

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 2 Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>1. Exchanging information and ideas</b> 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.</p>	<p><b>1. Exchanging information and ideas</b> 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.</p>	<p><b>1. Exchanging information and ideas</b> 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.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to conversations</li> <li><input type="checkbox"/> Express ideas</li> <li><input type="checkbox"/> Ask <i>yes-no</i> and <i>wh-</i> questions</li> <li><input type="checkbox"/> Answer <i>yes-no</i> and <i>wh-</i> questions</li> <li><input type="checkbox"/> Respond using gestures, words, and learned phrases</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to discussions</li> <li><input type="checkbox"/> Engage in sustained dialogue</li> <li><input type="checkbox"/> Listen attentively</li> <li><input type="checkbox"/> Follow turn-taking rules</li> <li><input type="checkbox"/> Ask relevant questions</li> <li><input type="checkbox"/> Affirm the responses of others</li> <li><input type="checkbox"/> Add relevant information</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to class, group and partner discussions</li> <li><input type="checkbox"/> Engage in sustained dialogue</li> <li><input type="checkbox"/> Listen attentively</li> <li><input type="checkbox"/> Follow turn-taking rules</li> <li><input type="checkbox"/> Ask relevant questions</li> <li><input type="checkbox"/> Affirm the responses of others</li> <li><input type="checkbox"/> Add pertinent information</li> <li><input type="checkbox"/> Build on responses</li> <li><input type="checkbox"/> Provide useful feedback</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 2 Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with peers on joint writing projects of short informational &amp; literary texts</li> <li><input type="checkbox"/> Use technology where appropriate for writing</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with peers on joint writing projects of longer informational &amp; literary texts</li> <li><input type="checkbox"/> Use technology where appropriate for writing</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with peers on joint writing projects of a variety of longer informational &amp; literary texts</li> <li><input type="checkbox"/> Use technology where appropriate for writing</li> </ul>

Grade 2  
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>3. Offering opinions</b> 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.</p>	<p><b>3. Offering opinions</b> 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, and the like.</p>	<p><b>3. Offering opinions</b> 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 counterarguments, elaborate on an idea, and the like.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions in conversations</li> <li><input type="checkbox"/> Negotiate with others in conversations</li> <li><input type="checkbox"/> Use learned phrases in conversations (e.g., <i>I think X.</i>)</li> <li><input type="checkbox"/> Use open responses in conversations</li> <li><input type="checkbox"/> Gain and/or hold the floor</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions in conversations</li> <li><input type="checkbox"/> Negotiate with others in conversations</li> <li><input type="checkbox"/> Use an expanded set of learned phrases in conversations (e.g., <i>I agree with X, but X</i>)</li> <li><input type="checkbox"/> Use open responses in conversations</li> <li><input type="checkbox"/> Gain and/or hold the floor</li> <li><input type="checkbox"/> Provide counterarguments</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions in conversations</li> <li><input type="checkbox"/> Negotiate with others in conversations</li> <li><input type="checkbox"/> Use a variety of learned phrases in conversations (e.g., <i>That's a good idea, but X</i>)</li> <li><input type="checkbox"/> Use open responses in conversations</li> <li><input type="checkbox"/> Gain and/or hold the floor</li> <li><input type="checkbox"/> Provide counterarguments</li> <li><input type="checkbox"/> Elaborate on an idea</li> </ul>

Grade 2  
Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>4. Adapting language choices</b> Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p>	<p><b>4. Adapting language choices</b> Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p>	<p><b>4. Adapting language choices</b> Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</p>
<p><b>Skills:</b> With substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that language choices &amp; vocabulary vary according to social setting</li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust language choices according to purpose</li> <li><input type="checkbox"/> Adjust language choices according to task</li> <li><input type="checkbox"/> Adjust language choices according to audience</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust language choices according to purpose</li> <li><input type="checkbox"/> Adjust language choices according to task</li> <li><input type="checkbox"/> Adjust language choices according to audience</li> </ul>

Grade 2  
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p><b>Skills:</b> With oral sentence frames &amp; substantial prompting and support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate active listening to read-alouds</li> <li><input type="checkbox"/> Demonstrate active listening to oral presentations</li> <li><input type="checkbox"/> Ask and answer basic questions</li> </ul>	<p><b>Skills:</b> With oral sentence frames and occasional prompting and support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate active listening to read-alouds</li> <li><input type="checkbox"/> Demonstrate active listening to oral presentations</li> <li><input type="checkbox"/> Ask and answer detailed questions</li> </ul>	<p><b>Skills:</b> With minimal prompting and light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate active listening to read-alouds</li> <li><input type="checkbox"/> Demonstrate active listening to oral presentations</li> <li><input type="checkbox"/> Ask and answer detailed questions</li> </ul>

Grade 2  
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>6. Reading/viewing closely</b> 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.</p>	<p><b>6. Reading/viewing closely</b> 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.</p>	<p><b>6. Reading/viewing closely</b> 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.</p>
<p><b>Skills:</b> With substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas</li> <li><input type="checkbox"/> Describe phenomena</li> <li><input type="checkbox"/> Describe text elements</li> <li><input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding when viewing of multimedia</li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas in greater detail</li> <li><input type="checkbox"/> Describe phenomena in greater detail</li> <li><input type="checkbox"/> Describe text elements in greater detail</li> <li><input type="checkbox"/> Demonstrate understanding of a variety of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding when viewing of multimedia</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas using key details</li> <li><input type="checkbox"/> Describe phenomena using key details</li> <li><input type="checkbox"/> Describe text elements using key details</li> <li><input type="checkbox"/> Demonstrate understanding of a variety of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding when viewing of multimedia</li> </ul>

Grade 2  
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>7. Evaluating language choices</b> 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.</p>	<p><b>7. Evaluating language choices</b> 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.</p>	<p><b>7. Evaluating language choices</b> Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.</p>
<p><b>Skills:</b> With prompting &amp; substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the language writers/speakers use to present an idea</li> </ul>	<p><b>Skills:</b> With prompting &amp; moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the language writers/speakers use to present an idea</li> <li><input type="checkbox"/> Describe the language writers/speakers use to support an idea</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how well writers/speakers use specific language resources to support an opinion</li> <li><input type="checkbox"/> Describe how well writers/speakers use specific language resources to present an idea</li> </ul>

Grade 2  
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>8. Analyzing language choices</b> 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.</p>	<p><b>8. Analyzing language choices</b> 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.</p>	<p><b>8. Analyzing language choices</b> 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.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how two different frequently used words produce a different effect on the audience.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how two different words with similar meaning produce shades of meaning</li> <li><input type="checkbox"/> Distinguish how two different words with similar meaning produce different effects on the audience</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how multiple different words with similar meaning produce shades of meaning</li> <li><input type="checkbox"/> Distinguish how multiple different words with similar meaning produce different effects on the audience</li> </ul>



Grade 2  
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</p>	<p><b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</p>	<p><b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan very brief oral presentations</li> <li><input type="checkbox"/> Deliver very brief oral presentations</li> <li><input type="checkbox"/> Recount, retell, describe, etc.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan brief oral presentations on a variety of topics</li> <li><input type="checkbox"/> Deliver brief oral presentations on a variety of topics</li> <li><input type="checkbox"/> Retell, describe, etc.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Retell, recount, describe, etc.</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 2 Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>10. Writing</b> 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.</p>	<p><b>10. Writing</b> 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.</p>	<p><b>10. Writing</b> 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.</p>
<p><b>Skills:</b> Collaboratively and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write very short literary &amp; informational texts</li> <li><input type="checkbox"/> Use familiar vocabulary in writing</li> </ul>	<p><b>Skills:</b> Collaboratively and with increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write short literary &amp; informational texts</li> </ul>	<p><b>Skills:</b> Collaboratively and independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write longer literary &amp; informational texts</li> </ul>

Grade 2  
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>11. Supporting opinions</b> Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p><b>11. Supporting opinions</b> 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.</p>	<p><b>11. Supporting opinions</b> Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing some textual evidence</li> <li><input type="checkbox"/> Support opinions by providing relevant background knowledge</li> <li><input type="checkbox"/> Refer to text evidence or content knowledge, etc.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing increasingly detailed textual evidence</li> <li><input type="checkbox"/> Support opinions by providing relevant background knowledge about the content</li> <li><input type="checkbox"/> Provide examples from the text, etc.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing detailed textual evidence</li> <li><input type="checkbox"/> Support opinions by providing relevant background knowledge about the content</li> <li><input type="checkbox"/> Persuade others by providing good reasons</li> <li><input type="checkbox"/> Persuade others by providing detailed textual evidence</li> <li><input type="checkbox"/> Persuade others by providing relevant background knowledge about the content</li> <li><input type="checkbox"/> Provide specific examples from the text, etc.</li> </ul>

Grade 2  
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>12. Selecting language resources</b></p> <p>a. Retell texts and recount experiences by using key-words.</p> <p>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.</p>	<p><b>12. Selecting language resources</b></p> <p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>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.</p>	<p><b>12. Selecting language resources</b></p> <p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>) to create an effect, precision, and shades of meaning while speaking and writing.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using key words</li> <li><input type="checkbox"/> Recount experience using key-words</li> <li><input type="checkbox"/> Use a select number of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a select number of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use words to add detail</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using complete sentences &amp; key words</li> <li><input type="checkbox"/> Recount experience using complete sentences &amp; key words</li> <li><input type="checkbox"/> Use a select number of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a select number of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use words to add detail</li> <li><input type="checkbox"/> Use words to create an effect</li> <li><input type="checkbox"/> Use words to create shades of meaning</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using increasingly detailed complete sentences &amp; key words</li> <li><input type="checkbox"/> Recount experience using increasingly detailed complete sentences &amp; key words</li> <li><input type="checkbox"/> Use a wide variety of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a wide variety of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use synonyms while speaking &amp; writing</li> <li><input type="checkbox"/> Use antonyms while speaking &amp; writing</li> <li><input type="checkbox"/> Use non-literal language while speaking &amp; writing</li> <li><input type="checkbox"/> Use words to create an effect</li> <li><input type="checkbox"/> Use words to create precision</li> <li><input type="checkbox"/> Use words to create shades of meaning</li> </ul>

Grade 2  
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p><b>1. Understanding text structure</b> 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.</p>	<p><b>1. Understanding text structure</b> 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</p>	<p><b>1. Understanding text structure</b> 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.</p>
<p><b>Skills:</b> In shared language activities guided by teacher, with peers, and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> Apply understanding of how different text types are organized to composing texts</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> Apply understanding of how different text types are organized to composing texts</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply understanding of how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> Apply understanding of how different text types are organized to writing texts</li> </ul>

Grade 2  
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p><b>2. Understanding cohesion</b> 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.</p>	<p><b>2. Understanding cohesion</b> 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.</p>	<p><b>2. Understanding cohesion</b> 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.</p>
<p><b>Skills:</b> In shared language activities guided by teacher, with peers, and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases</li> <li><input type="checkbox"/> Apply these understandings to comprehending texts</li> <li><input type="checkbox"/> Apply these understandings to composing texts</li> <li><input type="checkbox"/> Use connecting words such as <i>today</i> or <i>then</i></li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply understanding of how ideas/ events/reasons are linked throughout a text using a growing number of connecting words or phrases</li> <li><input type="checkbox"/> Apply these understandings to comprehending texts</li> <li><input type="checkbox"/> Apply these understandings to writing texts</li> <li><input type="checkbox"/> Use connecting words &amp; phrases such as <i>after a long time, first, and next</i></li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply understanding of how ideas/events/ reasons are linked throughout a text using a variety of connecting words or phrases</li> <li><input type="checkbox"/> Apply these understandings to comprehending texts</li> <li><input type="checkbox"/> Apply these understandings to writing texts</li> <li><input type="checkbox"/> Use connecting words &amp; phrases such as <i>for example, after that, and suddenly</i></li> </ul>

Grade 2  
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p><b>3. Using verbs and verb phrases</b></p> <p>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.</p> <p>b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>3. Using verbs and verb phrases</b></p> <p>a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</p> <p>b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</p>	<p><b>3. Using verbs and verb phrases</b></p> <p>a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</p> <p>b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use frequently used verbs</li> <li><input type="checkbox"/> Use frequently used verb types</li> <li><input type="checkbox"/> Use simple verb tenses appropriate to the text type and discipline to convey time</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a growing number of verb types</li> <li><input type="checkbox"/> Use a growing number of verb tenses appropriate to the text type and discipline to convey time</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of verb types</li> <li><input type="checkbox"/> Use a wide variety of verb tenses appropriate to the text type and discipline to convey time</li> </ul>

Grade 2  
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p><b>4. Using nouns and noun phrases</b> 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, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>4. Using nouns and noun phrases</b> 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, and the like, with increasing independence.</p>	<p><b>4. Using nouns and noun phrases</b> 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, and the like, independently.</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expand noun phrases in simple ways to enrich the meaning of sentences</li> <li><input type="checkbox"/> Expand noun phrases in simple ways to add details about ideas, people, things</li> <li><input type="checkbox"/> Add familiar adjective to a noun</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expand noun phrases in a growing number of ways to enrich the meaning of sentences</li> <li><input type="checkbox"/> Expand noun phrases in a growing number of ways to add details about ideas, people, things</li> <li><input type="checkbox"/> Add newly learned adjective to a noun</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expand noun phrases in a variety of ways to enrich the meaning of phrases/sentences</li> <li><input type="checkbox"/> Expand noun phrases in a variety of ways to add details about ideas, people, things</li> <li><input type="checkbox"/> Add comparative/superlative adjectives to nouns</li> </ul>



Grade 2  
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p><b>5. Modifying to add details</b> 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.</p>	<p><b>5. Modifying to add details</b> 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.</p>	<p><b>5. Modifying to add details</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li>❑ Expand sentences with frequently used adverbials and prepositional phrases</li> <li>❑ Use adverbials to provide details of time, manner, place, cause, etc., about a familiar activity or process</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li>❑ Expand sentences with a growing number of adverbs and prepositional phrases</li> <li>❑ Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li>❑ Expand sentences with a variety of adverbs, adverb phrases, and prepositional phrases</li> <li>❑ Use adverbials to provide details of time, manner, place, cause, etc.</li> </ul>

Grade 2  
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p><b>6. Connecting ideas</b> 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.</p>	<p><b>6. Connecting ideas</b> 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.</p>	<p><b>6. Connecting ideas</b> 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. → The boy was hungry so he ate a sandwich</i>) independently.</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Combine clauses in a few basic ways to make connections between ideas</li> <li><input type="checkbox"/> Combine clauses in a few basic ways to join ideas</li> <li><input type="checkbox"/> Create compound sentences</li> <li><input type="checkbox"/> Use words such as <i>and, but,</i> and <i>so</i> to join ideas</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Combine clauses in an increasing variety of ways to make connections between ideas</li> <li><input type="checkbox"/> Combine clauses in an increasing variety of ways to join ideas</li> <li><input type="checkbox"/> Create complex sentences</li> <li><input type="checkbox"/> Use words and phrases (<i>because, so that, etc.</i>) to join ideas</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Combine clauses in a wide variety of ways to make connections between ideas</li> <li><input type="checkbox"/> Combine clauses in a wide variety of ways to join ideas</li> <li><input type="checkbox"/> Rearrange simple sentences to form compound sentences</li> <li><input type="checkbox"/> Use words and phrases (<i>and, but, so, because, so that, etc.</i>) join ideas</li> </ul>

Grade 2  
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> → <i>It's green and red</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>7. Condensing ideas</b> 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 rain forest.</i> → <i>It's a green and red plant that's found in the rain forest</i>) to create precise and detailed sentences with increasing independence.</p>	<p><b>7. Condensing ideas</b> 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 rain forest.</i> → <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences independently.</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in simple ways</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words (<i>and etc.</i>) to condense ideas</li> </ul>	<p><b>Skills:</b> With increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in a growing number of ways</li> <li><input type="checkbox"/> Embed clauses</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words and phrases (<i>that and that is etc.</i>) to condense ideas</li> </ul>	<p><b>Skills:</b> Independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in a variety of ways</li> <li><input type="checkbox"/> Embed clauses</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words and phrases such as <i>and</i> and <i>that</i> to condense ideas</li> </ul>