

**The ELD curriculum connects to the ELA curriculum. Grades 2-3**

**Literature Text: Fiction**

**ELD Standards:**

*ELD Standard 1:* English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

*ELD Standard 2:* English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

**Essential Questions: Why is it valuable to learn to read? How can I make sense of what I am reading?**

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
<p>1<sup>st</sup> MP And 3<sup>rd</sup> MP</p>	<p><b>E03.A-K.1.1.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>E03.A-K.1.1.2</b> Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>E03.A-K.1.1.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>E03.A-C.2.1.1</b> Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.</p> <p><b>E03.A-C.3.1.1</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>CC.1.3.3.A Through reading determine the central message, lesson, or moral in literary text; explain how it is conveyed in text</p> <p>CC.1.3.3.H Through Reading compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; through speaking and writing explain how it is conveyed in text.</p> <p>CC.1.3.3.B Through speaking and writing ask and answer questions about the text and make inferences from text; referring to text to support responses</p> <p>CC.1.3.3.C Through speaking and writing describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Through speaking and writing explain the point of view of the author</p> <p>CC.1.3.3.H Through speaking and writing compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Weekly FUNDATIONS skill assessment</p> <p>FUNDATIONS Unit Test</p> <p>Teacher Observation</p> <p>Ticket Out the Door</p> <p>Student Work</p> <p>Running Records</p> <p>DIBELS</p> <p>Writing Samples</p>	<p>FUNDATIONS</p> <p>FUNDATIONS Story Set 1 and 2</p> <p>FUNDATIONS Fluency Pack</p> <p>Reading A to Z ELL</p> <p>Starfall.com</p> <p>BrainPop</p> <p>Imagine Learning</p> <p>Scholastic (Teacher Store) Leveled Reading Passages Fiction/Nonfiction</p>

**E03.A-V.4.1.1**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

**E03.A-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

CC.1.3.3.I Through Reading and Listening determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.F Through Reading and Listening determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.J Through Reading and Listening acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**E03.C.1.3.1**  
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose

**E03.C.1.3.2**  
Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations

**E03.C.1.3.3**  
Use temporal words and phrases to signal event order

**E03.C.1.3.4**  
Provide a sense of closure

**E03.D.1.1.1**  
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

**E03.D.1.1.2**  
Form and use regular and irregular plural nouns

**E03.D.1.1.3**  
Use abstract nouns (e.g., *childhood*)

**E03.D.1.1.4**  
Form and use regular and irregular verbs

**E03.D.1.1.5**  
Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*).

**E03.D.1.1.6**  
Ensure subject-verb and pronoun-antecedent agreement.\*

**E03.D.1.1.7**  
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CC.1.4.3.N Through writing and speaking establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Through writing and speaking use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

CC.1.4.3.P Through writing and speaking organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure

CC.1.4.3.F Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.K Through writing and speaking use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.R Through writing and speaking demonstrate a grade-appropriate command of the

	<p><b>E03.D.1.1.8</b> Use coordinating and subordinating conjunctions.</p> <p><b>E03.D.1.1.9</b> Produce simple, compound, and complex sentences.</p> <p><b>E03.D.1.2.1</b> Capitalize appropriate words in titles.</p> <p><b>E03.D.1.2.2</b> Use commas in addresses.</p> <p><b>E03.D.1.2.3</b> Use commas and quotation marks in dialogue.</p> <p><b>E03.D.1.2.4</b> Form and use possessives.</p> <p><b>E03.D.1.2.5</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p><b>E03.D.1.2.6</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p><b>E03.D.2.1.1</b> Choose words and phrases for effect</p>		<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.F Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.L Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.R Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.E Through writing and speaking choose words and phrases for effect.</p> <p>CC.1.4.3.K Through writing and speaking use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Through writing and speaking choose words and phrases for effect.</p>		
2 <sup>nd</sup> MP	See Non-Fiction Template				
3 <sup>rd</sup> MP	See 1 <sup>st</sup> Marking Period				
4 <sup>th</sup> MP	See Non-Fiction Template				

**Academic Vocabulary: (FICTION)** Caption Cause/effect, When, then, if , since, because , title, setting, character, character trait, compare/contrast, in the same way, at the same time, as, event, fact, fiction, genre, because, since, above all, more important, surely, indeed, in fact, without a doubt, for example, even though, that is, specifically, a case in point, in other words, for instance, to illustrate, as proof, Fairy tale, fractured, play, script, narrator, first, second, next, finally, last, before, after, I believe, I think

**Instructional Supports:** Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)

<b>Proficiency Level 1</b>	<b>Proficiency Level 2</b>	<b>Proficiency Level 3</b>	<b>Proficiency Level 4</b>	<b>Proficiency Level 5</b>
<p><b>Entering</b>            Visual support            Sensory support            Realia            Video            Graphic organizers            Tiered assignments            Partner            Flexible grouping            Reteaching/Preteaching            Modeling            Writing conferences with the teacher            Chunking for the writing process with explicit graphic organizers</p>	<p><b>Emerging</b>            Visual support            Sensory support            Realia            Video            Graphic organizers            Tiered assignments            Partner            Flexible grouping            Reteaching/Preteaching            Modeling Writing conferences with the teacher            Chunking for the writing process with explicit graphic organizers</p>	<p><b>Developing</b>            Visual support            Realia            Video            Graphic organizers            Rubrics            Checklists            Thesaurus            Tiered assignments            Partner            Flexible grouping            Reteaching/Preteaching            Modeling Writing conferences with the teacher            Build background knowledge and connections to topic</p>	<p><b>Expanding</b>            Visual support            Video            Graphic organizers            Rubrics            Checklists            Thesaurus            Partner/ group work            Front load vocabulary            Modeling Writing conferences with teacher            Build background knowledge and connections to topic            Reciprocal teaching opportunities within groups and the class as a whole</p>	<p><b>Bridging</b>            Video            Graphic organizers            Rubrics            Checklists            Thesaurus Partner/group work            Front load vocabulary            Modeling            Writing conferences with teacher            Build background knowledge and connections to topic            Reciprocal teaching opportunities within groups and the class as a whole            Practical Examples            Real World Application</p>

The ELD curriculum connects to the ELA curriculum.

**Informational Text: Non-Fiction**

**ELD Standards:**

*ELD Standard 1:* English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

*ELD Standard 2:* English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

*ELD Standard 3:* English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.

*ELD Standard 4:* English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.

*ELD Standard 5:* English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

**Essential Questions: How do I learn new information from what I'm reading?**

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP	See Fiction Template			TBD	TBD
2 <sup>nd</sup> MP And 4 <sup>th</sup> MP	<p><b>E03.B-K.1.1.1</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>E03.B-K.1.1.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>E03.B-K.1.1.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p>	<p>CC.1.2.3.A Through Reading and Listening determine the main idea of a text; recount the key details and explain how they support the main idea</p>	<p>CC.1.2.3.A Determine the main idea of a text; through writing and speaking recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Through writing and speaking ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Through writing and speaking explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p>		<p>Scholastic</p> <p>Reading A to Z</p>

<p><b>E03.B-C.2.1.1</b> Explain the point of view from which a text is written.</p> <p><b>E03.B-C.2.1.2</b> Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic</p> <p><b>E03.B-C.3.1.1</b> Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>E03.B-C.3.1.2</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>E03.B-C.3.1.3</b> Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>E03.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or phrase Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). Determine the meaning of general academic and domain-specific words and phrases used in a text.</p>	<p>CC.1.2.3.E Through reading use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.F Through reading and listening determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p>	<p>CC.1.2.3.D Through speaking and writing explain the point of view of the author.</p> <p>CC.1.2.3.G Through writing and speaking use information gained from text features to demonstrate through speaking and writing understanding of a text.</p> <p>CC.1.2.3.H Through speaking and writing describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Through speaking and writing compare and contrast the most important points and key details presented in two texts on the same topic.</p>		
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Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

**E03.B-V.4.1.2**

Demonstrate understanding of word relationships and nuances in word meanings  
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).  
Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

**E03.C.1.1.1**

Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose

**E03.C.1.1.2**

Provide reasons that support the opinion

**E03.C.1.1.3**

Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect an opinion and reasons

**E03.C.1.1.4**

Provide a concluding statement or section

**E03.C.1.2.1**

Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

**E03.C.1.2.2**

Develop the topic with facts, definitions, and/or details

**E03.C.1.2.3**

Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

**E03.C.1.2.4**

Provide a concluding statement or section

CC.1.2.3.K Through reading and listening determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.3.I Through reading and listening support an opinion with reasons.

CC.1.4.3.B Through reading and listening identify and introduce the topic.

CC.1.4.3.C Through reading and listening develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.2.3.J Through writing and speaking acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.4.3.H Through writing and speaking introduce the topic and state an opinion on the topic.

CC.1.4.3.I Through writing and speaking support an opinion with reasons.

CC.1.4.3.J Through writing and speaking create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.D Through writing and speaking create an organizational structure that includes information grouped and connected logically with a concluding statement or section



3 <sup>rd</sup> MP	See Fiction Template				
4 <sup>th</sup> MP	See 2 <sup>nd</sup> MP				

**Academic Vocabulary: (Nonfiction)** For these reasons, in conclusion, all in all, overall, opinion, in other words, that is to say, in short, for example, for instance, to illustrate, as proof, specifically

**Instructional Supports:** Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)

<b>Proficiency Level 1</b>	<b>Proficiency Level 2</b>	<b>Proficiency Level 3</b>	<b>Proficiency Level 4</b>	<b>Proficiency Level 5</b>
<p><b>Entering</b></p> <ul style="list-style-type: none"> <li>Visual support</li> <li>Sensory support</li> <li>Realia</li> <li>Video</li> <li>Graphic organizers</li> <li>Tiered assignments</li> <li>Partner</li> <li>Flexible grouping</li> <li>Reteaching/Preteaching</li> <li>Modeling</li> <li>Writing conferences with the teacher</li> <li>Chunking for the writing process with explicit graphic organizers</li> </ul>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>Visual support</li> <li>Sensory support</li> <li>Realia</li> <li>Video</li> <li>Graphic organizers</li> <li>Tiered assignments</li> <li>Partner</li> <li>Flexible grouping</li> <li>Reteaching/Preteaching</li> <li>Modeling Writing conferences with the teacher</li> <li>Chunking for the writing process with explicit graphic organizers</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Visual support</li> <li>Realia</li> <li>Video</li> <li>Graphic organizers</li> <li>Rubrics</li> <li>Checklists</li> <li>Thesaurus</li> <li>Tiered assignments</li> <li>Partner</li> <li>Flexible grouping</li> <li>Reteaching/Preteaching</li> <li>Modeling Writing conferences with the teacher</li> <li>Build background knowledge and connections to topic</li> </ul>	<p><b>Expanding</b></p> <ul style="list-style-type: none"> <li>Visual support</li> <li>Video</li> <li>Graphic organizers</li> <li>Rubrics</li> <li>Checklists</li> <li>Thesaurus</li> <li>Partner/ group work</li> <li>Front load vocabulary</li> <li>Modeling Writing conferences with teacher</li> <li>Build background knowledge and connections to topic</li> <li>Reciprocal teaching opportunities within groups and the class as a whole</li> </ul>	<p><b>Bridging</b></p> <ul style="list-style-type: none"> <li>Video</li> <li>Graphic organizers</li> <li>Rubrics</li> <li>Checklists</li> <li>Thesaurus Partner/group work</li> <li>Front load vocabulary</li> <li>Modeling</li> <li>Writing conferences with teacher</li> <li>Build background knowledge and connections to topic</li> <li>Reciprocal teaching opportunities within groups and the class as a whole</li> <li>Practical Examples</li> <li>Real World Application</li> </ul>