California Department of Education
English Language Development Standards for Grade 2

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.2.1,6; L.2.1,3,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.2.6; L.2.1,3,6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.2.1,6; L.2.1,3,6
4. 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
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.2.1-3; L.2.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6
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	• RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6
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	• RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.2.4-6; L.2.1,3,6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.2.1-8,10; L.2.1-3,6
11. 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
12. 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

Part II: Learning About How English Works	Common Core State Standards for English Language Arts*

A. Structuring Cohesive Texts
    1. Understanding text structure
    2. Understanding cohesion
	• RL.2.5; RI.2.5; W.2.1-5; SL.2.4
	
	• RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3

B. Expanding & Enriching Ideas
    3. Using verbs and verb phrases.
    4. Using nouns and noun phrases
    5. Modifying to add details
	• W.2.5; SL.2.6; L.2.1,3,6
	
	• W.2.5; SL.2.6; L.2.1,3,6
	
	• W.2.5; SL.2.4,6; L.2.1,3,6

C. Connecting & Condensing Ideas
    6. Connecting ideas
    7. Condensing ideas
	• W.2.1-3,5; SL.2.4,6; L.2.1,3,6
	
	• W.2.1-3,5; SL.2.4,6; L.2.1,3,6

Part III: Using Foundational Literacy Skills	•RF.K-1.1-4; RF.2.3-4 (as appropriate)

* The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Note: **Examples** provided in specific standards *are offered **only as illustrative possibilities*** and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part I: Interacting in Meaningful Ways			
Texts and Discourse in Context	**English Language Development Level Continuum**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context		**Emerging**	**Expanding**	**Bridging**
Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts: 1. SL.2.1,6; L.2.1,3,6 2. W.2.6; L.2.1,3,6 3. SL.2.1,6; L.2.1,3,6 4. W.2.4-5; SL.2.1,6; L.2.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Collaborative**	***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. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** 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. ***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.	***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. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** 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, etc. ***4. Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***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. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** 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 counter-arguments, elaborate on an idea, etc. ***4. Adapting language choices*** 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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part I: Interacting in Meaningful Ways			
Texts and Discourse in Context	**English Language Development Level Continuum**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context

Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:

5. SL.2.1-3; L.2.3
6. RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6
7. RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6
8. RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6

Purposes for using language include:
Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.

Text types include:
Informational text types include:
description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.

Literary text types include:
stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.

Audiences include:
Peers (one-to-one)
Small group (one-to-group)
Whole group (one-to-many)

B. Interpretive

Emerging

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

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.

7. Evaluating language choices
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. Analyzing language choices
Distinguish how two different frequently-used words (e.g., describing a character as *happy* versus *angry*) produce a different effect on the audience.

Expanding

5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and 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.

7. Evaluating language choices
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.

8. Analyzing language choices
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.

Bridging

5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light 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.

7. Evaluating language choices
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.

8. Analyzing language choices
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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways			
Texts and Discourse in Context	**English Language Development Level Continuum**		
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.2.4-6; L.2.1,3,6 10. W.2.1-8,10; L.2.1-3,6 11. W.2.1,4,10; SL.2.4,6; L.2.1-3,6 12. W.2.4-5; SL.2.4,6; L.2.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Productive (page 1 of 2)**	**Emerging** *9. Presenting* Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture). *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.	**Expanding** *9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal). *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.	**Bridging** *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). *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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways			
Texts and Discourse in Context	**English Language Development Level Continuum**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context		**Emerging**	**Expanding**	**Bridging**
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.2.4-6; L.2.1,3,6 10. W.2.1-8,10; L.2.1-3,6 11. W.2.1,4,10; SL.2.4,6; L.2.1-3,6 12. W.2.4-5; SL.2.4,6; L.2.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Productive (page 2 of 2)**	***11. Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). ***12. Selecting language resources*** a) Retell texts and recount experiences using key words. b) 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.	***11. Supporting opinions*** 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. ***12. Selecting language resources*** a) Retell texts and recount experiences using complete sentences and key words. 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 *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	***11. Supporting opinions*** 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. ***12. Selecting language resources*** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) 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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 1. RL.2.5; RI.2.5; W.2.1-5; SL.2.4 2. RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Structuring Cohesive Texts**	**Emerging** ***1. Understanding text structure*** 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. Understanding cohesion*** 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** ***1. Understanding text structure*** 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. ***2. Understanding cohesion*** 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** ***1. Understanding text structure*** 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. ***2. Understanding cohesion*** 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.

California Department of Education
English Language Development Standards for Grade 2

Texts and Discourse in Context	English Language Development Level Continuum		

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part II: Learning About How English Works

Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts:

3. W.2.5; SL.2.6; L.2.1,3,6
4. W.2.5; SL.2.6; L.2.1,3,6
5. W.2.5; SL.2.4,6; L.2.1,3,6

Purposes for using language include:
Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.

Text types include:
Informational text types include:
description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.

Literary text types include:
stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.

Audiences include:
Peers (one-to-one)
Small group (one-to-group)
Whole group (one-to-many)

B. Expanding & Enriching Ideas

Emerging

3. Using verbs and verb phrases
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
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
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.

Expanding

3. Using verbs and verb phrases
a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.

4. Using nouns and noun phrases
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, etc., with increasing independence.

5. Modifying to add details
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.

Bridging

3. Using verbs and verb phrases
a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.

b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.

4. Using nouns and noun phrases
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, etc., independently.

5. Modifying to add details
Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		

Texts and Discourse in Context	C. Connecting & Condensing Ideas	Emerging	Expanding	Bridging
Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts: 6. W.2.1-3,5; SL.2.4,6; L.2.1,3,6 7. W.2.1-3,5; SL.2.4,6; L.2.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	C. Connecting & Condensing Ideas	***6. Connecting ideas*** 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. ***7. Condensing ideas*** 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.	***6. Connecting ideas*** 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. ***7. Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the rainforest.*) to create precise and detailed sentences with increasing independence.	***6. Connecting ideas*** 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. ***7. Condensing ideas*** 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 rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences independently.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills	
Foundational Literacy Skills: **Literacy in an Alphabetic Writing System** • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	See Appendix A for information on teaching reading 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 transference 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).