

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

## 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.

◆ Kindergarten ELA ◆				
Kindergarten ELA: Units of Inquiry	Unit 1 Already Readers and Writers: Understanding Information in our World	Unit 2 How Stories Work: Exploring Patterns in Fictional Text	Unit 3 Construction Zone: Using Text Features and Patterns to Build Meaning	Unit 4 Knowing Our Characters: How do They Act, Feel, and Talk?
<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	Describe, Compare, Contrast
<b>B/EI</b>	Greet, Introduce, Share Personal Information 5.1	Describe and Explain Personality Attributes Using Adjectives and Verbs 5.9	Make and Report Observations 5.18	Describe Physical Characteristics Using Sensory Details 5.8
<b>I</b>	Make Introductions, Greet and Say Goodbye 6.1	Describe Attributes using Adjectives & Verbs 6.11	Make and Report Observations 6.22	Compare Physical Characteristics to Show Relationships 6.16
<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	Classification of Objects, Animals, or Ideas Using Verbs & Conjunctions 7.13	Compare Physical Characteristics to Show Relationships 7.14
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast	Express Action & Time Relationships	Express Action & Time Relationships
<b>B/EI</b>	Express Needs and Make Requests 5.4	Describe Physical Attributes of a Place Using Adjectives and Prepositions 5.11	Retell Actions & Events in Chronological Order 5.17	Describe Actions: When, How, Where 5.21
<b>I</b>	Express Needs and Make Requests 6.4	Describe Physical Attributes of a Place Using Adjectives and Prepositions 6.13	Relate Past Actions and Events 6.21	Relate Past Actions and Events 6.21 Describe Ongoing Events 6.20
<b>EA/A</b>	Express needs and make requests 7.3	Describe Physical Attributes of a Place Using Adjectives and Prepositions 7.11	Summarize Sequence of Events 7.26	Relate a Past Action Occurring with Some Other Event 7.21
Overarching Function(s)	Interpersonal Communication	Describe, Compare, Contrast Express Action & Time Relationships	Express Action & Time Relationships	Interpersonal Communication
<b>B/EI</b>	Express Feelings and Preferences 5.5 Express Appreciation, and Give Compliments 5.3	Describe Actions Using Verbs and Adverbs 5.10	Describe Routine (Ongoing) Events 5.16	Request Clarification 5.6
<b>B</b>	Express Feelings and Preferences 6.5 Express Appreciation, and Give Compliments 6.3	Describe Actions Using Verbs and Adverbs 6.12	Describe Ongoing Actions 6.20	Request Assistance & Clarification 6.6
<b>EA/A</b>	Express Feelings, Opinions, and Preferences 7.4 Express Appreciation, and Give Compliments 7.2	Explain Frequency of Events & Routines 7.23	Link Experiences and Routine Actions Over Time 7.22	Request Assistance & Clarification 7.5
Overarching Function(s)	Describe, Compare, Contrast Express Action & Time Relationships	Describe, Compare, Contrast Express Action & Time Relationships	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Express Action & Time Relationships
<b>B/EI</b>	Describe Physical Characteristics using Sensory Details 5.8	Describe Physical Characteristics using Sensory Details 5.8	Compare & Contrast Physical Characteristics 5.13	Ask for, Give and Follow Multi-step Directions 5.19
<b>I</b>	Describe Ongoing Events 6.20 Retell Actions & Events 6.21	Duration: Tell How Long an Event Happened 6.24	Explain Cause and Effect Relationship for Natural or Mechanical Processes 6.29	Ask for, Give and Follow Multi-step Directions 6.23
<b>EA/A</b>	Clarify Whether Something Has or Hasn't Happened 7.19	Explain a series of actions within an event 7.18 Discuss experiences 7.20	Make and Explain Predictions About Actions or Events 7.30	Give & Follow Multi-step Directions 7.24 Explain Sequence & Duration 7.25
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Describe, Compare, Contrast	Interpersonal Communication	Interpersonal Communication
<b>B/EI</b>	Describe Routine (Ongoing) Events 5.16	Describe Physical Characteristics Using Sensory Details 5.8	Negotiate Solutions 5.7	<i>To be determined...</i>
<b>I</b>	Explain Cause & Effect Relationship for Feelings or Physical Conditions 6.27	Describe Physical Characteristics Using Sensory Details 6.10	Express Feelings and Preferences 6.5	Negotiate Solutions 6.8
<b>EA/A</b>	Explain Cause & Effect Relationship for Feelings, Actions, or Physical Conditions 7.28	Describe Physical Characteristics Using Sensory Details 7.8	Discuss Feelings, Opinions and Preferences 7.4	Negotiate Solutions 7.7

◆ Kindergarten ELA ◆			
Kindergarten ELA: Units of Inquiry	Unit 5 Beyond the Facts: Exploring the Big Ideas in Nonfiction Text	Unit 6 What's the Big Idea in Fictional Text and Poetry	Unit 7 Operation Exploration: We're Readers, Writers, and Researchers
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)	Interpersonal Communication	Interpersonal Communication	Describe, Compare, Contrast
B/EI	Express <u>Feelings</u> and Preferences 5.5	Extend, Accept and Decline Invitations 5.2	Compare Physical Characteristics to Show Relationships 5.13
I	Contribute Ideas and Opinions to a Discussion 6.7	Extend, Accept and Decline Invitations 6.2	Explain Classification of Objects, Animals or Ideas Using Verbs and Conjunctions 6.15
EA/A	Contribute Ideas and Opinions to Discussion 7.6	Use Social Courtesies for Greetings, Introductions and Invitations 7.1	Classify and Make Generalizations Based on Evidence 7.16
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Describe, Compare, Contrast	Express Action & Time Relationships Express Cause & Effect, Predict and Infer
B/EI	Retell Actions and Events in Chronological Order 5.17	Describe Actions Using Verbs and Adverbs 5.10	Retell Actions in Sequence 5.17
I	Explain Cause & Effect Relationships for Actions 6.28	Describe Actions Using Verbs and Adverbs 6.12	Make Predictions About Events 6.30
EA/A	Explain Cause & Effect Relationship for Feelings, Actions, or Physical Condition 7.28	Describe and Explain the Actions of People, Animals, Things 7.10	Make and Explain Inferences About People, Actions or Events 7.31
Overarching Function(s)	Describe, Compare, Contrast	Express Action & Time Relationships	Express Action & Time Relationships
B/EI	Compare Actions Using Adverbs and Conjunctions 5.14	Describe Actions: When, How, Where 5.21	Discuss Time Using Clocks, Calendars and Timelines 5.20
B	Compare Actions Using Adverbs & Conjunctions 6.17	Relate Past Actions and Events 6.21	Discuss Time Using Clocks, Calendars and Timelines 6.25
EA/A	Compare and Contrast Actions Using Adverbs and Conjunctions 7.15	Discuss Prior Experiences 7.20	Relate a Past Action Occurring with Some Other Event 7.21
Overarching Function(s)	Describe, Compare, Contrast	Express Action & Time Relationships	Express Action & Time Relationships
B/EI	Describe Location of Objects in Space Using Prepositions 5.12	Describe Actions: When, How, Where 5.10 & 5.21	Discuss or Create a Plan 5.15
I	Describe Location of Objects in Space Using Prepositions 6.14	Duration: Tell How Long An Event Happened 6.24	Discuss or Create a Plan 6.19
EA/A	Describe Location of Objects in Space Using Prepositions 7.12	Explain Sequence & Duration 7.25	Summarize the Most Important Points of an Event or Process 7.32
Overarching Function(s)	Express Action & Time Relationships Express Cause & Effect, Predict and Infer		
B/EI	Make and Report Observations 5.18 Describe Physical Attributes of a Place 5.11		
I	Make and Report Observations 6.22		
EA/A	Explain Cause & Effect Relationship for Natural or Mechanical Processes, Events & Hobbies 7.29		