

Grades 2-3

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

3.1

- 1 with prompting and supports, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts, and oral presentations **LEVEL .1**

- 2 with prompting and supports, use an emerging set of strategies to: identify some key words and phrases and identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations **LEVEL .2**

- 3 with guidance and supports, use a developing set of strategies to: identify the main topic or message and answer questions and retell some key details from read-alouds, simple written texts, and oral presentations **LEVEL .3**

- 4 use an increasing range of strategies to: determine the main idea or message and identify or answer questions about some key details that support the main idea/message and retell a variety of stories from read-alouds, written texts, and oral presentations **LEVEL .4**

- 5 use a wide range of strategies to: determine the main idea or message and tell how key details support the main idea and retell a variety of stories from read-alouds, written texts, and oral communications **LEVEL .5**

An EL 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 with prompting and supports, actively listen to others and occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words and respond verbally and nonverbally to yes/no and some wh- questions about familiar topics **LEVEL .1**

- 2 with prompting and supports, actively listen to others and participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words and take turns and respond to yes/no and wh-questions about familiar topics **LEVEL .2**

- 3 with guidance and supports, participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words and follow the rules for discussion and ask questions to gain information or clarify understanding and respond to the comments of others and contribute his or her own comments about familiar topics and texts **LEVEL .3**

4 participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words and follow the rules for discussion and ask and answer questions to gain information or clarify understanding • build on the ideas of others and contribute his or her own ideas about a variety of topics and texts **LEVEL . 4**

5 participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words and follow the rules for discussion and ask and answer questions to gain information or clarify understanding and build on the ideas of others and express his or her own ideas about a variety of topics and texts **LEVEL . 5**

An EL can speak and write about grade-appropriate complex literary and informational texts and topics. **2-3.3**

1 with prompting and supports, communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment **LEVEL . 1**

2 with prompting and supports, deliver basic oral presentations and compose short written texts with drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events **LEVEL . 2**

3 with guidance and supports, deliver short oral presentations and compose written narratives with drawings or illustrations and compose informational texts with drawings and illustrations and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events **LEVEL . 3**

4 including key details, deliver short oral presentations and compose written narratives and compose informational texts and use illustrations, when useful and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events **LEVEL . 4**

5 including relevant general and specific details, deliver oral presentations and compose written narratives and compose informational texts and use illustrations, when useful and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events **LEVEL . 5**

An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. **2-3.4**

1 with prompting and supports, verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences **LEVEL . 1**

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- 2** with prompting and supports, express an opinion and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events **LEVEL . 2**

 - 3** with guidance and supports, express an opinion and give one or more reasons for the opinion and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events **LEVEL . 3**

 - 4** introduce a topic and express opinions and give several reasons for the opinions and provide a concluding statement and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events **LEVEL . 4**

 - 5** introduce a topic and express opinions and create an organizational structure and give several reasons for the opinions and provide a concluding statement and use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events **LEVEL . 5**
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An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 2-3.5

- 1** with prompting and supports, conduct short individual or shared research projects to answer a question and gather information from provided sources and label information **LEVEL . 1**

 - 2** with prompting and supports, conduct short individual or shared research projects to answer a question and recall information from experience and gather information from provided sources and label information and record some information/observations in simple notes **LEVEL . 2**

 - 3** with guidance and supports, conduct short individual or shared research projects to answer a question and recall information from experience and gather information from provided sources and label and sort information into provided categories and record information/ observations in orderly notes. and present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful **LEVEL . 3**

 - 4** conduct short individual or shared research projects to answer a question and recall information from experience and gather information from multiple print and digital sources and sort evidence into provided categories. and record information/ observations in orderly notes. and present findings to a small or large group in an oral or written text using drawings or illustrations, when useful **LEVEL . 4**

 - 5** conduct short individual or shared research projects to answer a question and recall information from experience and gather information from multiple print and digital sources and sort evidence into categories. and record key information/ observations in orderly notes. and present findings to a small or large group in an oral or written text using drawings or illustrations, when useful **LEVEL . 5**
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An EL can analyze and critique the arguments of others orally and in writing. 2-3.6

- 1** with prompting and supports, use a few frequently occurring words and phrases to identify a point an author or a speaker makes **LEVEL . 1**
- 2** with prompting and supports, identify the main point of an author or speaker and identify a reason an author or a speaker gives to support the main point **LEVEL . 2**
- 3** with guidance and supports, identify the main point of an author or speaker and tell how one or two reasons support the main point an author or a speaker makes **LEVEL . 3**
- 4** identify the main point of an author or speaker and tell how one or two reasons support the specific points an author or a speaker makes **LEVEL . 4**
- 5** identify the main point of an author or speaker and describe how reasons support the specific points an author or a speaker makes **LEVEL . 5**

An EL can adapt language choices to purpose, task, and audience when speaking and writing. 2-3.7

- 1** with prompting and supports, repeat and use frequently occurring words and phrases and recognize the meaning of high frequency words learned through conversations, reading, and being read to **LEVEL . 1**
- 2** with prompting and supports, recognize and use some words learned through conversations, reading, and being read to and recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom **LEVEL . 2**
- 3** with guidance and supports, demonstrate awareness of differences between social language and language appropriate to the classroom and (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions **LEVEL . 3**
- 4** adapt language choices, as appropriate, to formal and social contexts and (at Grade 3), use general academic and content-specific words in conversations and discussions **LEVEL . 4**
- 5** adapt language choices, as appropriate, to formal and social contexts and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts **LEVEL . 5**

An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.8

- 1** relying on visual aids, context, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events **LEVEL . 1**
- 2** using context, visual aids, and knowledge of morphology in the native language, ask and answer simple questions about the meaning of frequently occurring words, phrases, and formulaic expressions in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events **LEVEL . 2**

3 using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, readalouds, and written texts about familiar topics, experiences, or events **LEVEL . 3**

4 using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions and (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral discourse, readalouds, and written texts about a variety of topics, experiences, or events **LEVEL . 4**

5 using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes), determine the meaning of words, phrases, and idiomatic expressions and (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events **LEVEL . 5**

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

1 with prompting and supports, communicate basic information about an event or topic and use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to **LEVEL . 1**

2 with prompting and supports, communicate basic information about a topic and retell a short sequence of events or familiar story and use frequently occurring linking words (e.g., and, then) **LEVEL . 2**

3 with guidance and supports, present information about a topic and retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast and use common linking words (e.g., and, but, next, after) to connect ideas or events **LEVEL . 3**

4 introduce an informational topic and present facts about the topic and recount a sequence of events, using temporal words (before, after, soon) including key details, or explain a process, description, or comparison and contrast and use linking words (e.g., because, and, also) to connect ideas or events and provide some sense of closure **LEVEL . 4**

5 introduce an informational topic and present facts about the topic and use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast and use linking words (e.g., because, and, also) to connect ideas and events and provide a concluding statement about the topic **LEVEL . 5**

An EL can make accurate use of standard English to communicate in grade-appropriate

1 with prompting and supports, understand and use a small number of frequently occurring nouns and verbs and respond to simple yes/no questions about familiar topics **LEVEL . 1**

speech and writing. 2-

3.10

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- 2** with prompting and supports, recognize and use some frequently occurring collective nouns (e.g. group) and frequently occurring irregular plural nouns (e.g. children) and recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions and produce simple sentences in response to prompts about familiar topics **LEVEL . 2**
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- 3** with guidance and supports, use some collective nouns and use the past tense of some frequently occurring irregular verbs and use some frequently occurring adjectives, adverbs, and conjunctions and produce and expand simple and some compound sentences **LEVEL . 3**
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- 4** use collective nouns and use the past tense of frequently occurring irregular verbs and use an increasing number of adjectives, adverbs, and conjunctions and (at Grade 3) use comparative and superlative adjectives and adverbs and produce and expand simple, compound, and (at Grade 3) a few complex sentences **LEVEL . 4**
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- 5** use collective and commonly occurring abstract nouns (e.g. childhood) and reflexive pronouns and use the past tense of frequently occurring irregular verbs and use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs and (at Grade 3) use comparative and superlative adjectives and adverbs and produce and expand simple, compound, and (at Grade 3) some complex sentences **LEVEL . 5**