



Language Tree Online

RESOURCE



ELD Level 1 and Level 2

Scope and Sequence Correlation to 2012 California ELD Standards





ELD Level 1: Beginner and Emerging

ELD Level 1 is designed for beginners and newcomers with limited transferable language skills. Early intermediate-level students may also benefit from certain language lessons covered in ELD Level 1.

Module: Foundational Literacy Skills

2012 California ELD Standards PIII: Using Foundational Literacy Skills

Newcomer —————> Emerging

LESSON	SKILL	DESCRIPTION
1	Letter Knowledge	Understanding and recognizing the 26 letters of the alphabet, their order, and their sounds
2	Upper and Lower case	Recognizing both upper- and lower-case letters
3	Letter Sounds	Identifying and making letter sounds for both consonants and vowels. Recognizing both the short and long sounds for each vowel.
4	First and Last Sound	Identifying the first sound and last sound in a word
5	Blending and Segmenting Sounds	Understanding how to blend sounds together to make a word and taking apart the sounds of a word
6	Medial Vowel Substitution	Identifying vowel sounds in the middle of a word
7	Rhyming	Becoming familiar with rhyming words (words that have the same middle and end sounds)
8	Syllables	Combining chunks of sounds made up of vowels and consonants, creating syllables
9	Syntax	Understanding the order of words to be able to put together a sentence using a subject, adjective, verb, and direct object



Language Tree Online Module: Collaborative Listening & Speaking 2012 California ELD Standards PI: Interacting in Meaningful Ways

Emerging —————> Early Expanding

	LESSON	SKILL	DESCRIPTION
Collaborative	1	Exchanging Information and Ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes/no and wh-questions (who, what, when, where, and why) and responding using simple phrases
	2	Interacting with Written English	How to communicate using words and sentences in writing
	3	Opinions/Negotiating/Persuading	Offering and justifying opinions, negotiating with, and persuading others in communicative exchanges
	4	Adapting Language Choices	Using different registers based on who we are speaking with such as a teacher or adult vs. friends or family
Interpretive	5	Listening Actively	Practice listening to information and gaining insight by asking wh- questions
	6	Reading and Viewing Closely	Breaking down presentations and passages to pinpoint the main idea, details, similarities, and differences to gain deeper understanding. Identifying the concept of cause and effect to make inferences about what happened in a story.
	7	Evaluating Language Choices	Use of language and word choice to either entertain, persuade, inform, or give information
	8	Analyzing Language Choices	Choosing language or words to provide more detail and better understanding of the situation when speaking or writing
Productive	9	Presenting	Providing information to friends using eye contact, familiar topic, informal or formal language based on the setting
	10	Writing	Creating paragraphs by using sentences on the same topic or idea. Organizing sentences in the paragraph by using “first”, “next”, “then”, “after”, “that” and “finally”
	11	Justifying and Arguing	Offering our opinion or letting others know how we think and feel. Identifying key phrases used in this context such as I think, I like, I believe. Using modals such as “can”, “cannot”, “am”, “am not”, “could”, “could not”, “will” and “will not”.
	12	Using Specific Language for Speaking and Writing	Use of specific words, such as apple and banana versus fruit. The use of prefixes such as un-, re-, and mis-.





Module: Language Function & Construction

2012 California ELD Standards PII: Learning About How English Works

Emerging \longrightarrow Early Expanding

	LESSON	SKILL	DESCRIPTION
Structuring Cohesive Texts	1	Text Structure	Understanding how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and writing brief arguments, informative/explanatory texts, and narratives
	2	Personal Pronouns and Connecting Words	Applying knowledge of familiar language resources for referring in order to make texts more cohesive (e.g., how pronouns refer back to nouns in text); Applying basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., in the end, next); Comprehending and writing brief texts
Expanding and Enriching Ideas	3	Using Verbs and Verb Phrases	Using a variety of verbs in different tenses (e.g., past, present, future, simple progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience on simple topics)
	4	Using Nouns and Noun Phrases	Expanding noun phrases in basic ways (e.g., adding a sensory adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, and things
	5	Modifying to Add Details	Expanding sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes
Connecting and Condensing Ideas	6	Connecting Ideas	Combining clauses in a few basic ways to make connections between ideas and to join ideas (e.g., creating compound sentences using “and”, “but”, and “so”; creating complex sentences using “because”)
	7	Condensing Ideas	Condensing ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses) to create precise and detailed sentences



Module: Newcomers (American School Culture)

LESSON	TOPIC	DESCRIPTION
1	School Day and School Rules	This chapter provides an overview of a typical school day, as well as norms and expectations. It covers the importance of being on time, the bell schedule, dress codes, and what to do in case the student has to miss school. It also describes what to do if the student is a victim of bullying or sees others being bullied.
2	Class Participation	Students will get a better understanding of expected behavior in the classroom, such as how and when to participate and ask questions to the teacher. There is also an overview of technologies allowed and not allowed in the classroom.
3	School Resources	Newly arrived students should know that there are many resources provided by their schools to help them both academically and personally. These include counselors, nurses, and online resources.
4	Morning Break and Lunch	Lunch and break time will become less intimidating to students if they know what to expect and how to go about purchasing their lunches/snacks and using their student ID card.
5	American Holidays and Traditions	A good way to understand a new culture is to know what holidays and traditions are celebrated, both in and out of school. This lesson explains 13 popular holidays and the customs and traditions that accompany them.
6	Extracurricular Activities	Newcomers often have a hard time making new friends, so an awareness of available school clubs, intramural sports and extracurricular activities may help them broaden their social circle and make their school experience more enjoyable.





ELD LEVEL 2: Intermediate and LTEL

ELD Level 2 is designed for intermediate-level and long-term English learners.

Language Tree Online Module: Foundational Literacy Skills 2012 California ELD Standards PIII: Using Foundational Literacy Skills

Late Expanding —————> Early Bridging/LTEL

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





Language Tree Online Module: Collaborative Listening & Speaking 2012 California ELD Standards PI: Interacting In Meaningful Ways

Late Expanding → Early Bridging/LTEL

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



Language Tree Online Module: Collaborative Listening & Speaking

2012 California ELD Standards PI: Interacting in Meaningful Ways

Late Expanding → Early Bridging/LTEL

	LESSON	SKILL	DESCRIPTION
Structuring Cohesive Texts	1	Understanding Text Types	Apply understanding of the organizational features of different text types to comprehend texts and to write increasingly clear and coherent arguments, informative/explanatory texts and narratives
	2	Understanding Cohesion (Pronouns and Connecting Words)	<ul style="list-style-type: none"> a. Apply knowledge of familiar language resources used for referring to make texts more cohesive; comprehending and writing texts with increasing cohesion (how pronouns refer back to nouns, using synonyms) b. Apply a growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words and phrases
Expanding and Enriching Ideas	3	Using Verbs and Verb Phrases	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	Using Nouns and Noun Phrases	Expanding noun phrases in a growing number of ways to enrich the meaning of sentences and add details about ideas, people and things (prepositional or adjective phrases)
	5	Modifying to Add Details	Expand sentences with adverbials to provide details about familiar or new activities or processes (adverbs, adverb phrases, prepositional phrases)
Connecting and Condensing Ideas	6	Connecting Ideas	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	Condensing Ideas	Condensing ideas in an increasing variety of ways to create precise and detailed sentences (embedded clauses)



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