A. Collaborative (engagement in dialogue with others)

1. Interacting through written English:
   - Interacting with others in written English in various communicative forms (print, communication technology, and multimedia) • W.2.6; L.2.1, 3, 6
   - 2. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.

2. Offering opinions:
   - Offering and supporting opinions and negotiating with others in communicative exchanges • SL.2.1, 6; L.2.1, 3, 6
   - 3. 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.

3. Adapting language choices:
   - Adapting language choices to various contexts (based on task, purpose, audience, and text type) • W.2.4–5; SL.2.1, 6; L.2.1, 3, 6
   - 4. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.

4. Expressing information and ideas:
   - Expressing information and ideas, using the word family (e.g., adding the word versatile to describe a character) with prompting and substantial support.

5. Analyzing language choices:
   - 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 • RL.2.3–4; RI.2.2, 6, 8; SL.2.3; L.2.3–6

5. Supporting opinions:
   - Supporting own opinions and evaluating others’ opinions in speaking and writing • W.2.1, 4–10; SL.2.4–6; L.2.1–3, 6

6. Selecting language resources:
   - Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas • W.2.4–5; SL.2.4–6; L.2.1, 3, 5–6

7. Evaluating language choices:
   - 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 • RL.2.3–4; RI.2.2, 6, 8; SL.2.3; L.2.3–6

8. Reread and evaluate what you read:
   - Reread and evaluate what you read by asking and answering detailed questions with oral support.

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

10. Writing:
    - Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology • W.2.1–8; L.2.1, 3, 6

11. Distinguish how two different words (e.g., describing a character as happy versus angry) produce a different effect on the audience.

12. Distinguish how good 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.

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

1. Listening actively:
   - Listening actively to spoken English in various communicative forms (print, communication technology, and multimedia) • W.2.6; L.2.1, 3, 6
   - 2. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral support.

2. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with sentence frames and substantial support.

3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral support.

4. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with sentence frames and substantial support.

5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with sentence frames and substantial support.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.
Part II: Learning About How English Works

**A. Structuring Cohesive Texts**

1. Understanding text structure and organization based on purpose, text type, and discipline:
   - RL.2.5; RL.2.5; W.2.1.5; SL.2.4
   - 1. 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.
   - 2. 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 and writing texts with increasing independence.
   - 3. Using verbs and verb phrases to create precision and clarity in different text types:
     - SL.2.6; L.2.1.3, 6
     - a) 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.
     - b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.
   - 4. Using nouns and noun phrases to expand ideas and provide more detail:
     - SL.2.6; L.2.1.3,6
     - 4. 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, etc., in shared language activities guided by the teacher and sometimes independently.
   - 5. Modifying to add details to provide more information and create precision:
     - SL.2.4; L.2.1.3,6
     - 5. Expand sentences with frequently used adverbs (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.
   - 6. Connecting ideas within sentences by combining clauses:
     - SL.2.4; L.2.1.3,6
     - 6. Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so, or in shared language activities guided by the teacher and sometimes independently.
   - 7. Condensing ideas within sentences using a variety of language resources:
     - L.2.1.3,6
     - 7. 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.
     - 7. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the jungle. -> It’s a green and red plant that’s found in a jungle.) to create precise and detailed sentences with increasing independence.

**B. Connecting and Condensing Ideas**

8. Using sentences and sentence structures to express ideas:
   - L.2.1
   - 8. Apply understanding of how to combine ideas (e.g., how a story is organized sequentially) to comprehending and composing texts with increasing independence.
   - 9. Expanding and Enriching Ideas
   - 9. Expand sentences with a variety of adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process with increasing independence.

Part III: Using Foundational Literacy Skills (RF.K.1-1.4: RF.2.3-4 as appropriate)

**Foundational Literacy Skills:**

**Literacy in an Alphabetic Writing System**

- Print concepts
- Phonological awareness
- Phonics & word recognition
- Fluency

See Appendix A for information on teaching foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transfer to English language and literacy.
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).