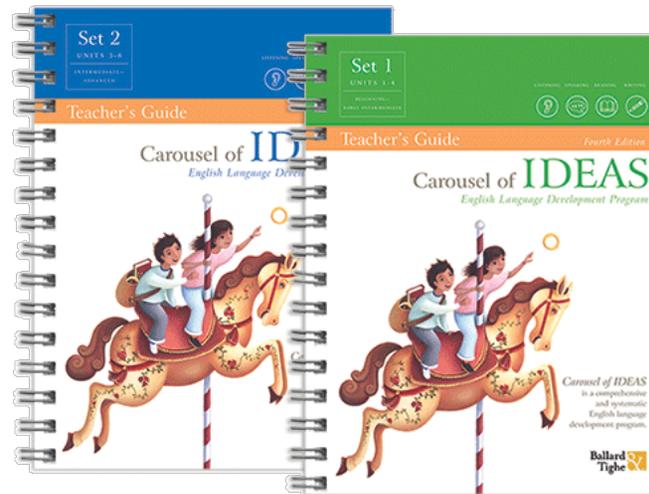




**Carousel of IDEAS**  
correlated to  
**WIDA ELD Standards Framework, 2020 Edition**  
**Citation-Based**  
**Grades 2-3**



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

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

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

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

3	Argue	Expressive	ELD-MA.2-3.Argue.Expressive	Construct mathematics arguments that <ul style="list-style-type: none"> <li>● Create conjecture using definitions</li> <li>● Generalize commonalities across cases</li> <li>● Justify conclusion steps and strategies in simple patterns</li> <li>● Identify and respond to others' arguments</li> </ul>	<ul style="list-style-type: none"> <li>■ Relating verbs (have, belong to, be) to make claim (A is bigger than B because it is taller.)</li> <li>■ Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (All squares have 4 equal sides. Triangles always have 3 sides.)</li> <li>...</li> <li>■ 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)</li> <li>■ Conditional structures (if/then, when) to draw conclusions (If <math>34+68=102</math> then <math>102-68=34</math>, When a number is even you can divide it into two equal parts.)</li> <li>...</li> <li>■ Technical nouns to add precision and details (place value, communicative property, angles, measurement, fractions, even/odd)</li> <li>■ 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.)</li> <li>■ Drawings, manipulatives, models, diagrams to support thinking</li> <li>...</li> <li>■ Questions (how, what, why) to ask for clarification or information (How did you get your answer?)</li> <li>■ Declarative statements to disagree/debate (I disagree, I'm not sure, I got a different answer...)</li> <li>■ 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)</li> </ul>	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"> <li>● Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon</li> <li>● Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs</li> <li>● Identifying information from observations as well as evidence that supports particular points in explanations</li> </ul>	na	<b>Teacher's Guide Set 1:</b> <b>U3: 407</b>  <b>Activity Sheet Set 1:</b> <b>97A, 117, 140A</b>  <b>Activity Sheet Set 2:</b> <b>35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B</b>

4	Explain	Expressive	ELD-SC.2-3.Explain.Expressive	<p>Construct scientific explanations that</p> <ul style="list-style-type: none"> <li>Describe observations and/or data about a phenomenon</li> <li>Develop a logical sequence between data or evidence and claim</li> <li>Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution</li> </ul>	<ul style="list-style-type: none"> <li>Abstract nouns and to introduce concepts (habitat)</li> <li>Declarative statements to present facts</li> <li>Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: this, that)</li> <li>Relating verbs to state relationships or attributes (have, be, belong to) ...</li> <li>Timeless verbs to state on-going facts about phenomenon (Rain forests create oxygen.)</li> <li>Connectors to sequence and order events across paragraphs (first, second, begins, ends)</li> <li>Causal connectors to link events (because, so that, when)</li> <li>Prepositional phrases to provide details (where, when, how)</li> <li>Clauses to express sequences in time (after digestion, when the air cools)</li> <li>Comparatives to show similarities and differences</li> <li>...</li> <li>Technical terminology (food chain, biome) to add precision</li> <li>Comparatives to show similarities and differences</li> <li>Connectors to sequence and order events across paragraphs (first, second, begins, ends)</li> <li>Causal connectors to link events (because, so that, when)</li> <li>Prepositional phrases to provide details about where, when, how</li> <li>Clauses to express sequences in time (after digestion, when the air cools)</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U3: 408; U4: 558-559</p> <p><b>Teacher's Guide Set 2:</b> U7: 512</p> <p><b>Theme Pictures Set 1:</b> 6, 7, 14</p> <p><b>Theme Pictures Set 2:</b> 21, 29</p> <p><b>Activity Sheet Set 1:</b> 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"> <li>Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions</li> <li>Analyzing whether evidence is relevant or not</li> <li>Distinguishing between evidence and opinions</li> </ul>	na	n/a
4	Argue	Expressive	ELD-SC.2-3.Argue.Expressive	<p>Construct scientific arguments that</p> <ul style="list-style-type: none"> <li>Introduce topic/phenomenon for an issue related to the natural and designed world(s)</li> <li>Make a claim supported by relevant evidence</li> <li>Establish a neutral tone</li> <li>Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim</li> </ul>	<ul style="list-style-type: none"> <li>Generalized nouns to interpret observations and evidence (heating, cooling, temperatures, Heating butter makes it melt.)</li> <li>Relating verbs (have, belong to, be) to define topic/phenomenon</li> <li>Nouns and adjectives to add precise technical descriptions (solid, liquid) ...</li> <li>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.)</li> <li>Labeled pictures, diagrams to support claim</li> <li>Verb groups to add precision to the claim and/or evidence (soften, harden, melt, cook, burn)</li> <li>...</li> <li>Declarative statements to state claim, observations, conclusion (Temperature changes materials.)</li> <li>Technical nouns to add precision and details (materials, reversible/irreversible changes)</li> <li>...</li> <li>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.)</li> <li>A variety of clause structures to explain phenomenon (because, but, when, like, so, so that)</li> </ul>	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"> <li>• Determining types of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for event sequences and/or causes/effects</li> <li>• Evaluating disciplinary concepts and ideas associated with a compelling or supporting question</li> </ul>	na	<b>Teacher's Guide Set 1:</b> <b>U2: 167, 279; U3: 401; U4: 526, 532, 549, 598, 604</b>  <b>Teacher's Guide Set 2:</b> <b>U5: 66; U6: 243, 278, 282, 334; U7: 528, 530; U8: 563</b>  <b>Activity Sheet Set 1:</b> <b>1, 97A, 97B, 136, 184, 189A, 213A, 217</b>  <b>Activity Sheet Set 2:</b> <b>11, 181, 149, 151, 161</b>
5	Explain	Expressive	ELD-SS.2-3.Explain.Expressive	Construct social studies explanations that <ul style="list-style-type: none"> <li>• Introduce phenomena or events</li> <li>• Describe components, order, causes, or cycles</li> <li>• Generalize possible reasons for a development or event</li> </ul>	<ul style="list-style-type: none"> <li>■ Language to speak to the reader directly and draw them in (Did you know?)</li> <li>■ Prepositional phrases of time, place to contextualize phenomena or events</li> <li>■ Relating verbs (be, have) to define phenomena or events (Deserts are the driest places on earth)</li> <li>■ Pronouns and renaming to reference ideas and people across the text (explorers=Spaniards=they)</li> <li>■ Single nouns to represent abstract concepts (habitat, pollution)</li> <li>...</li> <li>■ Connectors to establish relationships among ideas: sequence examples (first, another); time markers (after an earthquake, millions of years later); causality (because, so that)</li> <li>■ Prepositional phrases to add spatial and directional details (The river flows down the mountain.)</li> <li>■ Expanded noun groups that include adjectives to answer questions about how many, and what something is like (seven continents, longest river)</li> <li>■ Past tense verbs to describe events</li> <li>■ Adverbials to place event in time (last year, a long time ago, everyday)</li> <li>...</li> <li>■ Declarative statements to evaluate and interpret events (The fish are dying because people throw trash in the ocean.)</li> <li>■ Verbs and adjectives to judge behavior or moral character (wasting, destroying, bad)</li> <li>■ Verbs to highlight agents and recipients</li> <li>■ Evaluative language to summarize event (best, important, dangerous, sad)</li> </ul>	<b>Teacher's Guide Set 1:</b> <b>U2: 180, 273, 283; U3: 402; U4: 526, 550, 579, 603 605</b>  <b>Teacher's Guide Set 2:</b> <b>U6: 279, 283, 343; U7: 531; U8: 573, 583</b>  <b>Activity Sheet Set 1:</b> <b>64, 90, 102, 137, 185A, 185B, 185C, 196, 207, 216, 218</b>  <b>Activity Sheet Set 2:</b> <b>82, 99, 102</b>
5	Argue	Interpretive	ELD-SS.2-3.Argue.Interpretive	Interpret social studies arguments by <ul style="list-style-type: none"> <li>• Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)</li> <li>• Analyzing relevant information from one or two sources to develop claims in response to compelling questions</li> <li>• Evaluating source credibility based on distinctions between fact and opinion</li> </ul>	na	<b>Teacher's Guide Set 2:</b> <b>U5: 105, 108</b>  <b>Activity Sheet Set 2:</b> <b>20a, 23</b>

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