate ideas to write an informational paragraph using key vocabulary in expanded sentences with emerging complexity.	Research a topic and generate ideas to write an informational paragraph using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Technology &amp; Technological Resources</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• Teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology &amp; Technological Resources</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology &amp; Technological Resources</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology &amp; Technological Resources</a></li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology &amp; Technological Resources</a></li> </ul>

## Grade 2 Unit 4 Writing

### Unit 4: W.2.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question.</li> <li>• Take notes.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Compose, recall, gather, experience; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Complex sentences; increasing specificity of sentence structure</li> <li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4 Writing

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a response based on information gathered and from experiences in L1 and/or use visuals and selected vocabulary in phrase patterns.	Write a response based on information gathered and from experiences in L1 and/or use visuals and selected vocabulary in phrases and short sentences.	Write a response based on information gathered and from experiences using key vocabulary in a series of simple, related sentences.	Write a response based on information gathered and from experiences using key vocabulary in expanded sentences with emerging complexity.	Write a response based on information gathered and from experiences using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Illustrations/drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Illustrations/drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Word Wall</li> </ul>



## Grade 2 Unit 4 Speaking and Listening

### Unit 4: 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"> <li>• 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"> <li>○ 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).</li> <li>○ SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>○ SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> </li> <li>• WIDA ELD 1,2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations.</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer).</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc.).</li> <li>• Connect comments to build on remarks of others.</li> <li>• Ask questions and further explanations about topics and/or texts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Clarify</li> <li>• <b>LFC:</b> Interrogative and declarative sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Speaking and Listening

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.2.1, SL.2.1.A, SL.2.1.B and SL.2.1.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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 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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Academic Conversation <a href="#">Cue Cards</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a> and text</li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Conversation</li> <li>• <a href="#">Cue Cards</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">L1 support</a> and text</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Conversation</li> <li>• <a href="#">Cue Cards</a></li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Academic Conversation <a href="#">Cue Cards</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Speaking and Listening

### Unit 4: SL.2.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.2.3. Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about what a speaker is saying to clarify, gather or deepen understanding</li> <li>• Answer questions to clarify or gain further information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Question words, clarify, specific to text</li> <li>• <b>LFC:</b> Verbs, verb phrases in questions, questions with increasing specificity, specific to text</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Speaking and Listening

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Ask and answer questions in L1 and/or ask and answer choice questions using gestures, pictures and selected words in memorized phrases.	Ask and answer questions in L1 and/or ask and answer “WH” questions using selected vocabulary in key phrases and short sentences.	Ask and answer questions using key vocabulary in a series of simple, related sentences.	Ask and answer questions using key vocabulary in expanded and some complex sentences.	Ask and answer questions using precise vocabulary in multiple, complex sentences
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Speaking and Listening

### Unit 4: SL.2.5 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Utilize digital media to enhance ideas for meaning.</li><li>• Create visuals that emphasize chosen facts or details.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Audio, illustrations, clarify, model</li><li>• <b>LFC:</b> Sentence structure, subject-verb agreement</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4 Speaking and Listening

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Create audio recordings of stories or poems with illustrations to clarify ideas in L1 and/or repeat single words, and simple phrases or use drawings that represent key concepts to clarify meaning of sentences.	Create audio recordings of stories or poems with illustrations to clarify ideas in L1 and/or using phrases and simple sentences with formulaic patterns and drawings to clarify meaning of sentences.	Create audio recordings of stories or poems with illustrations to clarify ideas using simple sentences and key content-based vocabulary.	Create audio recordings of stories or poems with illustrations to clarify ideas using complete sentences with a variety of grammatical structures and content-based vocabulary.	Create audio recordings of stories or poems with illustrations to clarify ideas using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Illustrations</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Illustrations</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> </ul>

## Grade 2 Unit 4 Language

### Unit 4: L.2.1, L.2.1.B, L.2.D, L.2.1.E, L.2.1.F and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice).</li> <li>○ L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>○ L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>○ L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy).</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify irregular plural nouns used when reading, writing or speaking.</li> <li>• Classify plural nouns as regular or irregular.</li> <li>• Form and use common irregular plural nouns when writing or speaking.</li> <li>• Accurately use reflexive pronouns when writing or speaking.</li> <li>• Identify irregular verbs in the past tense used when writing or speaking.</li> <li>• Classify verbs in the past tense as regular or irregular.</li> <li>• Form and use common irregular verbs in the past tense when writing or speaking.</li> <li>• Define and identify adjectives and adverbs when reading, writing or speaking.</li> <li>• Classify adjectives and adverbs in sentences.</li> <li>• Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking.</li> <li>• Define and identify simple and compound sentences when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrative, temporal words, produce, expand, content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Use of nouns, pronouns, adjectives, adverbs, simple and compound sentences, past tense irregular verbs and temporal phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
	<ul style="list-style-type: none"><li>• Classify sentences as simple or compound.</li><li>• Expand and rearrange complete, simple and compound sentences when writing and speaking.</li></ul>	



## Grade 2 Unit 4 Language

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.1, L.2.1.B, L.2.1.D, L.2.1.E, L.2.1.F)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally and/or in writing describe people, places, things, and actions to retell past events in L1 and/or by drawing and writing single words with pictures and/or copying completed models.	Orally and/or in writing describe people, places, things, and actions to retell past events in L1 and/or with short phrases to complete sentence frames.	Orally and/or in writing describe people, places, things, and actions to retell past events with simple sentences and key content based vocabulary.	Orally and/or in writing describe people, places, things, and actions to retell past events with complete sentences and some content based vocabulary.	Orally and/or in writing describe people, places, things, and actions to retell past events with complex sentences and content based vocabulary.
	Produce and expand writing of simple and compound sentences in L1 and/or identify words which will expand simple sentences.	Produce and expand writing of simple and complex sentences in L1 and/or identify phrases which will expand simple sentences.	Produce and expand simple sentences.	Produce and expand simple and some compound sentences.	Produce and expand writing of simple and complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• Sample and cloze sentences</li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Small Groups</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Story Map</a></li> </ul> Template <ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Small Groups</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Story Map</a></li> </ul> Template	<ul style="list-style-type: none"> <li>• <a href="#">Small Groups</a></li> <li>• <a href="#">Story Map</a></li> </ul> Template

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"> <li>• <a href="#">Illustrations/ Drawings</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• Template</li> </ul>	Template			

## Grade 2 Unit 4 Language

### Unit 4: L.2.2, L.2.2.B, L.2.2D, L.2.2.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>○ L.2.2.B. Use commas in greetings and closings of letters.</li> <li>○ L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>○ L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use commas appropriate to offset greetings and closings in letters.</li> <li>• Identify common spelling patterns.</li> <li>• Utilize common spelling patterns when writing.</li> <li>• Utilize reference materials and resources to correct one’s own spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Holidays, product names, geographic places, guide words, alphabetizing, spell, accurate; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Identify parts of speech, apply conventional spelling rules</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Language

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.2, L.2.2.B, L.2.2D, L.2.2.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Apply correct use of commas. Clarify the spelling and meaning of key words by using L1 and/or by locating the words in a word bank. Demonstrate command of English spelling conventions for high-frequency vocabulary words.	Apply correct use of commas. Clarify the spelling and meaning of words or phrases by using L1 and/or short phrases and drawings. Demonstrate command of English spelling conventions for selected vocabulary from texts.	Apply correct use of commas when forming simple sentences. Clarify the spelling and meaning of key words. Demonstrate command of English spelling conventions for key vocabulary within grade-level band.	Apply correct use of commas when forming complete sentences. Clarify the spelling and meaning of key words Demonstrate command of English spelling conventions for content-based vocabulary.	Apply correct use of commas when forming complex detailed sentences. Clarify the spelling and precise meaning of key words Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• Reference materials</li> <li>• Punctuation chart</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• Reference materials</li> <li>• Punctuation chart</li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Punctuation chart</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Punctuation chart</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 2 Unit 4 Language

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

## Grade 2 Unit 4 Language

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Small group/ triads/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Language

### Unit 4: L.2.4, L.2.4.B, L.2.4.C, L.2.4.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• 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"> <li>○ L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>○ L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>○ 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).</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.</li> <li>• Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.</li> <li>• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Prefixes, root words, guide words, alphabetizing, compound words</li> <li>• <b>LFC:</b> Root words; prefixes specific to text, Identify parts of speech</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4 Language

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.4, L.2.4.B, L.2.4.C, L.2.4.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to pictures as well as predict meaning of compound words.	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to sentence frames as well as predict meaning of compound words.	Identify the meaning of previously taught, key vocabulary words with added affixes from adapted texts as well as predict meaning of compound words.	Identify the meaning of previously taught, key vocabulary words with added affixes in grade level band as well as predict meaning of compound words.	Identify the meaning of new words containing prefixes from grade-level texts as well as predict meaning of compound words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Charts</a></li> <li>• Word strips</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Charts</a></li> <li>• Word strips</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Grade 2 Unit 4 Language

### Unit 4: L.2.5, L.2.5.A, L.2.5.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>● L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.               <ul style="list-style-type: none"> <li>○ L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>○ L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul> </li> <li>○ WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>VU:</b> Lists of words with nuanced meaning; content-based, grade-level vocabulary</li> <li>● <b>LFC:</b> Verbs and adjectives</li> <li>● <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.5, L.2.5.A., L.2.5.B.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Paint strips</li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Paint strips</li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Paint strips</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Paint strips</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 4 Language

### Unit 4: L.2.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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).</li> <li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Reading</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Show understanding of newly acquired vocabulary (gathered from discussions as well as text).</li><li>• Make purposeful language choices to communicate in an effective way.</li><li>• Utilize adjectives and adverbs to describe where necessary.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Appropriately; phrases conversations</li><li>• <b>LFC:</b> Adjectives, adverbs</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 2 Unit 4: 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
<b>Outcomes and Scaffolds</b>	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds 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-alouds 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-alouds in multiple, simple sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in expanded and some complex sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Pictures/photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentence</li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Pictures/photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>