## Grade 2
### Part I Standard 1

**English Language Proficiency (teach toward the next level)**

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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
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</tbody>
</table>

1. **Exchanging information and ideas**
   - Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases.

   **Skills:**
   - Contribute to conversations
   - Express ideas
   - Ask *yes-no* and *wh-* questions
   - Answer *yes-no* and *wh-* questions
   - Respond using gestures, words, and learned phrases

1. **Exchanging information and ideas**
   - 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.

   **Skills:**
   - Contribute to discussions
   - Engage in sustained dialogue
   - Listen attentively
   - Follow turn-taking rules
   - Ask relevant questions
   - Affirm the responses of others
   - Add relevant information

1. **Exchanging information and ideas**
   - 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.

   **Skills:**
   - Contribute to class, group, and partner discussions
   - Engage in sustained dialogue
   - Listen attentively
   - Follow turn-taking rules
   - Ask relevant questions
   - Affirm the responses of others
   - Add pertinent information
   - Build on responses
   - Provide useful feedback

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 2
Part I Standard 2

English Language Proficiency (teach toward the next level)

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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
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<tr>
<td><strong>2. Interacting via written English</strong> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
<td><strong>2. Interacting via written English</strong> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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</tbody>
</table>

**Skills:**
- Collaborate with peers on joint writing projects of short informational & literary texts
- Use technology where appropriate for writing

- Collaborate with peers on joint writing projects of longer informational & literary texts
- Use technology where appropriate for writing

- Collaborate with peers on joint writing projects of a variety of longer informational & literary texts
- Use technology where appropriate for writing
# Grade 2
## Part I Standard 3

**English Language Proficiency (teach toward the next level)**

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<td>Bridging</td>
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<tr>
<td><strong>3. Offering opinions</strong></td>
<td>Offer opinions and negotiate with others in conversations using learned phrases (e.g., <em>I think X.</em>), as well as open responses, in order to gain and/or hold the floor.</td>
<td>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, but X.</em>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <em>That’s a good idea, but X.</em>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
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</tbody>
</table>

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use learned phrases in conversations (e.g., *I think X.*)
- Use open responses in conversations
- Gain and/or hold the floor

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use an expanded set of learned phrases in conversations (e.g., *I agree with X, but X.*)
- Use open responses in conversations
- Gain and/or hold the floor
- Provide counterarguments

**Skills:**
- Offer opinions in conversations
- Negotiate with others in conversations
- Use a variety of learned phrases in conversations (e.g., *That’s a good idea, but X.*)
- Use open responses in conversations
- Gain and/or hold the floor
- Provide counterarguments
- Elaborate on an idea
## Grade 2
### Part I Standard 4

### English Language Proficiency (teach toward the next level)

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<tr>
<td><strong>Bridging</strong></td>
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</table>

### 4. Adapting language choices
- **Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.**

- **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.**

- **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.**

### Skills:
- **With substantial support...**
  - Recognize that language choices & vocabulary vary according to social setting
- **With moderate support...**
  - Adjust language choices according to purpose
  - Adjust language choices according to task
  - Adjust language choices according to audience
- **With light support...**
  - Adjust language choices according to purpose
  - Adjust language choices according to task
  - Adjust language choices according to audience

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## Grade 2
### Part I Standard 5

**English Language Proficiency (teach toward the next level)**

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<tr>
<td><strong>5. Listening actively</strong></td>
<td>Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</td>
</tr>
</tbody>
</table>

**Skills:**

- With oral sentence frames & substantial prompting and support...
  - Demonstrate active listening to read-alouds
  - Demonstrate active listening to oral presentations
  - Ask and answer basic questions

- With oral sentence frames and occasional prompting and support...
  - Demonstrate active listening to read-alouds
  - Demonstrate active listening to oral presentations
  - Ask and answer detailed questions

- With minimal prompting and light support...
  - Demonstrate active listening to read-alouds
  - Demonstrate active listening to oral presentations
  - Ask and answer detailed questions

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**Title**: ELD Standards Unpacking: A Look at Skills and Language Resources

**Grade 2**

**Part I Standard 6**

**English Language Proficiency (teach toward the next level)**

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</table>

### 6. Reading/viewing closely

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.

### 6. Reading/viewing closely

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.

### 6. Reading/viewing closely

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.

**Skills:**

**With substantial support...**
- Describe ideas
- Describe phenomena
- Describe text elements
- Demonstrate understanding of a select set of grade-level texts
- Demonstrate understanding when viewing of multimedia

**With moderate support...**
- Describe ideas in greater detail
- Describe phenomena in greater detail
- Describe text elements in greater detail
- Demonstrate understanding of a variety of grade-level texts
- Demonstrate understanding when viewing of multimedia

**With light support...**
- Describe ideas using key details
- Describe phenomena using key details
- Describe text elements using key details
- Demonstrate understanding of a variety of grade-level texts
- Demonstrate understanding when viewing of multimedia

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## Grade 2
### Part I Standard 7

### English Language Proficiency (teach toward the next level)

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<tr>
<td><strong>7. Evaluating language choices</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**
- With prompting & substantial support…
  - Describe the language writers/speakers use to present an idea
- With prompting & moderate support…
  - Describe the language writers/speakers use to present an idea
  - Describe the language writers/speakers use to support an idea
- With light support…
  - Describe how well writers/speakers use specific language resources to support an opinion
  - Describe how well writers/speakers use specific language resources to present an idea
## Grade 2
### Part I Standard 8

**English Language Proficiency (teach toward the next level)**

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<tr>
<td><strong>8. Analyzing language choices</strong></td>
<td>Distinguish how two different frequently used words (e.g., describing a character as <em>happy</em> versus <em>angry</em>) produce a different effect on the audience.</td>
<td>Distinguish how two different words with similar meaning (e.g., describing a character as <em>happy</em> versus <em>ecstatic</em>) produce shades of meaning and different effects on the audience.</td>
<td>Distinguish how multiple different words with similar meaning (e.g., <em>pleased versus happy versus ecstatic, heard or knew versus believed</em>) produce shades of meaning and different effects on the audience.</td>
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</table>

**Skills:**
- Distinguish how two different frequently used words produce a different effect on the audience.
- Distinguish how two different words with similar meaning produce shades of meaning.
- Distinguish how two different words with similar meaning produce different effects on the audience.
- Distinguish how multiple different words with similar meaning produce different effects on the audience.
## Grade 2
### Part I Standard 9

**English Language Proficiency (teach toward the next level)**

### Productive

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**9. Presenting**
- Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).

**9. Presenting**
- Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).

**9. Presenting**
- 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).

**Skills:**
- Plan very brief oral presentations
- Deliver very brief oral presentations
- Recount, retell, describe, etc.

**Skills:**
- Plan brief oral presentations on a variety of topics
- Deliver brief oral presentations on a variety of topics
- Retell, describe, etc.

**Skills:**
- Plan longer oral presentations on a variety of topics and content areas
- Deliver longer oral presentations on a variety of topics and content areas
- Retell, recount, describe, etc.
Grade 2
Part I Standard 10

English Language Proficiency (teach toward the next level)

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<tr>
<td><strong>Bridging</strong></td>
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</table>

**10. Writing**

- 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.

**10. Writing**

- 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.

**10. Writing**

- 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.

**Skills:**

- Collaboratively and sometimes independently...
  - Write very short literary & informational texts
  - Use familiar vocabulary in writing
  - Collaboratively and with increasing independence...
    - Write very short literary & informational texts
    - Write short literary & informational texts
  - Collaboratively and independently...
    - Write longer literary & informational texts
## Grade 2
### Part I Standard 11

#### English Language Proficiency (teach toward the next level)

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<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
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<tr>
<td><strong>11. Supporting opinions</strong> Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</td>
<td><strong>11. Supporting opinions</strong> 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.</td>
</tr>
</tbody>
</table>

**Skills:**
- Support opinions by providing good reasons
- Support opinions by providing some textual evidence
- Support opinions by providing relevant background knowledge
- Refer to text evidence or content knowledge, etc.

**Skills:**
- Support opinions by providing good reasons
- Support opinions by providing increasingly detailed textual evidence
- Support opinions by providing relevant background knowledge about the content
- Provide examples from the text, etc.

**Skills:**
- Support opinions by providing good reasons
- Support opinions by providing detailed textual evidence
- Support opinions by providing relevant background knowledge about the content
- Persuade others by providing good reasons
- Persuade others by providing detailed textual evidence
- Persuade others by providing relevant background knowledge about the content
- Provide specific examples from the text, etc.
## Grade 2

### Part I Standard 12

### English Language Proficiency (teach toward the next level)

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<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
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<tr>
<td><strong>12. Selecting language resources</strong></td>
<td><strong>12. Selecting language resources</strong></td>
<td><strong>12. Selecting language resources</strong></td>
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</tr>
<tr>
<td>a. Retell texts and recount experiences by using key-words.</td>
<td>a. Retell texts and recount experiences using complete sentences and key words.</td>
<td>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</td>
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</tr>
<tr>
<td>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <em>generous</em> to describe a character, using the word <em>lava</em> to explain volcanic eruptions) while speaking and writing.</td>
<td>b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <em>suddenly</em> to signal a change), or create shades of meaning (e.g., <em>scurry</em> versus <em>dash</em>) while speaking and writing.</td>
<td>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., <em>He was as quick as a cricket</em>) to create an effect, precision, and shades of meaning while speaking and writing.</td>
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</table>

### Skills:

- Retell text using key words
- Recount experience using key-words
- Use a select number of general academic words while speaking & writing
- Use a select number of domain-specific words while speaking & writing
- Use words to add detail

- Retell text using complete sentences & key words
- Recount experience using complete sentences & key words
- Use a select number of general academic words while speaking & writing
- Use a select number of domain-specific words while speaking & writing
- Use words to add detail
- Use words to create an effect
- Use words to create shades of meaning

- Retell text using increasingly detailed complete sentences & key words
- Recount experience using increasingly detailed complete sentences & key words
- Use a wide variety of general academic words while speaking & writing
- Use a wide variety of domain-specific words while speaking & writing
- Use synonyms while speaking & writing
- Use antonyms while speaking & writing
- Use non-literal language while speaking & writing
- Use words to create an effect
- Use words to create precision
- Use words to create shades of meaning

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## Grade 2
### Part II Standard 1

### English Language Proficiency (teach toward the next level)

#### Structuring Cohesive Texts

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<tr>
<th>Emerging</th>
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<th>Bridging</th>
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<tbody>
<tr>
<td><strong>1. Understanding text structure</strong>&lt;br&gt;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.</td>
<td><strong>1. Understanding text structure</strong>&lt;br&gt;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</td>
<td><strong>1. Understanding text structure</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>

**Skills:**<br>In shared language activities guided by teacher, with peers, and sometimes independently…
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to composing texts

**Skills:**<br>With increasing independence…
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to composing texts

**Skills:**<br>Independently…
- Apply understanding of how different text types are organized to comprehending texts
- Apply understanding of how different text types are organized to writing texts
### Grade 2
#### Part II Standard 2

**English Language Proficiency (teach toward the next level)**

#### Structuring Cohesive Texts

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**2. Understanding cohesion**
- **Emerging**
  - 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.

- **Expanding**
  - 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.

- **Bridging**
  - 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.

**Skills:**
- In shared language activities guided by teacher, with peers, and sometimes independently…
  - Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases
  - Apply these understandings to comprehending texts
  - Apply these understandings to composing texts
  - Use connecting words such as today or then

- With increasing independence…
  - Apply understanding of how ideas/events/reasons are linked throughout a text using a growing number of connecting words or phrases
  - Apply these understandings to comprehending texts
  - Apply these understandings to writing texts
  - Use connecting words & phrases such as after a long time, first, and next

- Independently…
  - Apply understanding of how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases
  - Apply these understandings to comprehending texts
  - Apply these understandings to writing texts
  - Use connecting words & phrases such as for example, after that, and suddenly

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### Grade 2

**Part II Standard 3**

English Language Proficiency (teach toward the next level)

#### Expanding and Enriching Ideas

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<tbody>
<tr>
<td><strong>3. Using verbs and verb phrases</strong></td>
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<tr>
<td>a.</td>
<td>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.</td>
<td>Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</td>
<td>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</td>
</tr>
<tr>
<td>b.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills:**

In shared language activities guided by the teacher and sometimes independently...
- Use frequently used verbs
- Use frequently used verb types
- Use simple verb tenses appropriate to the text type and discipline to convey time

**Skills:**

With increasing independence...
- Use a growing number of verb types
- Use a growing number of verb tenses appropriate to the text type and discipline to convey time

**Skills:**

Independently...
- Use a variety of verb types
- Use a wide variety of verb tenses appropriate to the text type and discipline to convey time

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## Grade 2  
### Part II Standard 4

### English Language Proficiency (teach toward the next level)

### Expanding and Enriching Ideas

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<tbody>
<tr>
<td><strong>4. Using nouns and noun phrases</strong></td>
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<tr>
<td></td>
<td>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.</td>
<td><strong>4. Using nouns and noun phrases</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Skills:</strong> In shared language activities guided by the teacher and sometimes independently…</td>
<td></td>
<td><strong>Skills:</strong> Independently…</td>
</tr>
<tr>
<td></td>
<td>❏ Expand noun phrases in simple ways to enrich the meaning of sentences</td>
<td>❏ Expand noun phrases in a growing number of ways to enrich the meaning of sentences</td>
<td>❏ Expand noun phrases in a variety of ways to enrich the meaning of phrases/sentences</td>
</tr>
<tr>
<td></td>
<td>❏ Expand noun phrases in simple ways to add details about ideas, people, things</td>
<td>❏ Expand noun phrases in a growing number of ways to add details about ideas, people, things</td>
<td>❏ Expand noun phrases in a variety of ways to add details about ideas, people, things</td>
</tr>
<tr>
<td></td>
<td>❏ Add familiar adjective to a noun</td>
<td>❏ Add newly learned adjective to a noun</td>
<td>❏ Add comparative/superlative adjectives to nouns</td>
</tr>
</tbody>
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### Grade 2
**Part II Standard 5**

**English Language Proficiency (teach toward the next level)**

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<tbody>
<tr>
<td><strong>5. Modifying to add details</strong>&lt;br&gt;Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <em>at school, with my friend</em>) 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.</td>
<td><strong>5. Modifying to add details</strong>&lt;br&gt;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.</td>
<td><strong>5. Modifying to add details</strong>&lt;br&gt;Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</td>
</tr>
</tbody>
</table>

**Skills:**
In shared language activities guided by the teacher and sometimes independently...
- Expand sentences with frequently used adverbials and prepositional phrases
- Use adverbials to provide details of time, manner, place, cause, etc., about a familiar activity or process

**Skills:**
With increasing independence...
- Expand sentences with a growing number of adverbs and prepositional phrases
- Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process

**Skills:**
Independently...
- Expand sentences with a variety of adverbs, adverb phrases, and prepositional phrases
- Use adverbials to provide details of time, manner, place, cause, etc.
### Grade 2
#### Part II Standard 6

**English Language Proficiency (teach toward the next level)**

<table>
<thead>
<tr>
<th>Connecting and Condensing Ideas</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td><strong>6. Connecting ideas</strong></td>
</tr>
</tbody>
</table>

**Skills:**
- In shared language activities guided by the teacher and sometimes independently...
  - Combine clauses in a few basic ways to make connections between ideas
  - Combine clauses in a few basic ways to join ideas
  - Create compound sentences
  - Use words such as and, but, and so to join ideas

**Skills:**
- With increasing independence...
  - Combine clauses in an increasing variety of ways to make connections between ideas
  - Combine clauses in an increasing variety of ways to join ideas
  - Create complex sentences
  - Use words and phrases (because, so that, etc.) to join ideas

**Skills:**
- Independently...
  - Combine clauses in a wide variety of ways to make connections between ideas
  - Combine clauses in a wide variety of ways to join ideas
  - Rearrange simple sentences to form compound sentences
  - Use words and phrases (and, but, so, because, so that, etc.) join ideas

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## Grade 2
### Part II Standard 7

### English Language Proficiency (teach toward the next level)

<table>
<thead>
<tr>
<th>Connecting and Condensing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td><strong>7. Condensing ideas</strong></td>
</tr>
<tr>
<td>Condense clauses in simple ways (e.g., changing: <em>It’s green. It’s red.</em> → <em>It’s green and red</em>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</td>
</tr>
</tbody>
</table>

### Skills:
- In shared language activities guided by the teacher and sometimes independently…
  - Condense clauses in simple ways
  - Create precise and detailed sentences
  - Use words (*and etc.*) to condense ideas
- With increasing independence…
  - Condense clauses in a growing number of ways
  - Embed clauses
  - Create precise and detailed sentences
  - Use words and phrases (*that and that is etc.*) to condense ideas
- Independently…
  - Condense clauses in a variety of ways
  - Embed clauses
  - Create precise and detailed sentences
  - Use words and phrases such as *and and that* to condense ideas