

# Grades 2-3

An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 2-3.1

**1 use a very limited set of strategies from read-alouds, simple written texts, and oral presentations to:** 2-3.1.1

a identify a few key words and phrases 2-3.1.1.A

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**2 use an emerging set of strategies from read-alouds, simple written texts, and oral presentations to:** 2-3.1.2

a identify some key words and phrases 2-3.1.2.A

b identify the main topic or message/lesson 2-3.1.2.B

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**3 use a developing set of strategies from read-alouds, simple written texts, and oral presentations to:** 2-3.1.3

a identify the main topic or message 2-3.1.3.A

b answer questions 2-3.1.3.B

c retell some key details 2-3.1.3.C

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**4 use an increasing range of strategies from read-alouds, written texts, and oral presentations. to:** 2-3.1.4

a determine the main idea or message 2-3.1.4.A

b identify or answer questions about some key details that support the main idea/message 2-3.1.4.B

c retell a variety of stories 2-3.1.4.C

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**5 use a wide range of strategies to:** 2-3.1.5

a determine the main idea or message 2-3.1.5.A

b tell how key details support the main idea 2-3.1.5.B

c retell a variety of stories 2-3.1.5.C

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An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 2-3.2

**1 about familiar topics.** 2-3.2.1

a listen to and occasionally participate in short conversations 2-3.2.1.A

b respond to simple yes/no and some wh-questions. 2-3.2.1.B

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**2 about familiar topics.** 2-3.2.2

- a participate in short conversations, discussions, and written exchanges 2-3.2.2.A
  - b take turns 2-3.2.2.B
  - c respond to simple yes/no and wh- questions 2-3.2.2.C
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**3 about familiar topics and texts.** 2-3.2.3

- a participate in short discussions and written exchanges 2-3.2.3.A
  - b follow the rules for discussion 2-3.2.3.B
  - c ask questions to gain information or clarify understanding 2-3.2.3.C
  - d respond to the comments of others 2-3.2.3.D
  - e contribute his or her own comments 2-3.2.3.E
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**4 about a variety of topics and texts.** 2-3.2.4

- a participate in discussions, conversations, and written exchanges 2-3.2.4.A
  - b follow the rules for discussion 2-3.2.4.B
  - c ask and answer questions 2-3.2.4.C
  - d build on the ideas of others 2-3.2.4.D
  - e contribute his or her own ideas 2-3.2.4.E
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**5 about a variety of topics and texts.** 2-3.2.5

- a participate in extended discussions, conversations, and written exchanges 2-3.2.5.A
  - b follow the rules for discussion 2-3.2.5.B
  - c ask and answer questions 2-3.2.5.C
  - d build on the ideas of others 2-3.2.5.D
  - e express his or her own ideas 2-3.2.5.E
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**An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.** 2-3.3

**1 about familiar texts, topics, experiences, or events.** 2-3.3.1

- a communicate simple information 2-3.3.1.A
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**2 about familiar texts, topics, experiences, or events.** 2-3.3.2

- a deliver simple oral presentations 2-3.3.2.A
  - b compose written texts 2-3.3.2.B
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**3 about familiar texts, topics, experiences, or events.** 2-3.3.3

- a deliver short oral presentations 2-3.3.3.A
- b compose written narratives 2-3.3.3.B
- c compose informational texts 2-3.3.3.C

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**4 about a variety of texts, topics, experiences, or events.** 2-3.3.4

- a deliver short oral presentations 2-3.3.4.A
  - b compose written narratives 2-3.3.4.B
  - c compose informational texts 2-3.3.4.C
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**5 with some details, about a variety of texts, topics, experiences, or events.** 2-3.3.5

- a deliver oral presentations 2-3.3.5.A
  - b compose written narratives 2-3.3.5.B
  - c compose informational texts 2-3.3.5.C
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**An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.** 2-3.4

**1 about a familiar topic.** 2-3.4.1

- a express an opinion 2-3.4.1.A
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**2 about a familiar topic or story.** 2-3.4.2

- a express an opinion 2-3.4.2.A
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**3 about a familiar topic or story.** 2-3.4.3

- a express an opinion 2-3.4.3.A
  - b give one or more reasons for the opinion 2-3.4.3.B
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**4 about a variety of topics.** 2-3.4.4

- a introduce a topic 2-3.4.4.A
  - b express opinions 2-3.4.4.B
  - c give several reasons for the opinions 2-3.4.4.C
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**5 about a variety of topics.** 2-3.4.5

- a introduce a topic 2-3.4.5.A
  - b express opinions 2-3.4.5.B
  - c give several reasons for the opinions 2-3.4.5.C
  - d provide a concluding statement 2-3.4.5.D
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**An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.** 2-3.5

**1 with prompting and support,** 2-3.5.1

- a carry out short individual or shared research projects 2-3.5.1.A
- b gather information from provided sources 2-3.5.1.B
- c label information. 2-3.5.1.C

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**2 with prompting and support,** 2-3.5.2

- a carry out short individual or shared research projects 2-3.5.2.A
  - b recall information from experience 2-3.5.2.B
  - c gather information from provided sources 2-3.5.2.C
  - d record some information/observations in simple notes. 2-3.5.2.D
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**3 with prompting and support,** 2-3.5.3

- a carry out short individual or shared research projects 2-3.5.3.A
  - b recall information from experience 2-3.5.3.B
  - c gather information from provided sources 2-3.5.3.C
  - d record information/ observations in orderly notes. 2-3.5.3.D
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**4 with prompting and support,** 2-3.5.4

- a carry out short individual or shared research projects, 2-3.5.4.A
  - b recall information from experience 2-3.5.4.B
  - c gather information from multiple sources 2-3.5.4.C
  - d sort evidence into provided categories. 2-3.5.4.D
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**5 Level 5** 2-3.5.5

- a carry out short individual or shared research projects, 2-3.5.5.A
  - b recall information from experience 2-3.5.5.B
  - c gather information from multiple sources 2-3.5.5.C
  - d sort evidence into categories. 2-3.5.5.D
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**An ELL can analyze and critique the arguments of others orally and in writing.** 2-3.6

**1 with prompting and support,** 2-3.6.1

- a use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 2-3.6.1.A
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**2 with prompting and support,** 2-3.6.2

- a identify a reason an author or a speaker gives to support the main point. 2-3.6.2.A
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**3 Level 3** 2-3.6.3

- a tell how one or two reasons support the main point an author or a speaker makes. 2-3.6.3.A
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**4 Level 4** 2-3.6.4

- a tell how one or two reasons support the specific points an author or a speaker makes. 2-3.6.4.A

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**5 Level 5** 2-3.6.5

- a describe how reasons support the specific points an author or a speaker makes. 2-3.6.5.A
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**An ELL can adapt language choices to purpose, task, and audience when speaking and writing.** 2-3.7

**1 Level 1** 2-3.7.1

- a recognize the meaning of some words learned through conversations, reading, and being read to. 2-3.7.1.A
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**2 Level 2** 2-3.7.2

- a show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom 2-3.7.2.A
  - b use some words learned through conversations, reading, and being read to. 2-3.7.2.B
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**3 Level 3** 2-3.7.3

- a compare examples of the formal and informal use of English 2-3.7.3.A
  - b (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 2-3.7.3.B
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**4 Level 4** 2-3.7.4

- a adapt language choices, as appropriate, to formal and informal contexts 2-3.7.4.A
  - b (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 2-3.7.4.B
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**5 Level 5** 2-3.7.5

- a adapt language choices, as appropriate, to formal and informal contexts 2-3.7.5.A
  - b (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 2-3.7.5.B
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**An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.** 2-

3.8

**1 relying heavily on visual aids, context, and knowledge of morphology in his or her native language, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 2-3.8.1

- a recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions 2-3.8.1.A
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**2 using context, visual aids, and knowledge of morphology in his or her native language, in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events.** 2-3.8.2

- a ask and answer questions about the meaning of frequently occurring words, phrases, and expressions 2-3.8.2.A

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**3 using context, some visual aids, reference materials, and a developing knowledge of English morphology, in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 2-3.8.3

- a determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions 2-3.8.3.A

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**4 using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.** 2-3.8.4

- a determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions 2-3.8.4.A
- b (at Grade 3) some general academic and content-specific vocabulary 2-3.8.4.B

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**5 using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), in oral presentations and written texts about a variety of topics, experiences, or events.** 2-3.8.5

- a determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions 2-3.8.5.A
- b (at Grade 3) some general academic and content-specific vocabulary 2-3.8.5.B

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**An ELL can create clear and coherent grade-appropriate speech and text.** 2-3.9

**1 with support (including context and visual aids), and using nonverbal communication,** 2-3.9.1

- a communicate simple information about an event or topic 2-3.9.1.A
- b use a narrow range of vocabulary and syntactically simple sentences with limited control. 2-3.9.1.B

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**2 with support (including visual aids and modeled sentences),** 2-3.9.2

- a communicate simple information about a topic 2-3.9.2.A
- b recount two events in sequence 2-3.9.2.B
- c use frequently occurring linking words (e.g., and, then) with emerging control. 2-3.9.2.C

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**3 with support (including modeled sentences),** 2-3.9.3

- a present a few pieces of information about a topic 2-3.9.3.A
- b recount a short sequence of events 2-3.9.3.B
- c use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 2-3.9.3.C

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**4 with increasingly independent control, 2-3.9.4**

- a introduce an informational topic 2-3.9.4.A
  - b present facts about the topic 2-3.9.4.B
  - c recount a sequence of events, using temporal words (before, after, soon) 2-3.9.4.C
  - d use linking words (e.g., because, and, also) to connect ideas or events. 2-3.9.4.D
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**5 with independent control, 2-3.9.5**

- a introduce an informational topic 2-3.9.5.A
  - b present facts about the topic 2-3.9.5.B
  - c use temporal words to recount a coherent sequence of events 2-3.9.5.C
  - d use linking words (e.g., because, and, also) to connect ideas and events 2-3.9.5.D
  - e provide a concluding statement about the topic. 2-3.9.5.E
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**An ELL can make accurate use of standard English to communicate in gradeappropriate speech and writing. 2-3.10**

**1 with support (including context and visual aids), 2-3.10.1**

- a understand and use a small number of frequently occurring nouns and verbs 2-3.10.1.A
  - b respond to simple questions. 2-3.10.1.B
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**2 with support (including visual aids and modeled sentences), 2-3.10.2**

- a recognize and use some frequently occurring collective nouns (e.g. group) 2-3.10.2.A
  - b recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions 2-3.10.2.B
  - c produce simple sentences in response to prompts. 2-3.10.2.C
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**3 with support (including modeled sentences), 2-3.10.3**

- a use some collective nouns 2-3.10.3.A
  - b use the past tense of some frequently occurring irregular verbs 2-3.10.3.B
  - c use some frequently occurring adjectives, adverbs, and conjunctions 2-3.10.3.C
  - d produce and expand simple and some compound sentences. 2-3.10.3.D
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**4 Level 4 2-3.10.4**

- a use collective nouns 2-3.10.4.A
- b use the past tense of frequently occurring irregular verbs 2-3.10.4.B
- c use an increasing number of adjectives, adverbs, and conjunctions 2-3.10.4.C
- d produce and expand simple, compound, and (at Grade 3) a few complex sentences. 2-3.10.4.D

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**5 Level 5** 2-3.10.5

- a use collective and commonly occurring abstract nouns (e.g. childhood) 2-3.10.5.A
- b use the past tense of frequently occurring irregular verbs 2-3.10.5.B
- c use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs 2-3.10.5.C
- d produce and expand simple, compound, and (at Grade 3) some complex sentences. 2-3.10.5.D