

# Focused English Language Development (FELD) Year at a Glance Grade 5

## 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.

◆5 <sup>th</sup> Grade ELA ◆				
5 <sup>th</sup> Grade ELA: Units of Inquiry	Unit 1 Authors Make Your Case! Thinking Critically About Nonfiction Text	Unit 2 Friends, Enemies & the Stories They Create: Thinking Critically about Fictional Text	Unit 3 Search and Research: Using the Research Process to Learn about the World	Unit 4 Haven't We Met Before? Analyzing Archetypal Story Patterns and Characters
<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 Cause & Effect, Predict and Infer	Express Action & Time Relationships	Express Action & Time Relationships
<b>B/EI</b>	Greet, Introduce, Share Personal Information 5.1	Describe and Explain Personality Attributes Using Adjectives and Verbs 5.9	Ask for, Give and Follow Multi-step Directions 5.19	Describe Ongoing Events 5.16
<b>I</b>	Make Introductions, Greet and Say Goodbye 6.1	Describe Attributes using Adj. & Verbs 6.11	Ask for, Give and Follow Multi-step Directions 6.23	Duration: Tell How Long an Event Lasts 6.24
<b>EA/A</b>	Use social courtesies for greetings, introductions and invitations 7.1	Describe and Explain Personality Attributes Using Adjectives and Verbs 7.9	Give & Follow Multi-step Directions 7.24 Explain Sequence & Duration 7.25	Link Experiences and Routine Actions Over Time 7.22
Overarching Function(s)	Interpersonal Communication	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships
<b>B/EI</b>	Express Needs and Make Requests 5.4	Describe Routine (Ongoing) Events 5.16	Make and Report Observations 5.18	Describe Actions: When, How, Where 5.21
<b>I</b>	Express Needs and Make Requests 6.4	Describe Ongoing Actions Make and Report Observations 6.21	Explain Cause and Effect Relationship for Natural or Mechanical Processes 6.29	Relate Past Actions and Events 6.21 Describe Ongoing Events 6.20
<b>EA/A</b>	Express needs and make requests 7.3	Make and Explain Predictions About Actions or Events 7.30	Cause & Effect Relationship for Natural or Mechanical Processes, Events & Hobbies 7.29	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 Physical Characteristics using Sensory Details 5.8	Retell Actions & Events in Chronological Order 5.17	Describe and Explain Personality Attributes 5.9
<b>I</b>	Express Feelings and Preferences 6.5 Express Appreciation, and Give Compliments 6.3	Describe Physical Characteristics using Sensory Details 6.10	Relate Past Actions and Events 6.21	Describe and Explain Personality Attributes 6.11
<b>EA/A</b>	Express Feelings, Opinions, and Preferences, 7.4 Express Appreciation, and Give Compliments 7.2	Discuss experiences 7.20	Make and Explain Inferences About People, Actions or Events 7.31	Classify and Make Generalizations Based on Evidence 7.16
Overarching Function(s)	Describe, Compare, Contrast Express Action & Time Relationships	Describe, Compare, Contrast	Describe, Compare, Contrast	Describe, Compare, Contrast
<b>B/EI</b>	Describe Physical Characteristics using Sensory Details 5.8	Describe Location of Objects in Space Using Prepositions 5.12	Describe Physical Attributes of a Place Using Adjectives and Prepositions 5.11	Compare Physical Characteristics to Show Relationships 5.13
<b>I</b>	Describe Ongoing Events 6.20 Retell Actions & Events 6.21	Describe Location of Objects in Space Using Prepositions 6.14	Describe Physical Attributes of a Place Using Adjectives and Prepositions 6.13	Compare Physical Characteristics to Show Relationships 6.16
<b>EA/A</b>	Clarify Whether Something Has or Hasn't Happened 7.19	Describe Location of Objects in Space Using Prepositions 7.12	Describe Physical Attributes of a Place Using Adjectives and Prepositions 7.11	Compare Physical Characteristics to Show Relationships 7.14
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 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



◆ 5 <sup>th</sup> Grade ELA ◆			
5 <sup>th</sup> Grade ELA: Units of Inquiry	Unit 5 The Art of Persuasion: Analyzing Persuasive Techniques	Unit 6 Sending the Message, Setting the Tone: Tools of the Trade for Fictional Text	Unit 7 Under Investigation: Researching Issues that Matter
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)	Describe, Compare, Contrast Express Action & Time Relationships	Interpersonal Communication	Describe, Compare, Contrast
B/EI	Describe Actions Using Verbs and Adverbs 5.10	Express Feelings and Preferences 5.5 Negotiate Solutions 5.7	Describe Actions Using Verbs and Adverbs 5.10
I	Describe Actions Using Verbs and Adverbs 6.12	Express Feelings and Preferences 6.5 Negotiate Solutions 6.8	Describe Actions Using Verbs and Adverbs 6.12
EA/A	Explain Frequency of Events and Routines 7.23	Discuss Feelings, Opinions and Preferences 7.4 Negotiate Solutions 7.7	Describe and Explain the Actions of People, Animals, Things 7.10
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships	Express Action & Time Relationships
B/EI	Retell Actions and Events in Chronological Order 5.17	Describe Actions: When, How, Where 5.21	Make and Report Observations 5.18
I	Explain Cause and Effect Relationships for Actions 6.27	Relate Past Actions and Events 6.21	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	Summarize Sequence of Events 7.26	Classification of Objects, Animals, or Ideas Using Verbs and Conjunctions 7.13
Overarching Function(s)	Express Action & Time Relationships Interpersonal Communication	Express Action & Time Relationships	Describe, Compare, Contrast
B/EI	Describe Routine (Ongoing) Events 5.16	Discuss Time Using Clocks, Calendars and Timelines 5.20	Compare Actions Using Adverbs and Conjunctions 5.14
I	Contribute Ideas and Opinions to a Discussion 6.7	Discuss Time Using Clocks, Calendars and Timelines 6.25	Compare Actions Using Adverbs and Conjunctions 6.17
EA/A	Contribute Ideas and Opinions to Discussion 7.6	Relate a Past Action Occurring with Some Other Event 7.21	Compare and Contrast Actions Using Adverbs and Conjunctions 7.15
Overarching Function(s)	Describe, Compare, Contrast Express Action & Time Relationships	Describe, Compare, Contrast Express Action & Time Relationships	Express Action & Time Relationships
B/EI	Describe Physical Characteristics Using Sensory Details 5.8	Describe Physical Characteristics Using Sensory Details 5.8	Retell Actions in Sequence 5.17
I	Make and Report Observations 6.22	Describe Physical Characteristics Using Sensory Details 6.10	Make Predictions About Events 6.30
EA/A	Describe Physical Characteristics Using Sensory Details 7.8	Discuss Prior Experiences 7.20	Make and Explain Inferences About People, Actions or Events 7.31
Overarching Function(s)	Interpersonal Communication	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships
B/EI	Extend, Accept and Decline Invitations 5.2	<i>To be determined...</i>	Discuss or Create a Plan 5.15
I	Extend, Accept and Decline Invitations 6.2	Cause & Effect for Actions 6.28	Discuss or Create a Plan 6.19
EA/A	Extend, Accept and Decline Invitations 7.1	Explain Sequence & Duration 7.25 Explain Actions within an Event 7.18	Summarize the Most Important Points of an Event or Process 7.32