

# Focused English Language Development (FELD) Year at a Glance Grade 2

## Purpose of the FELD Year at a Glance:

- To provide an ELD planning tool that follows a scope and sequence of language skills based on student proficiency levels. Though pacing may vary, each unit will take approximately 25 days.
- To compliment the Literacy Department's Unit of Inquiry work. *However*, the sample lessons developed from the sequence of this map can stand alone and can be used without the implementation of the Units of Inquiry
- To support teachers in teaching English explicitly and in a meaningful context
- To provide students opportunities to link new English skills to the rest of their day
- To support teachers in providing targeted language instruction that accelerates student progress toward meeting ELD and grade level standards.

## Rationale:

- Susana Dutro developed the Systematic ELD Yearlong Map to provide a scope and sequence of English language skills at each proficiency level. In an effort to help students link new language learning throughout the day, we reorganized Dutro's map based on the writing work expected of students in the Units of Inquiry.
- The choice to link to the writing work is based on research\* that suggests building EL's strengths (typically listening and speaking) in order to develop capacity in other domains (reading & writing). The intention is that with teacher assistance, students will apply what they've learned in Focused ELD across all domains.
- This Focused ELD Year at a Glance is intended to guide instruction during your 20-30 minutes of Focused ELD instruction. It is not intended to take the place of explicit language instruction for content learning  
(see Dutro's Instructional Blueprint in Tab 1.11 of the SELD binder for clarification). Focused ELD is one part of a comprehensive program for English Learners. The scope and sequence of language skills at each proficiency level is driving the instruction during the Focused ELD, not the specific language demands of daily content instruction.

\*Garcia, Gilbert G. "Oral Language Development: Pedagogy and Practice for English Learners." *The California Reader*, 41.4, (Summer 2008): 10-22.

\*Herrera, George A. "Instructional Implications of Language Domain Disparities Among English Learners: A Teacher's Perspective." *The California Reader*, 41.2, (Winter 2008): 5-11.

◆ 2 <sup>nd</sup> Grade ELA ◆				
2 <sup>nd</sup> Grade ELA: Units of Inquiry	Unit 1 Lay the Course: Navigating Through Nonfiction Text	Unit 2 What We Know About Stories: Making Meaning of Fictional Text	Unit 3 Knowledge is Power: Gathering and Interpreting Information	Unit 4 Characters: What Are They All About? How They Help Us Understand Stories and Life
<b>K-5 Reading Work</b>	Exploring how informational text works (expository and narrative)	Exploring how narrative and poetry work	Thinking like a researcher	Analyzing characters to determine theme
<b>K-5 Writing Work</b>	* Response to text * Expository text * Autobiographical text	* Response to text * Personal narrative * Poetry (grades 2-5)	* Response to text * Research and/or informational text	* Response to text * Narrative
◆ Focused ELD Work ◆				
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast Express Action & Time Relationships	Express Action & Time Relationships	Describe, Compare, Contrast Express Action & Time Relationships
<b>B/EI</b>	Greet, Introduce, Share Personal Information 5.1	Describe Actions Using Verbs and Adverbs 5.10	Describe Routine (Ongoing) Events 5.16	Describe Physical Characteristics using Sensory Details 5.8
<b>I</b>	Make Introductions, Greet and Say Goodbye 6.1	Describe Actions Using Verbs and Adverbs 6.12	Describe Ongoing Actions 6.20 Make and Report Observations 6.22	Duration: Tell How Long an Event Lasts 6.24
<b>EA/A</b>	Use social courtesies for greetings, introductions and invitations 7.1	Explain Frequency of Events and Routines 7.23	Link Experiences & Routine Actions Over Time 7.22	Explain a Series of Actions Within an Event 7.18 Discuss Prior Experiences 7.20
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast Express Cause & Effect, Predict and Infer	Express Action & Time Relationships	Express Action & Time Relationships
<b>B/EI</b>	Express Needs and Make Requests 5.4	Describe and Explain Personality Attributes Using Adjectives and Verbs 5.9	Discuss Time Using Clocks, Calendars and Timelines 5.20	Describe Actions: When, How, Where 5.21
<b>I</b>	Express Needs and Make Requests 6.4	Describe Attributes using Adjectives & Verbs 6.11	Discuss Time Using Clocks, Calendars and Timelines 6.25	Retell Past Actions and Events 6.21 Describe Ongoing Events 6.20
<b>EA/A</b>	Express needs and make requests 7.3	Describe and Explain Personality Attributes Using Adjectives and Verbs 7.9	Explain Sequence & Duration 7.25	Relate a Past Action Occurring with Some Other Event 7.21
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Describe, Compare, Contrast
<b>B/EI</b>	Express Feelings and Preferences 5.5 Express Appreciation, and Give Compliments 5.3	Describe Location of Objects in Space Using Prepositions 5.12	Make and Report Observations 5.18	Compare Physical Characteristics to Show Relationships 5.13
<b>I</b>	Express Feelings and Preferences 6.5 Express Appreciation, and Give Compliments 6.3	Describe Location of Objects in Space Using Prepositions 6.14	Explain Cause and Effect Relationship for Natural or Mechanical Processes 6.29	Compare Physical Characteristics to Show Relationships 6.16
<b>EA/A</b>	Express Feelings, Opinions, and Preferences 7.4 Express Appreciation, and Give Compliments 7.2	Describe location of Objects in Space Using Prepositions 7.12	Make and Explain Predictions About Actions or Events 7.30	Compare Physical Characteristics to Show Relationships 7.14
Overarching Function(s)	Describe, Compare, Contrast Express Action & Time Relationships	Describe, Compare, Contrast	Express Action & Time Relationships	Interpersonal Communication
<b>B/EI</b>	Describe Physical Characteristics using Sensory Details 5.8	Describe Physical Attributes of a Place Using Adjectives and Prepositions 5.11	Retell Actions and Events in Chronological Order 5.17	Express Feelings and Preferences 5.5 Negotiate Solutions 5.7
<b>I</b>	Describe Ongoing Events 6.20 Retell Actions & Events 6.21	Describe Physical Attributes of a Place Using Adjectives and Prepositions 6.13	Retell Past Actions and Events 6.21	Express Feelings and Preferences 6.5 Negotiate Solutions 6.8
<b>EA/A</b>	Clarify Whether Something Has or Hasn't Happened 7.19	Describe Physical Attributes of a Place Using Adjectives and Prepositions 7.11	Summarize Sequence of Events 7.26	Discuss Feelings, Opinions and Preferences 7.4 Negotiate Solutions 7.7
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer		Interpersonal Communication	
<b>B/EI</b>	Describe Routine (Ongoing) Events 5.16		Request Assistance and Clarification 5.6	
<b>I</b>	Explain Cause & Effect Relationship for Feelings or Physical Conditions 6.27		Request Assistance & Clarification 6.6	
<b>EA/A</b>	Explain Cause & Effect Relationship for Feelings, Actions, or Physical Conditions 7.28		Request Assistance & Clarification 7.5	

◆ 2 <sup>nd</sup> Grade ELA ◆			
2 <sup>nd</sup> Grade ELA: Units of Inquiry	Unit 5 Exploring Why Authors Write Nonfiction Text and How they Convey their Message	Unit 6 The Soil of Stories: Exploring the Influence of Culture on Traditional Literature	Unit 7 He Said, She Said, I Said: Sharing My Message with the World
K-5 Reading Work	Exploring ideas across expository text to shape our thinking	Exploring ideas across narrative text to shape our thinking	Researching issues that matter; Closure and reflection
K-5 Writing Work	* Response to text * Informational text * Persuasive text	* Response to text * Narrative	* Response to text * Research report * Self-selected genre
◆ Focused ELD Work ◆			
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Describe, Compare, Contrast	Describe, Compare, Contrast
B/EI	Retell Actions and Events in Chronological Order 5.17	Describe Physical Characteristics Using Sensory Details 5.8	Describe Physical Characteristics Using Sensory Details 5.8
I	Explain C&E Relationships for feelings 6.27	Describe Physical Characteristics Using Sensory Details 6.10	Explain Classification of Objects, Animals or Ideas Using Verbs and Conjunctions 6.15
EA/A	Explain Cause & Effect Relationship for Feelings, Actions, or Physical Condition 7.28	Describe Physical Characteristics Using Sensory Details 7.8	Classification of Objects, Animals, or Ideas Using Verbs and Conjunctions 7.13
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast	Describe, Compare, Contrast
B/EI	<i>To be determined...</i>	Describe Actions Using Verbs and Adverbs 5.10	<i>To be determined...</i>
I	Contribute Ideas and Opinions to a Discussion 6.7	Describe Actions Using Verbs and Adverbs 6.12	Explain Cause and Effect Relationships for Actions 6.28
EA/A	Contribute Ideas and Opinions to Discussion 7.6	Describe and Explain the Actions of People, Animals, Things 7.10	Classify and Make Generalizations based on Evidence 7.16
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships	Express Action & Time Relationships Express Cause & Effect, Predict and Infer
B/EI	Make and Report Observations 5.18	Describe Actions: When, How, Where 5.21	Retell Actions in Sequence 5.17
I	Make and Report Observations 6.22	Relate Past Actions and Events 6.21	Make Predictions and Inferences About Actions and Events 6.30
EA/A	Explain Cause & Effect Relationship for Natural or Mechanical Processes, Events and Hobbies 7. 29	Discuss Prior Experiences 7.20	Make and Explain Inferences About People, Actions or Events 7.31
Overarching Function(s)	Describe, Compare, Contrast	Describe, Compare, Contrast Express Action & Time Relationships	Express Action & Time Relationships Express Cause & Effect, Predict and Infer
B/EI	Compare Actions Using Adverbs and Conjunctions 5.14	Describe Location of Objects 5.12	Discuss or Create a Plan 5.15
I	Compare Actions Using Adverbs and Conjunctions 6.17	Describe Location of Objects in Space 6.14	Discuss or Create a Plan 6.19
EA/A	Compare and Contrast Actions Using Adverbs and Conjunctions 7.15	Relate a Past Action Occurring with Some Other Event 7.21	Summarize the Most Important Points of an Event or Process 7.32
Overarching Function(s)	Interpersonal Communication		Express Action & Time Relationships
B/EI	Extend, Accept and Decline Invitations 5.2		Ask for, Give and Follow Multi-step Directions 5.19
I	Extend, Accept and Decline Invitations 6.2		Ask for, Give and Follow Multi-step Directions 6.23
EA/A	Use social Courtesies for Greetings, Introductions and Invitations 7.1		Give & Follow Multi-step Directions; 7.24 Explain Sequence & Duration 7.25