California English Language Development

Grade 2

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases. ELD.PI.2.1.EM

   Ex. 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. ELD.PI.2.1.EX

   Br. 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. ELD.PI.2.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.2.2.EM

   Ex. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.2.2.EX

   Br. 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. ELD.PI.2.2.BR

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3. Offering and supporting opinions and negotiating with others in communicative exchanges

    Em. Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor. ELD.PI.2.3.EM

    Ex. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like. ELD.PI.2.3.EX

    Br. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like. ELD.PI.2.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

    Em. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults. ELD.PI.2.4.EM

    Ex. 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. ELD.PI.2.4.EX

    Br. 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. ELD.PI.2.4.BR

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively to spoken English in a range of social and academic contexts

    Em. Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support. ELD.PI.2.5.EM

    Ex. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support. ELD.PI.2.5.EX

    Br. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. ELD.PI.2.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

   Em. 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. ELD.PI.2.6.EM

   Ex. 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. ELD.PI.2.6.EX

   Br. 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. ELD.PI.2.6.BR

7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

   Em. 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. ELD.PI.2.7.EM

   Ex. 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. ELD.PI.2.7.EX

   Br. 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. ELD.PI.2.7.BR

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience. ELD.PI.2.8.EM

   Ex. Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience. ELD.PI.2.8.EX

   Br. Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience. ELD.PI.2.8.BR

C. Productive (creation of oral presentations and written texts)

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9. Expressing information and ideas in formal oral presentations on academic topics

    Em. Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture). ELD.PI.2.9.EM

    Ex. Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal). ELD.PI.2.9.EX

    Br. 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). ELD.PI.2.9.BR

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. 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. ELD.PI.2.10.EM

    Ex. 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. ELD.PI.2.10.EX

    Br. 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. ELD.PI.2.10.BR

11. Supporting own opinions and evaluating others' opinions in speaking and writing

    Em. Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). ELD.PI.2.11.EM

    Ex. 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. ELD.PI.2.11.EX

    Br. 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. ELD.PI.2.11.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Retell texts and recount experiences by using key words. ELD.PI.2.12A.EM

    Em. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing. ELD.PI.2.12B.EM

    Ex. Retell texts and recount experiences using complete sentences and key words. ELD.PI.2.12A.EX

    Ex. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. ELD.PI.2.12B.EX

    Br. Retell texts and recount experiences using increasingly detailed complete sentences and key words. ELD.PI.2.12A.BR

    Br. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing. ELD.PI.2.12B.BR

Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

    Em. 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. ELD.PII.2.1.EM

    Ex. 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. ELD.PII.2.1.EX

    Br. 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. ELD.PII.2.1.BR

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2. Understanding cohesion

   Em. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. ELD.PII.2.2.EM

   Ex. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence. ELD.PII.2.2.EX

   Br. Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently. ELD.PII.2.2.BR

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

   Em. 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. ELD.PII.2.3A.EM

   Em. 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. ELD.PII.2.3B.EM

   Ex. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. ELD.PII.2.3A.EX

   Ex. 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. ELD.PII.2.3B.EX

   Br. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. ELD.PII.2.3A.BR

   Br. 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. ELD.PII.2.3B.BR

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4. Using nouns and noun phrases

   Em. 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. ELD.PII.2.4.EM

   Ex. 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. ELD.PII.2.4.EX

   Br. 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. ELD.PII.2.4.BR

5. Modifying to add details

   Em. Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) 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. ELD.PII.2.5.EM

   Ex. 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. ELD.PII.2.5.EX

   Br. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently. ELD.PII.2.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently. ELD.PII.2.6.EM

   Ex. Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence. ELD.PII.2.6.EX

   Br. 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., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently. ELD.PII.2.6.BR

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7. Condensing ideas

   Em. Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently. ELD.PII.2.7.EM

   Ex. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the rain forest) to create precise and detailed sentences with increasing independence. ELD.PII.2.7.EX

   Br. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences independently. ELD.PII.2.7.BR

Using Foundational Literacy Skills

Oral Skills

Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 2

2. RF.K.2 RF.K.2

2. RF.1.2 RF.1.2

Review of Phonological Awareness skills as needed.

Print Skills

Print Concepts

1 Demonstrate understanding of the organization and basic features of print. 1

1. RF.K.1 RF.K.1

1. RF.1.1 RF.1.1

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA 3

3. RF.K.3 RF.K.3

3. RF.1.3 RF.1.3

3. RF.2.3 RF.2.3

Fluency

4 Read with sufcient accuracy and fuency to support comprehension. 4

4. RF.2.4 RF.2.4

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