

## Scope & Sequence for Linguistic Skills – ENL Stand Alone Entering-Emerging

\*Designed for Spanish speakers, but adjust accordingly

Month	Phonological & Phonemic Awareness	Morphology	Grammar & Written Expression
<p>Have your students...</p> <p><b>Sept-Nov</b></p> <p>Continue practicing and reviewing skills month by month until students have achieved mastery</p>	<ul style="list-style-type: none"> <li>▪ echo and chorally repeat words, phrases, and short sentences.</li> <li>▪ identify words, phrases, and sounds in the Home Language in connection with English vocabulary.</li> <li>▪ understand the concept of a consonant sound vs. a vowel sound (an interrupted sound vs. an uninterrupted sound) – use Spanish words first to demonstrate, then English.</li> <li>▪ understand the concept of a syllable – syllables are 'the beats of a word'. Every syllable has a vowel.</li> <li>▪ identify the initial sounds and syllables of vocabulary words in both Spanish and English.</li> <li>▪ identify initial sounds of vocabulary words and</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand that cognates are words in English and Spanish that share the same or similar sounds, spellings, and meanings.</li> <li>▪ focus on common cognates between Spanish and English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ speak and write statements with <i>be, have, like, feel, need</i> in the present;  <i>I am (I'm), I have, I like, I feel, I need</i></li> <li>and some statements with <i>don't</i> and <i>not</i>; <i>I'm not, I don't like.</i></li> <li>▪ use simple action verbs in present progressive, for example when describing pictures. <i>They are eating</i> <i>He is watching TV</i> <i>She is reading</i></li> <li>▪ use subject pronouns (I, you, he/she/it/we/they),</li> <li>▪ and subject pronoun contractions with <i>be</i>;  <i>I'm, you're, he's, she's, we're, they're</i>  <i>They're watching TV!</i></li> </ul>

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	<p>begin matching them to letters/alphabet symbols, for example:</p> <p><i>clase</i> /k/ 'c' (Spanish)  <i>class</i> /k/ 'c' (English)</p> <ul style="list-style-type: none"> <li>▪ begin reciting and writing the alphabet out in sequence, in both Spanish and English.</li> <li>▪ begin alphabetizing vocabulary words.</li> <li>▪ practice forming upper and lowercase letters with correct strokes on ruled paper.</li> <li>▪ practice a tri-pod pencil grip and good writing posture.</li> <li>▪ establish a routine for writing out their name and the date (in words) in notebooks.</li> <li>▪ begin establishing drill routines for easier sound-symbols <u>that students probably already know</u></li> </ul> <p>b /b/, c /k/, d /d/, m /m/,</p>		<ul style="list-style-type: none"> <li>▪ possessive pronouns (my, your, his, her, our, their),</li> <li>▪ object pronouns (me, you, him, her, us, them) in sentence frames, stems, and independently.</li> <li>▪ Identify things with demonstrative pronouns.</li> </ul> <p><i>This is ---/These are --</i></p> <p><i>These are my parents.</i>  <i>This is my dog.</i></p> <p><i>There is ---/There are—</i></p> <p><i>There is snow. There are mountains.</i>  Spanish translation: <i>Hay</i></p> <p><i>It is or it's. It's hot/cold.</i></p> <ul style="list-style-type: none"> <li>▪ ask important questions with <i>Can I, Do I need/have to ...? Who/Where/When/What is/are? ; What does --- mean?</i></li> <li>▪ correctly identify and use content vocabulary, with the help of sentence frames/stems.</li> </ul>

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	<p>n /n/, p /p/, s /s/, t /t/</p> <ul style="list-style-type: none"> <li>▪ learn non-phonetic 'red' words and high frequency words in drills and reading/writing practice:  <i>the, a, and, to, of, or, for, from</i> <i>I, my, you, your they, her our, are, have</i> <i>do/does</i> <i>one, two</i> <i>it is/it's</i></li> <li>▪ learn Wh- question words who, what, where, when, why, how, which?</li> <li>▪ recite numerals orally 1-100 in sequence; form numerals with correct stroke sequence on lined/ruled paper.</li> <li>▪ read/write numeral words out in words 1-20 in writing/dictation practice  <i>One, two, three, etc.</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ identify and sort vocabulary as nouns – <i>person, place, thing.</i>  <i>teacher, school, pencil,</i></li> <li>▪ identify and sort vocabulary between nouns and action verbs.  <i>teacher vs. jump</i></li> <li>▪ begin putting together nouns and action verbs to create simple sentences in present progressive.  <i>The students are learning.</i> <i>The teacher is reading.</i></li> <li>▪ practice asking the question <i>How do you feel or How are you feeling?</i> and learn to identify adjective-words that answer <i>how?</i>  <i>I'm feeling or I feel happy.</i></li> </ul>

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<p><b>Dec-Jan</b></p> <p>Have your students...</p>	<ul style="list-style-type: none"> <li>▪ identify all sounds associated with lower case letters t, b, f , n, m, i, u, c, o, a, g, d, s, e, r, p, j, l, h, k, v, w, y, x, z, qu</li> <li>▪ learn non-phonetic “red” words and high-frequency words</li> </ul> <p><i>who, what, where, when, why, how, which here, there</i></p> <p><b>be:</b> <i>I am/I'm</i> <i>you are/you're</i> <i>he is/ he's,</i> <i>she is/she's,</i> <i>we are/we're,</i> <i>they are/they're</i> <i>come/comes/coming</i> <i>put/puts, putting</i> <i>go/goes/going</i> <i>do/does/doing</i></p>		<ul style="list-style-type: none"> <li>▪ speak and write statements in the present (and continue with )present progressive;</li> <li>▪ use subject (I, you, he/she/it/we/they), possessive (my, your, his, her, out, their), object pronouns (me, you, him, her, us, them) in sentence frames, stems, and independently.</li> <li>▪ Practice <i>like + ing</i> and <i>like to ---</i></li> </ul> <p><i>I like learning. I like to learn.</i></p> <ul style="list-style-type: none"> <li>▪ Yes/No Questions with <i>be</i> and <i>do</i>, for example: <b>Are you tired? Are you ok?</b> <i>Yes, I'm OK. I'm fine.</i> <i>No, I'm not tired.</i></li> <li><b>Do you like</b> (to eat) ice cream? <i>Yes, I do.</i> <i>No, I don't. (do + not contraction)</i></li> </ul>

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	<p><i>do not/don't</i></p> <p><i>does not/doesn't</i></p> <p><i>under/over,</i></p> <p><i>in front of/behind</i></p> <p><i>through/between</i></p> <p><i>any, anyone, anywhere, anything</i></p> <ul style="list-style-type: none"> <li>▪ practice short vowel sounds <b>orally</b> with words that start with a, e, i, o, u – but don't start blending until students are fluent with drills a <i>apple, ant, alligator</i> e <i>egg, elephant, eleven</i> i <i>insect, iguana, igloo</i> o <i>octopus, on, olives</i> u <i>umbrella, under, us, up</i></li> <li>▪ read/write numeral words out in words 21-40 in writing/dictation practice <i>twenty-one, twenty-two</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ More yes/no questions with do support and a lexical verb: <i>Do you live in the Bronx?</i> <i>Yes, I do/No I don't.</i></li> <li>▪ <i>Do/does + not contraction</i> <i>Don't, doesn't</i></li> <li>▪ Students practice word order changes between questions and statements <b>orally first</b> then in writing.</li> <li>▪ Subject Wh-questions with <i>where is/are</i> and basic prepositions of location (<i>in, at, on, to, under, up, behind, through, over, between</i>)  <i>Where <b>is the library?</b></i> <i><b>The library is</b> on the third floor.</i> <i>Where <b>is my book?</b> <b>Your book is</b> under the desk!</i></li> <li>▪ practice inverting the verb <i>be</i> when they create a Wh-question: <i><b>My book is</b> under the desk.</i> <i>Where <b>is my book?</b></i></li> </ul>

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			<ul style="list-style-type: none"> <li>▪ practice activities that give them lots of practice going back and forth between statements and questions with inversion.</li>   <li>▪ It is/it's contraction</li>   <li>▪ Demonstrative pronouns <i>here, (over here, over there)</i> <i>Where is my book? It's over here/over there!</i></li>   <li>▪ Indefinite pronouns  <i>any, anyone, anywhere, anything</i>  <i>Do you see my book? No, I don't see it anywhere!</i>  <i>Do you see my friend over there? No, I don't see anyone!</i>  <i>I can't find anything!</i>  Have students make connections to <i>nada, nadie, ningún.</i></li> </ul>

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			<ul style="list-style-type: none"> <li>compound sentences using <i>and</i>, <i>but</i>, or</li> </ul> <p><i>Juan lives in the Bronx, and Will lives in Manhattan.</i></p> <p><i>Juan lives in the Bronx, <b>but</b> he comes to Manhattan every day.</i></p> <p><i>Juan takes the bus <b>or</b> the train to school.</i></p>
<p><b>Jan-Feb</b></p> <p>Have your students...</p>	<ul style="list-style-type: none"> <li>learn non-phonetic “red” words and high-frequency words; <i>before, after, during, while about, again, only always, usually, sometimes, often</i></li> <li>practice <b>orally</b> blending and segmenting sounds in CVC Closed Syllable words <i>b-a-d, b-e-d, s-i-t, m-o-p, c-u-t</i> in CVC Closed Syllable words (initial)</li> <li>practice <b>orally</b> blending and segmenting sounds in CVC Closed Syllable words with <b>blends</b></li> </ul>	<ul style="list-style-type: none"> <li>learn the concept of a prefix</li> <li>practice Closed Syllable prefixes <i>un-, dis-, ex-, mis-, in-</i>,</li> <li>explore Latin roots <i>struct, rupt, ject, tract</i></li> <li>learn the concept of attaching a suffix <i>-ing</i> to a verb to express progressive and future</li> </ul>	<ul style="list-style-type: none"> <li>Subject Wh-questions with <i>when is/are</i> and <i>When do you ---</i> and basic prepositions of time (<i>on, in, at</i>)</li> </ul> <p><b>When is</b> first period? <i>First period is <b>at</b> 8 o'clock.</i></p> <p><b>When do you</b> wake up <b>in</b> the morning? <i>I wake up at 7 am.</i></p> <p><i>When is your birthday? My birthday is <b>on</b> May 12<sup>th</sup>. My birthday is <b>on</b> Thursday.</i></p> <p><i>It's on May 12<sup>th</sup>.</i></p> <ul style="list-style-type: none"> <li>use conjunctions related to daily routines <i>when, before, after, during, while</i></li> </ul>

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	<p><b>Initial blends:</b>  <b>l blends:</b> <i>bl, cl, fl, gl, pl, sl</i>  <b>r blends:</b> <i>br, cr, dr, fr, gr, pr, tr</i>  <b>s blends:</b> <i>sk, sm, sn, sp, st, sw</i></p> <p><b>Tri-blends</b> <i>scr, str, spr, spl</i></p> <ul style="list-style-type: none"> <li>learn digraphs <i>wh, ch, sh, th, ck, tch, dge</i></li> </ul> <p><b>Ending blends</b>  <b>s blends:</b> <i>st (mist), sk (mask), sp (gasp)</i>  <b>n blends:</b> <i>nd (wind), nt (pant), nch (inch)</i>  <b>mp blend:</b> <i>lamp</i></p> <p><b>digraph blends</b> <i>shr, thr</i></p> <ul style="list-style-type: none"> <li>decode CVC words with -ing <i>splash, splashing</i></li> <li>spell with <i>ck, tch, dge</i> at the end of a closed syllable <i>back, catch, judge</i></li> <li>spell with bonus letters <i>f, l, s, z</i> FLOSS rule</li> </ul> <p>At the end of a one syllable word with one short vowel, we double the letters <i>f, l, s, z</i> <i>puff, hill, toss, buzz</i></p>		<p><i>After breakfast, I leave to go to school.</i></p> <ul style="list-style-type: none"> <li>use adverbs <i>always, usually, sometimes, often</i> connected to daily routines</li> </ul> <p><i>When do you <u>usually</u> wake up in the morning?</i></p> <p><i>I usually wake up <u>before</u> 7am.</i></p> <ul style="list-style-type: none"> <li>use indefinite pronouns <i>everywhere, everything, everyone, everybody</i></li> </ul> <p>vs.</p> <p><i>somewhere, something, someone, somebody</i></p> <p><b>Everyone</b> <i>in my house gets up at 6am.</i></p> <p><i>I always like to eat <b>something</b> for breakfast.</i></p> <p>Have students make connections to <i>toda/a todos/as</i> vs. <i>algo/a, algos/as</i></p> <ul style="list-style-type: none"> <li>Create first complex sentences using</li> </ul>



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	<ul style="list-style-type: none"> <li>▪ learn y as a long /i/ at the end of a one syllable word <i>cry, dry</i></li>   <li>▪ identify individual words in compound words: <i>backpack, sunset</i></li>   <li>▪ decode 2 syllable words with Closed syllables using VC.CV 'rabbit' division <i>bas.ket, kit.ten</i></li>   <li>▪ read/write numeral words out in words 41-60 in writing/dictation practice <i>forty-one, forty-two</i></li> </ul>		<p>subordinating conjunctions <i>when, before, after, during, while</i></p> <p><i>Before I leave for school, I always eat breakfast.</i></p> <p><i>After I get home, I do my homework.</i></p> <p>Students need to understand that they are putting together 2 sentences and attaching one to the other using the conjunction. Have them translate these sentences into Spanish, so they can compare the structures.</p> <p><i>Después de llegar a la casa, hago mi tarea.</i></p> <ul style="list-style-type: none"> <li>▪ Future tense with progressive -ing questions/statements</li> </ul> <p><i>What <u>are you doing</u> tomorrow? Where <u>are you going</u>?</i></p> <p><i>Tomorrow I'm going to the park (location) or Tomorrow I'm going to visit my family (action).</i></p>

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<p><b>Mar-Apr</b></p> <p>Have your students...</p>	<ul style="list-style-type: none"> <li>▪ learn non-phonetic "red" words and high-frequency words; <ul style="list-style-type: none"> <li><i>took</i></li> <li><i>thought/bought, brought</i></li> <li><i>read (present)/read (past)</i></li> <li><i>write/wrote</i></li> <li><i>is/was</i></li> <li><i>is not/isn't</i></li> <li><i>was not/wasn't</i></li> <li><i>were/were not/weren't</i></li> <li><i>did/did not/didn't</i></li> </ul> </li> <li>▪ learn welded -ng and -nk sounds <ul style="list-style-type: none"> <li><i>sang, sing, song, sung</i></li> <li><i>thank, think, honk, junk</i></li> </ul> </li> <li>▪ learn Silent E Syllables <ul style="list-style-type: none"> <li><i>kite, hope</i></li> </ul> </li> <li>▪ learn closed and Silent E syllables using VC.CV syllable division <ul style="list-style-type: none"> <li><i>cos.tume, im.mune</i></li> </ul> </li> <li>▪ learn open syllables</li> </ul>	<ul style="list-style-type: none"> <li>▪ More Closed Syllable prefixes <i>trans, inter, sub-</i></li> <li>▪ Open Syllable prefixes <i>re-, de-, pre-, pro-, co-</i></li> <li>▪ Common Latin roots and roots ending in Silent E <ul style="list-style-type: none"> <li><i>fuse, vise, clude</i></li> <li><i>refuse, revise, include</i></li> </ul> </li> <li>▪ 3 sounds of -ed for simple past <i>unlocked, expelled, constructed</i></li> <li>▪ Decoding closed syllable prefixes and roots with -ing and -ed <ul style="list-style-type: none"> <li><i>constructing/constructed</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ simple past tense with -ed and irregular forms, as well as negation</li> <li>▪ common verbs with irregular past tense <ul style="list-style-type: none"> <li><i>was/were</i></li> <li><i>wasn't/weren't</i></li> <li><i>did/didn't</i></li> <li><i>broke, brought, bought, caught, came, drank, ate, fell, found, forgot, got, gave, went, had, heard, knew, left, lost, made, met, paid, put, read, said, saw, sat, slept, spoke, stood, took, told, thought, won, wrote</i></li> <li>(*Teach in context, a chunk at a time.)</li> </ul> </li> <li>▪ negation + simple past + contraction <ul style="list-style-type: none"> <li><i>wasn't, weren't</i></li> <li><i>didn't + infinitive</i></li> </ul> </li> <li>▪ Yes/No question in past tense: <ul style="list-style-type: none"> <li><i>Were you at school yesterday? No, I wasn't</i></li> <li><i>Did you read the book? Yes, I did.</i></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>▪ learn open with closed and Silent E syllables using V.CV syllable division se.cret, lo.cate</li> <li>▪ learn that 'y' says long /ē/ at the end of a two-syllable word</li> <li>▪ and 'y' as short /ī/</li> <li>▪ and soft 'c' and 'g' before e, i, y cell, city, gym</li> <li>▪ Read/write numeral words out in words 61-80 in writing/dictation practice sixty-one, sixty-two</li> </ul>		<ul style="list-style-type: none"> <li>▪ Object – wh questions in the past: Where did you go yesterday? I went to the movies.  When did you come home last night? I came home at 8 o'clock.  What did you give Juan? I gave him the book.</li> <li>▪ More complex sentences using the past tense and present + past using subordinating conjunctions <i>although, even though, since, until</i>  <b>Although</b> I usually get up early, yesterday I <b>slept</b> late.  I <b>didn't</b> do the assignment <b>until</b> I got home.</li> </ul>
<p style="text-align: center;"><b>May-June</b></p> <p style="text-align: center;">Have your students...</p>	<ul style="list-style-type: none"> <li>▪ learn non-phonetic "red" words and high-frequency words;  <i>could/should/would</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ plural -s and -es</li> <li>▪ Suffix -tion, -sion</li> </ul>	<ul style="list-style-type: none"> <li>▪ there is/there are</li> <li>▪ Contractions with <i>it</i> and negation <i>It is/ It isn't/it's not</i></li> </ul>

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	<p><i>is not/isn't</i> <i>few/many</i> <i>some/none</i></p> <ul style="list-style-type: none"> <li>▪ learn r-controlled syllables;</li> <li>▪ VC.CV division with R syllables in combination with Closed <i>car.pet, har.vest;</i></li> <li>▪ Consonant-le Syllables V.cle division "Consonant le, count back three" with other syllable types;  <i>can.dle, ca.ble, mar.ble</i></li> <li>▪ The Consonant Doubling rule;</li> </ul> <p>When we have 1 syllable with 1 short vowel ending in 1 consonant, we double the consonant before the vowel suffix (-ing, -ed)</p> <p><i>running, swimming, hopped, grabbed</i></p> <ul style="list-style-type: none"> <li>▪ the concept of a Vowel Team and most frequent Vowel Team syllables <i>ai, ay, ee, ea, oa, ow;</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Latin roots with R-vowels <i>port, form, vert</i></li> <li>▪ Select high frequency Greek word parts <i>bio, photo, tele, auto, graph, scope, phone</i></li> <li>▪ Review</li> </ul>	<p><i>there is = there's</i></p> <ul style="list-style-type: none"> <li>▪ Auxiliary verbs/modals: <i>might, can/could, should, would, have to, would like, used to</i></li> <li>▪ Questions with auxiliaries:  <i>Would you like to...? Should I/ Can I? Do I have to ___?</i></li> <li>▪ reflexive pronouns <i>myself, yourself, etc.</i></li> <li>▪ possessive pronouns: <i>mine, yours, hers, his, ours, theirs.</i></li> <li>▪ possessive -s</li> <li>▪ indefinite pronouns <i>few, many, some, none.</i></li> <li>▪ Review</li> </ul>

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	<ul style="list-style-type: none"> <li data-bbox="632 310 1018 464">▪ read/write numeral words out in words 81-100 in writing/dictation practice; <i>eighty-one, eighty-two</i></li> <li data-bbox="632 521 1018 583">▪ review and reinforce skills from the entire year.</li> </ul>		