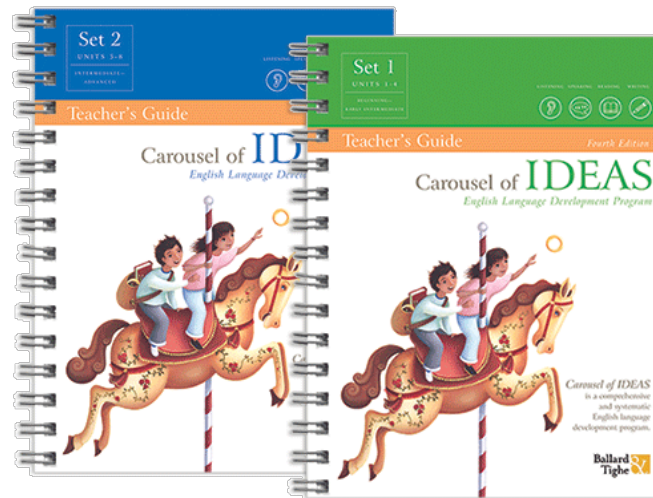




Carousel of IDEAS
correlated to
WIDA ELD Standards Framework, 2020 Edition
Citation-Based
Grades 2-3



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Standard	Key Language Use	Interpretive or Expressive	G2-3 Notation	Grades 2-3	Grades 2-3 Language Features	CITATIONS
1	Narrate	na	ELD-SI.K-3.Narrate	<ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps 	na	Teacher's Guide Set 1: U1: 51, 68, 109, 136; U3: 368, 466; U4: 630 Teacher's Guide Set 2: U5: 102, 116-117, 136, 168, 181, 213; U7: 538 Theme Pictures Set 1: 1, 2, 5, 6, 7, 14, 15, 16 Theme Pictures Set 2: 19, 21, 23, 25, 26, 29, 30
1	Inform	na	ELD-SI.K-3.Inform	<ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences 	na	Teacher's Guide Set 1: U2: 150, 266, 294, 298; U3: 413, 437; U4: 521, 522 Teacher's Guide Set 2: U5: 52, 82, 91, 108, 226; U6: 306; U7: 495, 515 Theme Pictures Set 1: 1, 3, 4, 8, 12, 13, 14 Theme Pictures Set 2: 19, 20, 22, 24, 25, 28, 31 Activity Sheet Set 1: 5, 53, 56 Activity Sheet Set 2: 35E, 138
1	Explain	na	ELD-SI.K-3.Explain	<ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something wor 	na	Teacher's Guide Set 1: U2: 142, 237, 247, 269; U3: 473; U4: 533, 596 Teacher's Guide Set 2: U5: 45, 68, 83, 226; U7: 499, 502, 524 Theme Pictures Set 1: 1, 8, 14, 15 Theme Pictures Set 2: 22, 26, 28, 29, 30, 31 Activity Sheet Set 1: 3 Activity Sheet Set 2: 31
1	Argue	na	ELD-SI.K-3.Argue	<ul style="list-style-type: none"> • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information 	na	Teacher's Guide Set 1: U2: 173; U3: 385 Teacher's Guide Set 2: U3: 104; U6: 271 Theme Pictures Set 1: 1 Theme Pictures Set 2: 21, 28, 29, 30, 32, 34, 35

2	Narrate	Interpretive	ELD-LA.2-3.Narrate.Interpretive	Interpret language arts narratives by <ul style="list-style-type: none"> Identifying a central message from key details Identifying how character attributes and actions contribute to event sequences Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language 	na	<p>Teacher's Guide Set 1: U2: 167, 175, 200, 225; U3: 340, 371; U4: 521, 543</p> <p>Teacher's Guide Set 2: U5: 39, 56, 116; 118; U6: 306, 338; U7: 505</p> <p>Activity Sheet Set 1: 57, 67</p> <p>Activity Sheet Set 2: 27</p>
2	Narrate	Expressive	ELD-LA.2-3.Narrate.Expressive	Construct language arts narratives that <ul style="list-style-type: none"> Orient audience to context Develop story with time and event sequences, complication, resolution or ending Engage and adjust for audience 	<ul style="list-style-type: none"> Pictures, descriptive title, opening statements (It was a dark and stormy night; "What?!" exclaimed Mom) to capture the reader's interest Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) Statements to introduce problem or complication (The boat began to leak. It all started when...) ... Saying verbs (yelled, said, whispered) to add details about characters in dialogs Verbs to describe what characters do, think, and feel Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night) Connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so) Verbs and adjectives to judge behavior and situation (mended, destroyed, nasty, thoughtful) Declarative statements to provide closure (The End, It was over for good.) ... Language to address reader/listener and draw them in (It was so exciting!) Word choices to convey attitudes, develop suspense, share excitement (my amazing adventure, super interesting, fantastic!) Sensory and literary language (yucky), onomatopoeia (BOOM! CRASH!) to add interest Tone of voice, gesturing, acting behaviors to adjust for story audience Pictures and other graphics to complement storyline 	<p>Teacher's Guide Set 1: U2: 176, 325; U3: 353, 454</p> <p>Teacher's Guide Set 2: U5: 70; U6: 259; U7: 460, 507</p> <p>Theme Pictures Set 1: 1, 5, 6, 18</p> <p>Theme Pictures Set 2: 21, 22, 26, 31</p> <p>Activity Sheet Set 1: 52, 61, 116, 117, 121, 155</p> <p>Activity Sheet Set 2: 5, 6, 9</p>
2	Inform	Interpretive	ELD-LA.2-3.Inform.Interpretive	Interpret informational texts in language arts by <ul style="list-style-type: none"> Identifying the main idea and key details Referring explicitly to descriptions for themes and relationships among meanings Describing relationship between a series of events, ideas or concepts, or procedural steps 	na	<p>Teacher's Guide Set 2: U5: 88; U6: 278</p> <p>Activity Sheet Set 1: 97A, 117, 140A, 184, 209, 213A, 213B</p> <p>Activity Sheet Set 2: 11, 127, 35B, 35D, 35E, 127, 143</p>

2	Inform	Expressive	ELD-LA.2-3.Inform.Expressive	Construct informational texts in language arts that <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text 	<ul style="list-style-type: none"> ■ Descriptive title, generalized nouns to introduce topic and/or entity (The Mississippi River, Whales) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to) to define or describe topic and/or entity (Penguins are birds that cannot fly.) ■ Factual statements without evaluative language (brown caribou versus really cool caribou) ... ■ Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (four bright blue eggs) ■ Prepositional phrases to describe place or location (next to the water, inside the Earth) ■ Timeless present verbs (swims, eats, migrates) to indicate generalizable nature of information ■ Visuals (drawings, labeled diagrams, graphics) to support key ideas ■ Signal words to show comparisons (bigger than, the fastest, more colorful, unlike, but, similar to, different from) ... ■ Headings to organize information (Habitat, Diet, Parts of a Plant) ■ Pronouns (he, it, they), demonstratives (this, these, that, those), renaming (penguins=flightless birds=they) to reference ideas and entities across text ■ Single nouns to represent abstract concepts (habitat, ecosystem, watershed) 	Teacher's Guide Set 1: U1: 82, 83, 150; U2: 179, 275, 282, 283; U3: 505 Teacher's Guide Set 2: U5: 160, 210; U6: 267, 283, 373 Theme Pictures Set 1: 1, 2, 3, 5, 6, 7 Theme Pictures Set 2: 19, 21, 22, 23, 26, 29, 36 Activity Sheet Set 1: 52, 63, 96, 101, 102, 178, 218 Activity Sheet Set 2: 3, 14, 21, 44, 51, 59, 75
2	Argue	Interpretive	na	na	na	
2	Argue	Expressive	na	na	na	
3	Inform	Interpretive	na	na	na	
3	Inform	Expressive	na	na	na	
3	Explain	Interpretive	ELD-MA.2-3.Explain.Interpretive	Interpret mathematical explanations by <ul style="list-style-type: none"> ● Identifying concept or entity ● Analyzing plan for problem-solving steps ● Evaluating simple pattern or structure 	na	Teacher's Guide Set 1: U1: 91, 102; U2: 104; U3: 397, 407; U4: 568 Teacher's Guide Set 2: U7: 441, 443, 453; U8: 610 Activity Sheet Set 1: 133, 137 Activity Sheet Set 2: 127

3	Explain	Expressive	ELD-MA.2-3.Explain.Expressive	<p>Construct mathematical explanations that</p> <ul style="list-style-type: none"> ● Introduce concept or entity ● Describe solution and steps used to solve problem with others ● State reasoning used to generate solution 	<ul style="list-style-type: none"> ■ Generalized nouns to identify concept (fractions, equations, plot graphs) ■ Relating verbs (be, have) to define or describe concept (Fractions are pieces of a whole thing.) ■ Mathematical terms to describe concept, process, purpose, or action (mean, quotient, divide, subtract, reduce) ... ■ Abstract nouns to establish context (process, answer, approach, solution) ■ Past tense doing (added, grouped) and thinking (thought, remembered) verbs to recount steps ■ Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution ■ Connectors to order steps (first, next, then) and show causal relationships (because, so, then) ■ Compare/contrast signal words to differentiate results, approaches, objects (Our solution is... but your group has a different solution.) ... ■ If/then clause structures to show reasoning (if a shape only has 3 sides, then it is a triangle) ■ Declarative statements to state conclusion with a neutral stance of authority (This shows five 3rd-grade students jumped higher than the average of seven inches.) ■ Thinking verbs to reflect on process (I wonder if we tried, if it would be different, I think we should have done...) 	<p>Teacher's Guide Set 1: U2: 238, 294; U3: 399, 402, 405. 408: U4: 568, 575</p> <p>Teacher's Guide Set 2: U7: 469; U8: 590, 611</p> <p>Activity Sheet Set 1: 137, 138, 140b, 201, 206</p> <p>Activity Sheet Set 2: 136, 179</p>
3	Argue	Interpretive	ELD-MA.2-3.Argue.Interpretive	<p>Interpret mathematics arguments by</p> <ul style="list-style-type: none"> ● Identifying conjectures about what might be true ● Distinguishing connections among ideas in justifications ● Extracting mathematical operations and facts from solution strategies to create generalizations 	na	n/a

3	Argue	Expressive	ELD-MA.2-3.Argue.Expressive	Construct mathematics arguments that <ul style="list-style-type: none"> ● Create conjecture using definitions ● Generalize commonalities across cases ● Justify conclusion steps and strategies in simple patterns ● Identify and respond to others' arguments 	<ul style="list-style-type: none"> ■ Relating verbs (have, belong to, be) to make claim (A is bigger than B because it is taller.) ■ Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (All squares have 4 equal sides. Triangles always have 3 sides.) ... ■ A variety of structures such as comparatives (er, est; more, most); demonstratives (these, both, that) to point out similarities (Both squares and rhombuses have 4 equal sides, 1/2 is bigger than 1/4) ■ Conditional structures (if/then, when) to draw conclusions (If $34+68=102$ then $102-68=34$, When a number is even you can divide it into two equal parts.) ... ■ Technical nouns to add precision and details (place value, communicative property, angles, measurement, fractions, even/odd) ■ Causal connectors (because, so, that means) to present case to others (The taller rectangle isn't always bigger because you have to look at the area inside.) ■ Drawings, manipulatives, models, diagrams to support thinking ... ■ Questions (how, what, why) to ask for clarification or information (How did you get your answer?) ■ Declarative statements to disagree/debate (I disagree, I'm not sure, I got a different answer...) ■ Declarative statements to counter claim or reasoning (5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal) 	n/a
4	Inform	Interpretive	na	na	na	n/a
4	Inform	Expressive	na	na	na	n/a
4	Explain	Interpretive	ELD-SC.2-3.Explain.Interpretive	Interpret scientific explanations by <ul style="list-style-type: none"> ● Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs ● Identifying information from observations as well as evidence that supports particular points in explanations 	na	Teacher's Guide Set 1: U3: 407 Activity Sheet Set 1: 97A, 117, 140A Activity Sheet Set 2: 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B

4	Explain	Expressive	ELD-SC.2-3.Explain.Expressive	<p>Construct scientific explanations that</p> <ul style="list-style-type: none"> Describe observations and/or data about a phenomenon Develop a logical sequence between data or evidence and claim Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution 	<ul style="list-style-type: none"> Abstract nouns and to introduce concepts (habitat) Declarative statements to present facts Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: this, that) Relating verbs to state relationships or attributes (have, be, belong to) ... Timeless verbs to state on-going facts about phenomenon (Rain forests create oxygen.) Connectors to sequence and order events across paragraphs (first, second, begins, ends) Causal connectors to link events (because, so that, when) Prepositional phrases to provide details (where, when, how) Clauses to express sequences in time (after digestion, when the air cools) Comparatives to show similarities and differences ... Technical terminology (food chain, biome) to add precision Comparatives to show similarities and differences Connectors to sequence and order events across paragraphs (first, second, begins, ends) Causal connectors to link events (because, so that, when) Prepositional phrases to provide details about where, when, how Clauses to express sequences in time (after digestion, when the air cools) 	<p>Teacher's Guide Set 1: U3: 408; U4: 558-559</p> <p>Teacher's Guide Set 2: U7: 512</p> <p>Theme Pictures Set 1: 6, 7, 14</p> <p>Theme Pictures Set 2: 21, 29</p> <p>Activity Sheet Set 1: 140B, 199, 218, 231</p>
4	Argue	Interpretive	ELD-SC.2-3.Argue.Interpretive	<p>Interpret scientific arguments by</p> <ul style="list-style-type: none"> Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions Analyzing whether evidence is relevant or not Distinguishing between evidence and opinions 	na	n/a
4	Argue	Expressive	ELD-SC.2-3.Argue.Expressive	<p>Construct scientific arguments that</p> <ul style="list-style-type: none"> Introduce topic/phenomenon for an issue related to the natural and designed world(s) Make a claim supported by relevant evidence Establish a neutral tone Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim 	<ul style="list-style-type: none"> Generalized nouns to interpret observations and evidence (heating, cooling, temperatures, Heating butter makes it melt.) Relating verbs (have, belong to, be) to define topic/phenomenon Nouns and adjectives to add precise technical descriptions (solid, liquid) ... A variety of clause structures to connect and combine ideas (If I add heat, I can melt butter. The butter melted because it got hot.) Labeled pictures, diagrams to support claim Verb groups to add precision to the claim and/or evidence (soften, harden, melt, cook, burn) ... Declarative statements to state claim, observations, conclusion (Temperature changes materials.) Technical nouns to add precision and details (materials, reversible/irreversible changes) ... Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text (Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.) A variety of clause structures to explain phenomenon (because, but, when, like, so, so that) 	n/a
5	Inform	Interpretive	na	na	na	n/a
5	Inform	Expressive	na	na	na	n/a

5	Explain	Interpretive	ELD-SS.2-3.Explain.Interpretive	Interpret social studies explanations by <ul style="list-style-type: none"> • Determining types of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for event sequences and/or causes/effects • Evaluating disciplinary concepts and ideas associated with a compelling or supporting question 	na	Teacher's Guide Set 1: U2: 167, 279; U3: 401; U4: 526, 532, 549, 598, 604 Teacher's Guide Set 2: U5: 66; U6: 243, 278, 282, 334; U7: 528, 530; U8: 563 Activity Sheet Set 1: 1, 97A, 97B, 136, 184, 189A, 213A, 217 Activity Sheet Set 2: 11, 181, 149, 151, 161
5	Explain	Expressive	ELD-SS.2-3.Explain.Expressive	Construct social studies explanations that <ul style="list-style-type: none"> • Introduce phenomena or events • Describe components, order, causes, or cycles • Generalize possible reasons for a development or event 	<ul style="list-style-type: none"> ■ Language to speak to the reader directly and draw them in (Did you know?) ■ Prepositional phrases of time, place to contextualize phenomena or events ■ Relating verbs (be, have) to define phenomena or events (Deserts are the driest places on earth) ■ Pronouns and renaming to reference ideas and people across the text (explorers=Spaniards=they) ■ Single nouns to represent abstract concepts (habitat, pollution) ... ■ Connectors to establish relationships among ideas: sequence examples (first, another); time markers (after an earthquake, millions of years later); causality (because, so that) ■ Prepositional phrases to add spatial and directional details (The river flows down the mountain.) ■ Expanded noun groups that include adjectives to answer questions about how many, and what something is like (seven continents, longest river) ■ Past tense verbs to describe events ■ Adverbials to place event in time (last year, a long time ago, everyday) ... ■ Declarative statements to evaluate and interpret events (The fish are dying because people throw trash in the ocean.) ■ Verbs and adjectives to judge behavior or moral character (wasting, destroying, bad) ■ Verbs to highlight agents and recipients ■ Evaluative language to summarize event (best, important, dangerous, sad) 	Teacher's Guide Set 1: U2: 180, 273, 283; U3: 402; U4: 526, 550, 579, 603 605 Teacher's Guide Set 2: U6: 279, 283, 343; U7: 531; U8: 573, 583 Activity Sheet Set 1: 64, 90, 102, 137, 185A, 185B, 185C, 196, 207, 216, 218 Activity Sheet Set 2: 82, 99, 102
5	Argue	Interpretive	ELD-SS.2-3.Argue.Interpretive	Interpret social studies arguments by <ul style="list-style-type: none"> • Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information from one or two sources to develop claims in response to compelling questions • Evaluating source credibility based on distinctions between fact and opinion 	na	Teacher's Guide Set 2: U5: 105, 108 Activity Sheet Set 2: 20a, 23

5	Argue	Expressive	ELD-SS.2-3.Argue.Expressive	<p>Construct social studies arguments that</p> <ul style="list-style-type: none"> ● Introduce topic ● Select relevant information to support claims with evidence from one or more sources ● Show relationships between claim, evidence, and reasoning 	<ul style="list-style-type: none"> ■ Title, generalized nouns to introduce topic (Important People, Nurses, Community Helpers) ■ Declarative statement to present position and/or provide background information (Nurses are the most important people in our community.) ■ Pronouns (they, we, us), demonstratives (these, this, that, those), and renaming subject (nurses=they=helpers) to reference topic across text ■ Text connectors to sequence ideas, support (Three reasons why nurses are important. First..., Next..., Finally) ... ■ Prepositional phrases to identify time, place, (last year, in January, in our town, at school) ■ Past tense verbs to describe events (helped, fixed, took care of) ■ Evaluative verbs, adverbs, and adjectives to add author's perspective (helped, nicely, best) ... ■ Connectors (because, so, and) to link claims with evidence and reasoning (Nurses are important because they help sick people feel better.) ■ Connectors show concession or comparison/contrast (if, but; Some people don't like shots but nurses do other things to help people.) ■ Summary statements to reiterate position (That's why nurses are important community helpers.) 	<p>Teacher's Guide Set 2: U5: 110; U6: 273; U7: 531</p> <p>Activity Sheet Set 2: 24, 78</p>
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