

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

***Note: This Scope & Sequence is designed with Spanish speakers in mind, but can be adjusted for a multilingual classroom.**

Month	Phonological & Phonemic Awareness	Morphology	Grammar & Written Expression
<p>Have your students...</p> <p>Sept-Nov</p> <p>Continue practicing and reviewing skills month by month until students have achieved mastery</p>	<ul style="list-style-type: none"> ▪ echo and chorally repeat words, phrases, and short sentences. ▪ identify words, phrases, and sounds in the Home Language in connection with English vocabulary. ▪ 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. ▪ understand the concept of a syllable – syllables are ‘the beats of a word’. Every syllable has a vowel. ▪ identify the initial sounds and syllables of vocabulary words in both Spanish and English. 	<ul style="list-style-type: none"> ▪ understand that cognates are words in English and Spanish that share the same or similar sounds, spellings, and meanings. ▪ focus on common cognates between Spanish and English. 	<ul style="list-style-type: none"> ▪ 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> and some statements with <i>don’t</i> and <i>not</i>; <i>I’m not, I don’t like.</i> ▪ 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> ▪ use subject pronouns (I, you, he/she/it/we/they), ▪ and subject pronoun contractions with <i>be</i>; <i>I’m, you’re, he’s, she’s, we’re, they’re</i>

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

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	<p>b /b/, c /k/, d /d/, m /m/, n /n/, p /p/, s /s/, t /t/</p> <ul style="list-style-type: none"> 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> learn Wh- question words who, what, where, when, why, how, which? recite numerals orally 1-100 in sequence; form numerals with correct stroke sequence on lined/ruled paper. read/write numeral words out in words 1-20 in writing/dictation practice <i>One, two, three, etc.</i> 		<p>the help of sentence frames/stems.</p> <ul style="list-style-type: none"> identify and sort vocabulary as nouns – <i>person, place, thing.</i> <i>teacher, school, pencil,</i> identify and sort vocabulary between nouns and action verbs. <i>teacher vs. jump</i> 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> 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>

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<p>Dec-Jan</p> <p>Have your students...</p>	<ul style="list-style-type: none"> ▪ 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 ▪ learn non-phonetic “red” words and high-frequency words <p><i>who, what, where, when, why, how, which here, there</i></p> <p>be: <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></p>		<ul style="list-style-type: none"> ▪ speak and write statements in the present (and continue with)present progressive; ▪ 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. ▪ Practice <i>like + ing</i> and <i>like to ---</i> <p><i>I like learning. I like to learn.</i></p> <ul style="list-style-type: none"> ▪ Yes/No Questions with <i>be</i> and <i>do</i>, for example: <p>Are you tired? Are you ok? <i>Yes, I'm OK. I'm fine.</i> <i>No, I'm not tired.</i></p> <p>Do you like (to eat) <i>ice cream?</i> <i>Yes, I do.</i></p>

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	<p><i>do/does/doing</i></p> <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"> ▪ practice short vowel sounds orally 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> ▪ read/write numeral words out in words 21-40 in writing/dictation practice <i>twenty-one, twenty-two</i> 		<p><i>No, I don't. (do + not contraction)</i></p> <ul style="list-style-type: none"> ▪ More yes/no questions with <i>do</i> support and a lexical verb: <i>Do you live in the Bronx?</i> <i>Yes, I do/No I don't.</i> ▪ <i>Do/does + not contraction</i> <i>Don't, doesn't</i> ▪ Students practice word order changes between questions and statements orally first then in writing. ▪ 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 is the library?</i> <i>The library is on the third floor.</i> <i>Where is my book? Your book is under the desk!</i> ▪ practice inverting the verb <i>be</i> when they create a Wh-question:

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			<p>My book is under the desk. Where is my book?</p> <ul style="list-style-type: none"> ▪ practice activities that give them lots of practice going back and forth between statements and questions with inversion. ▪ It is/it's contraction ▪ Demonstrative pronouns <i>here, (over here, over there)</i> <i>Where is my book? It's over here/over there!</i> ▪ 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>

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			<p>Have students make connections to <i>nada, nadie, ningún</i>.</p> <ul style="list-style-type: none"> ▪ compound sentences using <i>and, but, or</i> <p><i>Juan lives in the Bronx, and Will lives in Manhattan.</i></p> <p><i>Juan lives in the Bronx, but he comes to Manhattan every day.</i></p> <p><i>Juan takes the bus or the train to school.</i></p>
<p>Jan-Feb</p> <p>Have your students...</p>	<ul style="list-style-type: none"> ▪ learn non-phonetic “red” words and high-frequency words; <p><i>before, after, during, while about, again, only always, usually, sometimes, often</i></p> <ul style="list-style-type: none"> ▪ practice orally 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) ▪ practice orally blending and segmenting sounds in 	<ul style="list-style-type: none"> ▪ learn the concept of a prefix ▪ practice Closed Syllable prefixes <i>un-, dis-, ex-, mis-, in-,</i> ▪ explore Latin roots <i>struct, rupt, ject, tract</i> ▪ learn the concept of attaching a suffix -ing to a verb to express progressive and future 	<ul style="list-style-type: none"> ▪ Subject Wh-questions with <i>when is/are and When do you --- and basic prepositions of time (on, in, at)</i> <p>When is first period? First period is at 8 o'clock.</p> <p>When do you wake up in the morning? I wake up at 7 am.</p> <p><i>When is your birthday? My birthday is on May 12th. My birthday is on Thursday.</i></p> <p><i>It's on May 12th.</i></p>

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	<p>CVC Closed Syllable words with blends</p> <p>Initial blends: l blends: <i>bl, cl, fl, gl, pl, sl</i> r blends: <i>br, cr, dr, fr, gr, pr, tr</i> s blends: <i>sk, sm, sn, sp, st, sw</i></p> <p>Tri-blends <i>scr, str, spr, spl</i></p> <ul style="list-style-type: none"> learn digraphs <i>wh, ch, sh, th, ck, tch, dge</i> <p>and digraph blends <i>shr, thr</i></p> <ul style="list-style-type: none"> decode CVC words with -ing <i>splash, splashing</i> spell with <i>ck, tch, dge</i> at the end of a closed syllable <i>back, catch, judge</i> spell with bonus letters <i>f, l, s, z</i> FLOSS rule <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> <ul style="list-style-type: none"> learn <i>y</i> as a long <i>/ī/</i> at the end of a one syllable word <i>cry, dry</i> 		<ul style="list-style-type: none"> use conjunctions related to daily routines <i>when, before, after, during, while</i> <i>After breakfast, I leave to go to school.</i> use adverbs <i>always, usually, sometimes, often</i> connected to daily routines <i>When do you <u>usually</u> wake up in the morning?</i> <i>I usually wake up <u>before</u> 7am.</i> use indefinite pronouns <i>everywhere, everything, everyone, everybody</i> <i>vs.</i> <i>somewhere, something, someone, somebody</i> Everyone <i>in my house gets up at 6am.</i> <i>I always like to eat something for breakfast.</i>

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	<ul style="list-style-type: none"> ▪ identify individual words in compound words: <i>backpack, sunset</i> ▪ decode 2 syllable words with Closed syllables using VC.CV 'rabbit' division <i>bas.ket, kit.ten</i> ▪ read/write numeral words out in words 41-60 in writing/dictation practice <i>forty-one, forty-two</i> 		<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"> ▪ Create first complex sentences using subordinating conjunctions <i>when, before, after, during, while</i> <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 then 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"> ▪ Future tense with progressive -ing questions/statements <p><i>What <u>are you doing</u> tomorrow? Where <u>are you going</u>?</i></p>

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			<p><i>Tomorrow I'm going to the park (location) or Tomorrow I'm going to visit my family (action).</i></p>
<p>Mar-Apr Have your students...</p>	<ul style="list-style-type: none"> ▪ learn non-phonetic "red" words and high-frequency words; <i>took thought/bought, brought read (present)/read (past) write/wrote is/was is not/isn't was not/wasn't were/were not/weren't did/did not/didn't</i> ▪ learn welded -ng and -nk sounds <i>sang, sing, song, sung thank, think, honk, junk</i> ▪ learn Silent E Syllables <i>kite, hope</i> ▪ learn closed and Silent E syllables using VC.CV syllable division <i>cos.tume, im.mune</i> 	<ul style="list-style-type: none"> ▪ More Closed Syllable prefixes <i>trans, inter, sub-</i> ▪ Open Syllable prefixes <i>re-, de-, pre-, pro-, co-</i> ▪ Common Latin roots and roots ending in Silent E <i>fuse, vise, clude refuse, revise, include</i> ▪ 3 sounds of -ed for simple past <i>unlocked, expelled, constructed</i> ▪ Decoding closed syllable prefixes and roots with -ing and -ed <i>constructing/constructed</i> 	<ul style="list-style-type: none"> ▪ simple past tense with -ed and irregular forms, as well as negation ▪ common verbs with irregular past tense <i>was/were wasn't/weren't did/didn't 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> (*Teach in context, a chunk at a time.) ▪ negation + simple past + contraction <i>wasn't, weren't didn't + infinitive</i>

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	<ul style="list-style-type: none"> ▪ learn open Syllables ▪ learn open with closed and Silent E syllables using V.CV syllable division se.cret, lo.cate ▪ learn that 'y' says long /ē/ at the end of a two-syllable word ▪ and 'y' as short /ĭ/ ▪ and soft 'c' and 'g' before e, i, y cell, city, gym ▪ Read/write numeral words out in words 61-80 in writing/dictation practice sixty-one, sixty-two 		<ul style="list-style-type: none"> ▪ Yes/No question in past tense: <i>Were you at school yesterday? No, I wasn't</i> <i>Did you read the book? Yes, I did.</i> ▪ Object – wh questions in the past: <i>Where did you go yesterday? I went to the movies.</i> <i>When did you come home last night? I came home at 8 o'clock.</i> <i>What did you give Juan? I gave him the book.</i> ▪ More complex sentences using the past tense and present + past using subordinating conjunctions <i>although, even though, since, until,</i> Although <i>I usually get up early, yesterday I slept late.</i> I didn't do the assignment until I got home.

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<p>May-June</p> <p>Have your students...</p>	<ul style="list-style-type: none"> ▪ learn non-phonetic “red” words and high-frequency words; <p><i>could/should/would is not/isn't few/many some/none</i></p> <ul style="list-style-type: none"> ▪ learn r-controlled syllables; ▪ VC.CV division with R syllables in combination with Closed <i>car.pet, har.vest;</i> ▪ Consonant-le Syllables V.cle division “Consonant le, count back three” with other syllable types; <p><i>can.dle, ca.ble, mar.ble</i></p> <ul style="list-style-type: none"> ▪ The Consonant Doubling rule; <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>	<ul style="list-style-type: none"> ▪ plural -s and -es ▪ Suffix -tion, -sion ▪ Latin roots with R-vowels <i>port, form, vert</i> ▪ Select high frequency Greek word parts <i>bio, photo, tele, auto, graph, scope, phone</i> ▪ Review 	<ul style="list-style-type: none"> ▪ there is/there are ▪ Contractions with <i>it</i> and negation <i>It is/ It isn't/it's not</i> <i>there is = there's</i> ▪ Auxiliary verbs/modals: <i>might, can/could, should, would, have to, would like, used to</i> ▪ Questions with auxiliaries: <i>Would you like to...? Should I/ Can I? Do I have to ___?</i> ▪ reflexive pronouns <i>myself, yourself, etc.</i> ▪ possessive pronouns: <i>mine, yours, hers, his, ours, theirs.</i> ▪ possessive -s ▪ indefinite pronouns <i>few, many, some, none.</i> ▪ Review

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	<p><i>running, swimming, hopped, grabbed</i></p> <ul style="list-style-type: none"> ▪ the concept of a Vowel Team and most frequent Vowel Team syllables <i>ai, ay, ee, ea, oa, ow</i>; ▪ read/write numeral words out in words 81-100 in writing/dictation practice; <i>eighty-one, eighty-two</i> ▪ review and reinforce skills from the entire year. 		