

Second Grade Wonders Designated English Language Development (ELD) Scope & Sequence

Overview

We have provided two weeks of launching lessons for the beginning of the school year and three units of Designated English Language Development (ELD) lessons based on our Wonders ELD curriculum to support the daily 30 minute mandated Designated ELD lesson grouped by ELPAC proficiency level. The first two weeks of Designated ELD are the *Launching ELD* units focused on community and self-image. This time serves as a community building time and provides the structures for multilingual learners to engage with their peers. You can use the launching lessons from the first day of school during the Designated ELD block. We adapted Wonders ELD curriculum as Google slide lessons at the links below which follows the [Wonders ELD Scope and Sequence](#), please let us know if you have any questions.

<u>Launching the Year</u>	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
• Launching ELD: Week 1 • Launching ELD: Week 2 • Wonders Assessments	• Unit 1 Week 1 • Unit 1 Week 2 • Unit 1 Week 3 • Unit 1 Week 4 • Unit 1 Week 5 • Unit 1 Assessment	• Unit 2 Week 1 • Unit 2 Week 2 • Unit 2 Week 3 • Unit 2 Week 4 • Unit 2 Week 5 • Unit 2 Assessment	• Unit 3 Week 1 • Unit 3 Week 2 • Unit 3 Week 3 • Unit 3 Week 4 • Unit 3 Week 5 • Unit 3 Assessment

ELPAC Preparation:

ELPAC Practice Books PDFs

[Practice Quiz #1 \(Nearpod\)](#), [Practice Quiz #2 \(Nearpod\)](#), [Practice Quiz #3 \(Nearpod\)](#), [Practice Quiz #4 \(Nearpod\)](#)

August

Week 1: Unit theme - [Self](#)

Launching
ELD: [Week 1](#)



Vocabulary: [special](#), [supportive](#), [community](#)
Sentence Frames:

- I'm special because I am ____.
- The child in the poem is special because ____.
- I'm/the girl is special because I can____.
- I shared that I am/can ____.
- I see/notice____.
- This picture shows my supportive community because ____.

Week 2: Unit theme - [Community](#)

Launching
ELD: [Week 2](#)



Vocabulary: [teamwork](#), [community](#)
Sentence Frames:

- On my ____ teamwork is when we ____.
- In my small group we cooperate when we ____.
- I think ____ because ____.
- My evidence is ____.
- I notice____, therefore I think____.
- It said____.
- I learned that ____ because ____.

Weekly theme:
Friends Help Friends

Unit 1 Week 1



- [Text](#)
- [Read aloud video](#)

Day 1: Background Knowledge-Vocabulary

ELD Routines

- Chorally read the chant, [Friends](#).
- Vocabulary: [they](#)
- Review the /th/ sound and the spelling.

Language Focus

Phrase: [Depend on](#)

Day 2: Shared Reading

ELD Routines

- Chorally read the chant, [Friends](#).
- Vocabulary: [they](#)
- Review the /h/ sound in the word help.

Language Focus

Explain how Little Flap depends on his friends.
Sentence Frame: [Little Flap depended on his friends when he ____](#) .

Day 3: Time Connectives

ELD Routines

- Chorally read the chant, [Friends](#).
- Identify the missing letter: [The _ _elp](#) each other.

Language Focus

Time Connectives: [every morning, one day](#)

Day 4: Verb Phrases

ELD Routines

- Chorally read the chant, [Friends](#).
- Identify the missing letter: The [__ake](#) lemonade.

Language Focus

Verb Phrases: [get sick, get a cold, get a phone call, get dressed](#)

Day 5: Conjunctions

ELD Routines

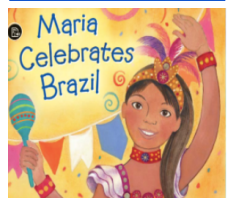
- Chorally read the chant, [Friends](#).
- Vocabulary: [so](#)

Language Focus

Conjunction: [_____ so _____](#).
(Why it happened) (What happened)

Weekly theme:
Families Around
the World

Unit 1 Week 2



- [Text](#)
- [Read Aloud Video](#)

Day 1: Background Knowledge-Vocabulary

ELD Routines

- Chorally read the chant, *Family*.
- Vocabulary: *family*
- Review the /f/ letter sound and the spelling

Language Focus

Traditions Sentence Frames: *Our family tradition is...We celebrate by...In the fall some families celebrate by...In the fall I celebrate...I celebrate by...*

Day 2: Shared Reading

ELD Routines

- Chorally read the chant, *Family*.
- Vocabulary: *family*
- Review the /t/ letter sound and the spelling

Language Focus

Describe the characters using text evidence.
Sentence Frame: *I know this because in the text it says...In the story, it says...*

Day 3: Time Connectives

ELD Routines

- Chorally read the chant, *Family*.
- Vocabulary: *family, without, help out*
- Review the /c/, /cl/, /p/ letter sounds

Language Focus

Time Connectives: *one week, one week later, a week later*

Day 4: Adjectives

ELD Routines

- Chorally read the chant, *Family*.
- Vocabulary: *can be*
- Review the /c/, /cl/, /p/ letter sounds

Language Focus

Adjectives: *bright, hot*

Day 5: Sentence

ELD Routines

- Chorally read the chant, *Family*.
- Vocabulary: *family, without, help out*

Language Focus

Identify the parts of a sentence:

- *Who (subject)*
- *What (verb)*

Weekly theme:
Pets Are Our Friends

Unit 1 Week 3



- [Text](#)
- [Read aloud video](#)

Day 1: Background Knowledge-Vocabulary

ELD Routines

- Chorally chant the poem, *Our Pet Friends*.
- Vocabulary: *friends*
- Review the /f/ letter sound and the spelling

Language Focus

Sentence Frame: *Pets can be important friends because they____. Pets can____and they can____.*

Day 2: Shared Reading

ELD Routines

- Chorally chant the poem, *Our Pet Friends*.
- Vocabulary: *friends, love*
- Review the /l/ letter sound and the spelling

Language Focus

Sentence Frame:
I know this because in the text it says____.
In the story, it says ____.

Day 3: Pronouns

ELD Routines

- Chorally chant the poem, *Our Pet Friends*.
- Vocabulary: *friends, love, make, pet*
- Review the /p/ /t/ letter sounds and the spellings

Language Focus

Pronouns

Day 4: Past Tense Verbs

ELD Routines

- Chorally chant the poem, *Our Pet Friends*.
- Vocabulary: *can be*
- Review the /c/ /b/ letter sounds and the spellings

Language Focus

Identify past tense verbs in the text, Finding Cal.

Day 5: Past Tense Verbs

ELD Routines

- Chorally chant the poem, *Our Pet Friends*.
- Vocabulary: *family, without, help our*

Language Focus

Past Tense Verbs: *learned, smiled, wanted*

Weekly Theme:
Animals Need Care

Unit 1 Week 4



- [Text](#)
- [Read aloud video](#)

Day 1: Background Knowledge-Vocabulary

Foundational Skill Routines

- Chorally chant the poem, *Caring for Animals*
- Vocabulary: [need, needs](#)
- Review the [/n/](#) letter sound and the spelling

Language Focus

Sentence Frame: I would care for my pet by _____. I would give my pet _____. People care for my pet by _____. People give my pet _____.

Day 2: Shared Reading

Foundational Skill Routines

- Chorally chant the poem, *Caring for Animals*
- Vocabulary: [live](#)
- Review the [/l/](#) letter sound and the spelling

Language Focus

Sentence Frame: Jack cares for Pepper by _____. To care for Pepper, Jack _____.

Day 3: Time Connectives

Foundational Skill Routines

- Chorally chant the poem, *Caring for Animals*
- Vocabulary: [food](#)
- Review the [/f/ /d/](#) letter sounds and the spellings

Language Focus

Time Connectives: [every morning](#), [first](#), [then](#)

Day 4: Verb Phrases

Foundational Skill Routines

- Chorally chant the poem, *Caring for Animals*
- Vocabulary: [need, live, food](#)
- Write: [Animals need food.](#)

Language Focus

Verb Phrases: [worked up](#), [worked at](#), [worked out](#)

Day 5: Conjunctions

Foundational Skill Routines

- Chorally chant the poem, *Caring for Animals*
- Vocabulary: [need, live, food, give](#)
- Write: [Animals need food to live.](#)

Language Focus

Conjunctions: [before](#), [after](#)

Weekly theme:
Families Work
Together

[Unit 1 Week 5](#)



[Read aloud
video](#)

Day 1: Background Knowledge-Vocabulary

ELD Routines

- Chorally read: *Families At Work Page 2*
- Focus on: kids & home

Language Focus

Explain: how the family in the text works together. The (family/they) work(s) together by _____.

Day 2: Shared Reading

ELD Routines

- Chorally read: *Families At Work Page 2*
- Focus on: Review letter sounds and spelling for kids & home

Language Focus

Identify: pronouns and the nouns they refer to in the text, *Families Work*.

Day 3: Conjunctions

ELD Routines

- Chorally read: *Families At Work Page 2*
- Focus on: Review the spelling for kids, they, home

Language Focus

Explain: Use **both, and** conjunction in sentences.

Day 4: Prepositions

ELD Routines

- Chorally read: *Families At Work Page 2*
- Focus on: wash & dish

Language Focus

Explain: Use the preposition at to show place & time.

Day 5: Prepositions

ELD Routines

- Chorally read: *Families At Work Page 2*
- Focus on: wash, dish, clean, house

Language Focus

Identify: Use the preposition at to show place & time.

Weekly theme:
Animals and
Nature

Unit 2 Week 1



[Read aloud
video](#)

Day 1: Background Knowledge-Vocabulary

Foundational Skill Routines

- Chorally read: *Animals are Amazing*
- Focus on: /g/ & /h/ sounds and the word give

Language Focus

Explain: how animals in the desert survive. ____ survive in the desert by _____. ____ have/can _____ to help them survive. ____ can ____ to help them survive.

Day 2: Shared Reading

Foundational Skill Routines

- Chorally read: *Animals are Amazing*
- Focus on: /g/ & /h/ sounds and the word give, go over /l/ & /w/ sounds, lambs give wool.

Language Focus

Tim learned that animals in the desert _____. A tortoise survives in the desert by _____. ____ survive/stay cool by ____.

Day 3: Sequencing Words

Foundational Skill Routines

- Chorally read: *Animals are Amazing*
- Focus on: play & day, beginning sounds for pl, d

Language Focus

Sequencing words: to retell the text, *A Visit in the Desert*. First, Next, Then, Last/Finally

Day 4: Phrasal Verbs

Foundational Skill Routines

- Chorally read: *Animals are Amazing*
- Focus on: play, day, work beginning sounds

Language Focus

Phrasal verbs: Look for, Look forward to, Look after

Day 5: Sentence

Foundational Skill Routines

- Chorally read: *Animals are Amazing*
- Focus on: play, day, work beginning sounds

Language Focus

Prefixes: unhappy, disappear

Weekly theme:
Animals in
Stories

Unit 2 Week 2



[Read aloud
video](#)

Day 1: Background Knowledge-Vocabulary

Foundational Skill Routines

- Chorally read: *A Visit to the Desert* text (Page 90, 1st paragraph, sentences 1-3)
- Focus on: them, letter sounds, spelling.

Language Focus

Explain: what lesson the boy character in the story, *The Boy Who Cried Wolf*, learned. The boy learned that____.

Day 2: Shared Reading

Foundational Skill Routines

- Chorally read: *A Visit to the Desert* text (Page 90, 1st paragraph, sentences 1-3)
- Focus on: day, /th/ digraph sound

Language Focus

Time connectives: to retell the story, *The Boy Who Cried Wolf*. First, Next/then, After that/after, Last/Finally

Day 3: Adverbs

Foundational Skill Routines

- Chorally read: *A Visit to the Desert* text (Page 90, 1st paragraph, sentences 1-3)
- Focus on: them, /th/, the, they

Language Focus

Adverbs: Identify and use adverbs in the text, *The Boy Who Cried Wolf*. Softly, Quickly, Slowly

Day 4: Adverbs

Foundational Skill Routines

- Chorally read: *A Visit to the Desert* text (Page 90, 1st paragraph, sentences 1-3)
- Focus on: them, /th/, the, they, then, them

Language Focus

Adverbs: Identify and use adverbs in the text, *The Boy Who Cried Wolf*. Quickly, Slowly, Happily, Loudly

Day 5: Commas

Foundational Skill Routines

- Chorally read: *A Visit to the Desert* text (Page 90, 1st paragraph, sentences 1-3)
- Focus on: them, /th/, the, they, unds: pl, d spelling

Language Focus

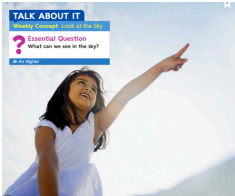
Commas: Listing Items ____, ____, and ____
Conjunctions **When** ____, ____.

Weekly Theme: Animal Habitats Unit 2 Week 3  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	Foundational Skill Routines	Language Focus
	- Chorally read: <i>The Boy Who Cried Wolf</i> text (Page 103, 1st paragraph, sentences 1-3) - Focus on: he & she, letter sounds, spelling	Describe: prairie dogs' habitat and how they keep themselves safe from predators.
	Day 2: Shared Reading	
	Foundational Skill Routines	Language Focus
	- Chorally read: <i>The Boy Who Cried Wolf</i> text - Focus on: he & she, letter sounds, spelling	Describe: the important features of a prairie dog's habitat. A prairie has _____. Prairie dogs eat _____. They live in _____. The home has _____.
	Day 3: Pronouns & Possessive Adjectives	
	Foundational Skill Routines	Language Focus
	- Chorally read: <i>The Boy Who Cried Wolf</i> text - Focus on: see & saw, letter sounds, spelling	Identify: pronouns & possessive adjectives (my/his/her/our/their) they refer to in the text.
	Day 4: Suffixes	
	Foundational Skill Routines	Language Focus
	- Chorally read: <i>The Boy Who Cried Wolf</i> text - Focus on: see & saw, he & she	Suffixes: Restless, Watchful
	Day 5:	
	Foundational Skill Routines	Language Focus
	- Chorally read: <i>The Boy Who Cried Wolf</i> text - Focus on: see & saw, watch & watched	Suffixes: Delightful, Comfortable, Uncomfortable

Weekly Theme: Baby Animals Unit 2 Week 4  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	<u>Describe a Picture</u> Write a complete sentence that describes a picture using a capital letter, end punctuation, and verb agreement.	<u>Share Read</u> Reread sections of the text and discuss questions. Explain the important features of a text.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	<u>Share Read</u> Reread sections of the text and discuss questions. Explain about the important features of a text.	Shared reading of text, stopping to check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	<u>Pronouns</u> Review pronouns and demonstrative pronouns.	Identify pronouns, the nouns they refer to, the type of pronouns
	Day 4: Word Level	
	ELD Routines	Language Focus
	Explain what suffixes are and show examples.	Identify the words with suffixes in the text.
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	<u>Subordinating Conjunction</u> - Review the meaning of suffixes. - Explain the root word with the suffixes of -less, -able, -ful, and that they are usually adjectives.	Explain the meaning of each adjective: Watchful, Restless, Comfortable

Weekly Theme: Animals in poems Unit 2 Week 5  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture. - Capital letter - End punctuation - Verb agreement	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture. - Capital letter - End punctuation - Verb agreement	Shared reading of text, stopping to check for comprehension by asking text dependent questions,
	Day3: Text Level	
	ELD Routines	Language Focus
	Bouncy ride & Leathery wings	Reread sections in the poems, <i>Desert Camel</i> and <i>A Bat is Not a Bird</i> to discuss meaning of adjective phrases.
	Day 4: Word Level	
	ELD Routines	Language Focus
	Coordinating Conjunctions But	Use a sentence from the poem, <i>Cats and Kittens</i> , to discuss the purpose of but coordinating conjunction.
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	Coordinating Conjunctions And	Teach the coordinating conjunction, and . -Students watch a video about the coordinating conjunctions, but & and .

Weekly Theme: The Earth's Forces Unit 3 Week 1 Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Shared reading of text, stopping to check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	Rhyming Words -ack family words - Jack, black, pack	Listen to the read aloud, <i>Magnets Work!</i> Reread certain parts of the text.
	Day 4: Word Level	
	ELD Routines	Language Focus
	Comparative Adjectives: Adjectives that compare two things (for example: taller, shorter.	Discuss comparative adjectives in the <i>Magnets Work</i> text. Students use comparative adjectives through prompts & responses.
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	Comparative Language Explain comparative language usage of ...as...as when comparing two things that are equal/same in attribute.	Discuss comparative language in the <i>Magnets Work</i> text. -Students use comparative language through prompts & responses. -Have other students connect to the response by using hand gestures to agree/disagree

Weekly Theme: Look at the Sky <u>Unit 3 Week 2</u>  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Shared reading of text, stopping to check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	• Chorally chant the poem • Chorally practice -ight sounds (long i): light, night, right • Rhyming words	Students will be able to identify demonstrative pronouns and the nouns they refer to in the text.
	Day 4: Word Level	
	ELD Routines	Language Focus
	• Read aloud the poem and have students echo. • Discuss and identify “oo” words • Rhyming words: moon, soon, spoon	Students will be able to identify the helping verb and the main verb in the sentence.
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	• Chorally read the poem “I Am a Little Rocket.” • Explain and discuss contractions: aren’t (are not), I’m (I am)	Students will be able to use present progressive tense verbs in sentences.

Weekly Theme: Ways people help Unit 3 Week 3  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Students will develop background knowledge and essential vocabulary that supports their reading comprehension.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	- Song activity - Phonics activity	Students will be able to use time conjunctions to explain what life was life for people in the story.
	Day 4: Word Level	
	ELD Routines	Language Focus
	- Poem - High Frequency Words activity	Students will be able to identify phrasal verbs.
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	- Poem - High Frequency Words activity	Students will be able to identify phrasal verbs.

Weekly Theme:
Weather Alert

Unit 3 Week 4



[Read Aloud](#)
[Video](#)

Day 1: Background Knowledge-Vocabulary		
Weekly Theme: Weather Alert Unit 3 Week 4  Read Aloud Video	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Students will develop background knowledge and essential vocabulary that supports their reading comprehension.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	- Poem activity - Phonics activity	Students will be able to identify pronouns and the nouns within the text.
	Day 3: Pronouns	
	ELD Routines	Language Focus
	- Poem activity - Phonics activity	Students will be able to identify pronouns and the nouns within the text.
	Day 4: Comparative Adjectives	
	ELD Routines	Language Focus
	- Poem activity - High Frequency Word Activity	Students will be able to use the comparative adjectives, more and less.
	Day 5: Superlative Adjectives	
	ELD Routines	Language Focus
	- Poem activity - Phonics activity	Students will be able to use the superlative adjectives, most and least.

Weekly Theme: Express Yourself Unit 3 Week 5  Read Aloud Video	Day 1: Background Knowledge-Vocabulary	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Students will develop background knowledge and essential vocabulary that supports their reading comprehension.
	Day 2: Shared Read	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture.	Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.
	Day3: Cause and Effect Conjunctions	
	ELD Routines	Language Focus
	- Song activity - HFW activity	Students will be able to identify cause & effect conjunction , the what part, and the why part in a sentence.
	Day 4: Definite Numeral Adjectives	
	ELD Routines	Language Focus
	- Poem activity - Phonics activity	Students will be able to use adjectives that describe numbers.
	Day 5: Indefinite Numeral Adjectives	
	ELD Routines	Language Focus
	- Poem activity - HFW activity	Students will be able to use adjectives that describe numbers.