

## Grade 2 ELA Curricular Frameworks with ELL Scaffolds

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

#### Unit 2: 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 2 Reading Literature and Reading Informational

### Unit 2: 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 2 Reading Literature**  
**Unit 2: RL.2.3 and WIDA Standards**

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

## Grade 2 Unit 2 Reading Literature

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.2.3)

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

### Unit 2: 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 poetic features in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of poetic features in L1 and/or in appropriately leveled stories, poems or songs.	Identify poetic features in appropriately leveled stories, poems or songs.	Identify poetic features in approaching grade level stories, poems or songs.	Identify poetic features in grade level stories, poems or songs.
<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="#">Adapted 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>• <a href="#">Adapted 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="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 2 Reading Literature and Reading Informational

### Unit 2: RL.2.5, RI.2.5 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</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.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• WIDA ELD 3, 4, or 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.2.5:</p> <ul style="list-style-type: none"> <li>• Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends.</li> <li>• Describe the parts of a story (beginning and end).</li> <li>• Describe how the parts of the story build from beginning to end.</li> </ul> <p>RI.2.5:</p> <ul style="list-style-type: none"> <li>• Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.</li> <li>• Identify which text features help you find important information about what you’re reading.</li> <li>• Determine how text features (e.g., subheadings, glossaries, bold print, etc.) help you understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Story elements: beginning, middle, end, characters, setting, problem, solution, captions, graphs and charts</li> <li>• <b>LFC:</b> Transition words, prepositional phrases</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.2.5 and RI.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>	Orally describe the structure of a story in L1 and/or in single words, gestures or answering choice questions pointing and gesturing. Answer comprehension questions in L1 by applying information gained from text features and/or in English using gestures and single key words from text read aloud.	Orally describe the overall structure of the story in phrases and short sentences with general vocabulary. Answer comprehension questions in L1 by applying information gained from text features and/or in English using short phrases and key content-based vocabulary from text read aloud.	Orally describe the overall structure of a story in simple sentences with key content based vocabulary. Answer comprehension questions in L1 by applying information gained from text features and/or in English using short phrases and key content-based vocabulary from text read aloud.	Orally describe the overall structure of a story in complete sentences with content based vocabulary. Answer comprehension questions by applying information gained from text features in texts within the grade 1-2 complexity level using complete sentences and some content-based vocabulary.	Orally describe the overall structure of a story in complex, detailed sentences with grade level vocabulary. Answer comprehension questions by applying information gained from text features in grade level text using detailed sentences of varying length and content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Choice Questions</a></li> <li>• <a href="#">L1 text/support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• Sentence Frames</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Graphs</a></li> <li>• <a href="#">Adapted text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Graphs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>



## Grade 2 Unit 2 Reading Information

### Unit 2: RI.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>• None</li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>• Determine the text’s main purpose according to what the author wants the reader to know.</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 2 Reading Information

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.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>	Identify whether the author’s purpose is to explain or describe using L1 and/or by pointing to pictures that represent an explanation or description.	Identify whether the author’s purpose is to answer, explain, or describe using L1 and/or by matching phrases and short sentences with pictures and purpose.	Identify whether the author’s purpose is to answer, explain, or describe producing simple sentences using repetitive structures and key, content-based vocabulary.	Identify whether the author’s purpose is to answer, explain, or describe producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Identify whether the author’s purpose is to answer, explain, or describe using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Guiding questions</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Gestures</a></li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Guiding questions</a></li> <li>• <a href="#">Illustrations</a></li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</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 1 Reading Literature and Reading Informational

### Unit 2: RL.2.7, RI.2.7 and WIDA Standards

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

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe characters, setting, and plot in L1 and/or through illustrations. Describe and explain how an image contributes to the text in L1 and/or repeat single words that match a description of the image using general, content-related vocabulary.	Describe characters, setting, and plot in L1 and or in short phrases with key content based vocabulary. Describe and explain how the images contribute to the text using L1 and/or phrases and short sentences in formulaic sentence patterns.	Describe characters, setting, and plot by in simple sentences with general and key content based vocabulary. Describe and explain how an image contributes to the text producing simple sentences and key, content-based vocabulary.	Describe characters, setting, and plot in complete sentences with some content based vocabulary. Describe and explain how an image contributes to the text producing expanded and some complex sentences with emerging complexity.	Describe characters, setting, and plot in complex, detailed sentences with grade level content based vocabulary. Describe and explain how an image contributes to the text in clear and coherent, complex sentences and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• Teacher model/template</li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Visuals</a></li> <li>• L1 text/support</li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• Teacher model/template</li> <li>• <a href="#">L1 text/support</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Teacher model/template</li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 2 Unit 2 Reading Literature and Reading Informational

### Unit 2: 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</li> </ul>

## Grade 2 Unit 2 Reading Literature and Reading Informational

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.2.10 and RI.2.10)

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/leveled 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> <li>• Word wall</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> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>

## Grade 2 Unit 2 Reading Foundation

### Unit 2: RF.2.3, RF.2.3.B, RF.2.3.E and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <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.B. Decode regularly spelled two-syllable words with long vowels (due to standard realignment, formerly RF.2.3.C).</li> <li>○ RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words (due to standard realignment, formerly RF.2.3.F).</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>• Utilize strategies for decoding two-syllable words in text.</li> <li>• Utilize strategies for decoding irregularly-spelled words in text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Digraph, diphthongs, irregularly spelled words</li> <li>• <b>LFC:</b> Follow directions, sentences with targeted vocabulary</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Reading Foundation

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.2.3, RF.2.3.B and RF.2.3.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Apply vowel pattern rules, when reading common, known, single words. Identify irregularly-spelled, high-frequency, single words.	Apply vowel pattern rules, when reading words and phrases from leveled texts. Identify irregularly-spelled, general, content-based words and phrases.	Apply vowel pattern rules, when reading from leveled texts. Identify irregularly-spelled, key, content-based words in <u>Adapted Texts</u> .	Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels. Identify irregularly – spelled, content-based words in texts with grade 1-2 text complexity levels.	Apply vowel pattern rules, when reading from grade level texts. Identify irregularly-spelled, content-based words in grade-level texts.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Vowel Chart</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">ManipulativesVocabulary Flash 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="#">Partner</a></li> <li>• <a href="#">Vowel Chart</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Manipulatives</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 2 Reading Foundation

### Unit 2: 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.               <ul style="list-style-type: none"> <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> </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>• 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 2 Reading Foundation

### Unit 2: 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>	Read texts with sufficient accuracy and fluency and demonstrate comprehension in L1 and/or read or listen to excerpts of text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read texts with sufficient accuracy and fluency and demonstrate comprehension in L1 and/or read texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read texts with sufficient accuracy and fluency and demonstrate comprehension using simple sentences key content based vocabulary.	Read texts with sufficient accuracy and fluency and demonstrate comprehension using complete sentences and some content based vocabulary.	Read texts with sufficient accuracy and fluency and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
<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>• <a href="#">Word Wall</a> Phonics chart</li> <li>• <a href="#">Illustrations/ Diagrams/ Drawings</a></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> <li>• <a href="#">Illustrations/ Diagrams/ Drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Phonics chart</li> <li>• <a href="#">Illustrations/ Diagrams/ Drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> </ul>

## Grade 2 Unit 2 Reading Foundation

### Unit 2: W.2.3 and WIDA Standards

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 ELD 1, 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>• Include an introduction statement.</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>• Incorporate simple and compound sentence structures.</li><li>• Use linking words (e.g., because, and, also).</li><li>• End with a closing statement.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Narrative, planning, prewriting, revising, editing, draft, rewrite</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 2 Reading Foundation

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.2.3)

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

## Grade 2 Unit 2 Writing

### Unit 2: 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 2 Writing

### Unit 2: 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> <li>• Bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>

## Grade 2 Unit 2 Writing

### Unit 2: 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 2 Writing

### Unit 2: 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 with repetitive grammatical structures.	Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Produce and publish a piece of writing applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
<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 2 Speaking and Listening

### Unit 2: 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 2               <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 text.</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 2 Speaking and Listening

### Unit 2: 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 with repetitive patterns and key content-based vocabulary.	Ask and answer questions to clarify meaning or make connections using complete sentences with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions to clarify meaning or make connections using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<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 2 Speaking and Listening

### Unit 2: SL.2.2 and WIDA Standards

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

## Grade 2 Unit 2 Speaking and Listening

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.2)

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

## Grade 2 Unit 2 Speaking and Listening

### Unit 2: SL.2.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.2.6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</li> <li>• WIDA ELD 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>• Articulate ideas (both verbally and in writing) using complete sentences and ideas.</li> <li>• Provide details or clarifications when speaking as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Sequence, specific to text</li> <li>• <b>LFC:</b> Past tense verbs, perfect aspect (present and past), adverbs of time</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Speaking and Listening

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.2.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Retell a story with main idea and details in sequential order in L1 and/or with single words that represent key concepts and illustrations.	Retell a story with main idea and details in sequential order in L1 and/or with short phrases in formulaic sentences and illustrations.	Retell a story with main idea and details in sequential order using simple sentences with repetitive patterns and key content-based vocabulary.	Retell a story with main idea and details in sequential order using complete sentences with a variety of grammatical structures and content-based vocabulary.	Retell a story following sequence of events with a main idea and details 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="#">Story map</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• <a href="#">Small group</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Illustrations</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Word and picture wall</a></li> <li>• <a href="#">Small group</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Illustrations</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Small group</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Small group</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: L.2.1., L.2.1.A, 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.A. Use collective nouns (e.g., group).</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 little boy watched the movie; The action movie was watched by the little boy).</li> </ul> </li> <li>• WIDA ELD 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>• Define and identify collective nouns in sentences.</li> <li>• Articulate the purpose and use of collective nouns.</li> <li>• Use collective nouns in student writing, not in isolation.</li> <li>• Define and identify adjectives and adverbs when reading, writing or speaking.</li> <li>• Classify adjectives and adverbs in sentences when reading and writing.</li> <li>• Use adjectives and adverbs to appropriately modify words in the sentence.</li> <li>• Define and identify simple and compound sentences when reading and writing.</li> <li>• Classify sentences as simple or compound.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Nouns, pronouns, adjectives, produce, expand, content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Use of collective nouns, reflexive nouns, adjectives, adverbs, simple and compound sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.1., L.2.1.A, 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>	Repeat orally and copy writing by using simple sentences modeled on correct grammar.	Write and /or speak by completing sentences with correct words.	Write and speak newly created simple sentences using correct grammar from sentence frames.	Write and speak about a topic following the rules of grammar with few errors approaching grade level ability.	Write and speak about a topic following the rules of grammar with minimal errors and increasing specificity.
	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 compound 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 compound sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text support</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• Sample sentences</li> <li>• <a href="#">Partner work</a></li> <li>• Illustrations</li> <li>• Pictures</li> <li>• <a href="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text support</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Teacher Modeling</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="#">Teacher Modeling</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="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>



## Grade 2 Unit 2 Language

### Unit 2: L.2.2., L.2.2.A, L.2.2.C, L.2.2.D, 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.A. Capitalize holidays, product names, and geographic names.</li> <li>○ L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</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>• Demonstrate command of the conventions of Standard English capitalization when writing.</li> <li>• Define and identify apostrophes in writing.</li> <li>• Articulate the purpose and use of apostrophes.</li> <li>• Demonstrate command of the conventions of Standard English using apostrophes for contractions and possession when writing.</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, content words to make contractions and possessives, spell, accurate; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Identify parts of speech, sentences with contractions and possessives, apply conventional spelling rules</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.2, L.2.2.A, L.2.2.C, L.2.2.D, 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>	<p>Apply capitalization of familiar, known words and apply correct usage of an apostrophe to form contractions and possessives in isolation.</p> <p>Clarify the spelling and meaning of key words. Demonstrate command of spelling conventions for high-frequency vocabulary words.</p>	<p>Apply capitalization in names and dates and apply the use of an apostrophe to form contractions and possessives in isolation and in phrases.</p> <p>Clarify the spelling and meaning of words or phrases.</p> <p>Demonstrate command of spelling conventions for selected vocabulary.</p>	<p>Apply capitalizations in names, dates, places and use an apostrophe to form contractions and possessives in controlled writing tasks.</p> <p>Determine or clarify the spelling and meaning of key words.</p> <p>Demonstrate command of spelling conventions for key vocabulary.</p>	<p>Apply correct usage of capitalization and use an apostrophe to form contractions and possessives in writing expanded and some complex sentences.</p> <p>Determine the spelling and meaning of key words.</p> <p>Demonstrate command of spelling conventions for key vocabulary.</p>	<p>Apply correct usage of capitalization and use an apostrophe to form contractions and possessives in extended writing on grade-level topics.</p> <p>Determine the spelling and precise meaning of key words.</p> <p>Demonstrate command of spelling conventions for new vocabulary.</p>
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text support</a></li> <li>• Reference materials</li> <li>• Capitalization poster</li> <li>• <a href="#">Sentence Frame</a></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 text support</a></li> <li>• Reference materials</li> <li>• Capitalization poster</li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Capitalization poster</li> <li>• <a href="#">Template</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Teacher Modeling</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Capitalization poster</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: 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></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 2 Language

### Unit 2: 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 2 Language

### Unit 2: L.2.4, L.2.4.A, L.2.4.B, L.2.4.D, L.2.4.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <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.A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <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.D. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>○ L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</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> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words.</li> <li>• Use compound word analysis 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> Guide words, alphabetizing, prefixes, root words</li> <li>• <b>LFC:</b> Identify parts of speech, root words, prefixes specific to text, grade specific compound words</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.4.A, L.2.4.B, L.2.4.D, L.2.4.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Determine or clarify the meaning of key words by using L1 and/or by locating the correct words and pictures.	Determine or clarify the meaning of words or phrases by using L1 and/or using short phrases and drawings.	Determine or clarify the meaning of key words by using a series of simple, related sentences.	Determine or clarify meaning of key words by using expanded and some complex sentences.	Determine or clarify the precise meaning of key words by using multiple, complex sentences.
	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to pictures;	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to sentence frames.	Identify the meaning of previously taught, key vocabulary words with added affixes from adapted texts.	Identify the meaning of previously taught, key vocabulary words with added affixes in grade level band.	Identify the meaning of new words containing prefixes from grade-level texts.
<b>Learning Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• Reference materials</li> <li>• <a href="#">Word/picture Bank</a></li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 text and/or support</a></li> <li>• Reference materials</li> <li>• <a href="#">Word/picture Bank</a></li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 2 Unit 2 Language

### Unit 2: L.2.5, L.2.5.A and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <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> </ul> </li> <li>• WIDA ELD 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.</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 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.2.5, L.2.5.A.)**

<b>Outcomes, Scaffolds, and Supports</b>	<b>ELP Level 1</b>	<b>ELP Level 2</b>	<b>ELP Level 3</b>	<b>ELP Level 4</b>	<b>ELP Level 5</b>
<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 2 Language

### Unit 2: 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 1, 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 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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-aloud activities in L1 and/or use words and gestures to identify symbols, icons, and environmental print.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in L1 and/or in phrases and short sentences with illustrations.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in multiple, simple sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in expanded and some complex sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-aloud activities in multiple, complex sentences.
<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>