



## ELD LEVEL 2

# Standards-Based Lessons Scope and Sequence

### Module: Foundational Literacy Skills

LESSON	SKILL	DESCRIPTION
1	<b>Standard Phoneme Deletion</b>	Deleting sounds at the beginning of words
2	<b>Phoneme Substitution</b>	Manipulate sounds by replacing a sound at either the beginning or the end of a word to make a new word
3	<b>Phoneme Addition</b>	Manipulate sounds by adding a sound to the beginning of a word to make a new word.
4	<b>Phoneme Manipulation</b>	Change the order of the sounds of the letters and by saying them in reverse or backwards
5	<b>Long and Short Vowels in Words</b>	Determine if the vowel in a given word is long or short.
6	<b>Listening for the schwa (uh) sound</b>	Choose the word or words with the schwa sound /uh/ in it.
7	<b>Identifying Diphthongs</b>	Determine which words have the diphthongs /ow/, /oi/ or /aw/
8	<b>R-Controlled Words</b>	Determine the correct spelling for either /ar/, /er/, or /or/ sound
9	<b>Frontal Phonemes- Spelling Patterns for j/ and /s/</b>	Determine correct /j/ and /s/ sound/spelling patterns
10	<b>Prefixes-Vocabulary</b>	Learn the meaning of some common English prefixes
11	<b>Spelling - Double Consonant Words</b>	Apply general spelling rules to double consonant words
12	<b>Suffixes</b>	Learn the meaning of some common English suffixes
13	<b>Adding a Suffix to Words with a Final /e/</b>	Determine when the final e is dropped when adding a vowel suffix



## Module: Collaborative Listening and Speaking

LESSON	SKILL	DESCRIPTION
1	<b>Exchanging Information and Ideas</b>	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming other, adding relevant information and paraphrasing key ideas
2	<b>Interacting via Written English</b>	Engage in longer written exchanges with peers and collaborate on more detailed written texts, on a variety of topics, using technology when appropriate
3	<b>Supporting Opinions and Persuading others</b>	Negotiate with or persuade others in conversations using learned phrases and open responses
4	<b>Adapting Language Choices</b>	Adjust language choices according to purpose, task and audience
5	<b>Listening Actively</b>	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support
6	<b>Reading /Viewing Closely</b>	<ol style="list-style-type: none"><li>Explain ideas, phenomena, processes, and text relationships</li><li>Express inferences and conclusions drawn on close-reading grade appropriate texts and viewing of multimedia using a variety of verbs</li><li>Use knowledge of morphology, context, reference materials, and visual cues to determine the meanings of unknown and multiple meaning words on familiar and new topics</li></ol>
7	<b>Evaluating Language Choices</b>	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence when provided with moderate support
8	<b>Analyzing Language Choices</b>	Explain how phrasing or different words with similar meanings or figurative language produce shades of meaning and different effects on the audience
9	<b>Presenting</b>	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas
10	<b>Writing</b>	<ol style="list-style-type: none"><li>Write longer literary and informational texts collaboratively and independently using appropriate text organization</li><li>Write increasingly concise summaries of texts and experiences using complete sentences and key words</li></ol>
11	<b>Justifying /Arguing</b>	<ol style="list-style-type: none"><li>Justify opinions or persuade others by providing relevant textual evidence or relative background knowledge, with moderate support</li><li>Express attitude and opinions or temper statements with a variety of familiar modal expressions</li></ol>
12	<b>Selecting Language Resources</b>	<ol style="list-style-type: none"><li>Use a growing set of academic words, synonyms and antonyms to create precision and shades of meaning while speaking and writing</li><li>Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language</li></ol>



## Module: Language Function and Construction

LESSON	SKILL	DESCRIPTION
1	<b>Understanding Text Structure</b>	Apply understanding of the organizational features of different text types to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives
2	<b>Understanding Cohesion</b>	<ol style="list-style-type: none"><li>Apply knowledge of familiar language resources referring to make texts more cohesive to comprehending and writing texts with increasing cohesion (how pronouns refer back to nouns, using synonyms)</li><li>Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words and phrases</li></ol>
3	<b>Using Verbs and Verb Phrases</b>	Using a variety of verbs in different tenses (e.g., past, present, future, simple progressive, perfect) appropriate to the text type and discipline on a variety of topics
4	<b>Using Nouns and Noun Phrases</b>	Expanding noun phrases in a growing number of ways in order to enrich the meaning of sentences and add details about ideas, people and things (prepositional or adjective phrases)
5	<b>Modifying to Add Details</b>	Expand sentences with adverbials to provide details about familiar or new activity or process (adverbs, adverb phrases, prepositional phrases)
6	<b>Connecting Ideas</b>	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express a reason or to make a concession (creating compound and complex sentences)
7	<b>Condensing Ideas</b>	Condensing ideas in an increasing variety of ways to create precise and detailed sentences (embedded clauses)