

## 2<sup>nd</sup> Grade CA ELD Standards

Part I: Interacting in Meaningful Ways	EMERGING	EXPANDING	BRIDGING
<b>A. Collaborative (engagement in dialogue with others)</b>			
<b>1. Exchanging information and ideas:</b> Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics • SL.2.1, 6; L.2.1, 3,6	1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and learned phrases.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
<b>2. Interacting via written English:</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) • W.2.6; L.2.1, 3,6	2. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
<b>3. Offering opinions:</b> Offering and supporting opinions and negotiating with others in communicative exchanges • SL.2.1, 6; L.2.1, 3,6	3. Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i> ), as well as open responses, in order to gain and/or hold the floor.	3. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	3. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i> ), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
<b>4. Adapting language choices:</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type) • W.2.4-5; SL.2.1, 6; L.2.1, 3,6	4. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	4. Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.
<b>B. Interpretive (comprehension and analysis of written and spoken texts)</b>			
<b>5. Listening actively:</b> Listening actively to spoken English in a range of social and academic contexts • SL.2.1-3; L.2.3	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
<b>6. Reading/viewing closely:</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language • RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3, 4,6	6. Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
<b>7. Evaluating language choices:</b> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area • RL.2.3-4,6; RI.2.2, 6,8; SL.2.3; L.2.3-6	7. Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	7. Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	7. Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.
<b>8. Analyzing language choices:</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area • RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6	8. Distinguish how two different frequently-used words (e.g., describing a character as <i>happy</i> versus <i>angry</i> ) produce a different effect on the audience.	8. Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i> ) produce shades of meaning and different effects on the audience.	8. Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i> ) produce shades of meaning and different effects on the audience.
<b>C. Productive (creation of oral presentations and written texts)</b>			
<b>9. Presenting:</b> Expressing information and ideas in formal oral presentations on academic topics • SL.2.4-6; L.2.1,3,6	9. Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	9. Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	9. Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).
<b>10. Writing:</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology • W.2.1-8,10; L.2.1-3,6	10. Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	10. Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	10. Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.
<b>11. Supporting opinions:</b> Supporting own opinions and evaluating others' opinions in speaking and writing • W.2.1, 4,10; SL.2.4, 6; L.2.1-3, 6	11. Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	11. Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	11. Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.
<b>12. Selecting language resources:</b> Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas • W.2.4-5; SL.2.4, 6; L.2.1, 3, 5-6	12. a) Retell texts and recount experiences using key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.	12. a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i> ) while speaking and writing.	12. a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., <i>He was as quick as a cricket.</i> ) to create an effect, precision, and shades of meaning while speaking and writing.

## 2<sup>nd</sup> Grade CA ELD Standards

Part II: Learning About How English Works	EMERGING	EXPANDING	BRIDGING
<b>A. Structuring Cohesive Texts</b>			
<b>1. Understanding text structure and organization based on purpose, text type, and discipline-</b>  RL.2.5; RI.2.5; W.2.1-5; SL.2.4	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	1. Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.
<b>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows-</b>  RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1, 3	2. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i> ) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/next</i> ) to comprehending texts and writing texts with increasing independence.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i> ) to comprehending and writing texts independently.
<b>B. Expanding &amp; Enriching Ideas</b>			
<b>3. Using verbs and verb phrases to create precision and clarity in different text types-</b>  W.2.5; SL.2.6; L.2.1,3, 6	3. a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	3. a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	3. a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.
<b>4. Using nouns and noun phrases to expand ideas and provide more detail-</b>  W.2.5; SL.2.6; L.2.1,3,6	4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	4. Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.
<b>5. Modifying to add details to provide more information and create precision-</b>  W.2.5; SL.2.4,6; L.2.1,3,6	5. Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school, with my friend</i> ) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	5. Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	5. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.
<b>C. Connecting and Condensing Ideas</b>			
<b>6. Connecting ideas within sentences by combining clauses-</b>  W.2.1-3,5; SL.2.4,6; L.2.1,3,6	6. Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and, but, so</i> ) in shared language activities guided by the teacher and sometimes independently.	6. Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i> ) with increasing independence.	6. Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich.</i> ) independently.
<b>7. Condensing ideas within sentences using a variety of language resources-</b>  W.2.1-3,5; SL.2.4,6; L.2.1,3,6	7. Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. -&gt; It's green and red.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	7. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest. -&gt; It's a green and red plant that's found in the rainforest.</i> ) to create precise and detailed sentences with increasing independence.	7. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest. -&gt; It's a green and red plant that's found in the tropical rainforest.</i> ) to create precise and detailed sentences independently.

<b>Part III: Using Foundational Literacy Skills (RF.K-1.1-4: RF.2.3-4 as appropriate)</b>	
<b>Foundational Literacy Skills:</b>  <b>Literacy in an Alphabetic Writing System</b> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are: <ul style="list-style-type: none"> <li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>• Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).</li> </ul>