



CREATED BY THE MARYVALE ESL DEPARTMENT



# ESL Scope and Sequence

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Mary Rienzo  
Susan Sokolowski

This scope and sequence is based on New York State ESL learning standards and Common Core State Standards (CCSS). This guide is for ESL classes, grades K-12, to be used and modified for all levels of language proficiency. Teacher discretion should be used to incorporate students' prior knowledge and skills.

## ABBREVIATED COMMON CORE ANCHOR STANDARDS

Reading	Writing	Listening/Speaking	Language
CCRA.R.1 (text-based/infer) CCRA.R.2 (main idea/det/sum.) CCRA.R.3 (anals./charact, events) CCRA.R.4 (vocabulary) CCRA.R.5 (text structure) CCRA.R.6 (p.o.v./purpose) CCRA.R.7 (multi. intell-multimedia) CCRA.R.8 (critical arguments) CCRA.R.9 (anals.texts-similar topic) CCRA.R.10 (independent reading)	CCRA.W.1 (opinion w/ data) CCRA.W.2 (clarity) CCRA.W.3 (narrative) CCRA.W.4 (dev/org/voice/aud) CCRA.W.5 (process) CCRA.W.6 (technology) CCRA.W.7 (research) CCRA.W.8 (valid/reliable info) CCRA.W.9 (res: text w/ data) CCRA.W.10 (routinely)	CCRA.SL.1 (range of conversation) CCRA.SL.2 (eval-diverse media) CCRA.SL.3 (point of view) CCRA.SL.4 (present-task/purp/aud) CCRA.SL.5 (use media to present) CCRA.SL.6 (adapt speech-conventions)	CCRA.L.1 (grammar/conventions-SW) CCRA.L.2 (capital/punct/spelling W) CCRA.L.3 (function in diff contexts) CCRA.L.4 (vocab-context clues) CCRA.L.5 (figurative language) CCRA.L.6 (use academic vocab)

## ELA COMMON CORE SHIFTS

SHIFT 1	PK-5; balancing informational and literary texts
SHIFT 2	6-12; knowledge in the disciplines
SHIFT 3	Staircase of complexity
SHIFT 4	Text-based answers
SHIFT 5	Writing from sources
SHIFT 6	Academic vocabulary

ELA Common Core Language Strands

Reading	Writing	Speaking and listening	Language
Key idea and details	Text types and purposes	Comprehension and collaboration	Conventions of standard English
Craft and structure	Production & distribution of writing	Presentation of knowledge and ideas	Knowledge of language
Integration of knowledge and ideas	Research to build and present knowledge		Vocabulary acquisition and use
Range of reading and level of complexity	Range of writing		
Responding to literature	Responding to literature		

NYS ESL Learning Standards

- S1 Students will listen, speak, read and write in English for information and understanding.
- S2 Students will listen, speak, read and write in English for literary response, enjoyment, and expression
- S3 Students will listen, speak, read and write in English for critical analysis and evaluation.
- S4 Students will listen, speak, read and write in English for classroom and social interaction.
- S5 Students will demonstrate cross-cultural knowledge and understanding.

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>• Greetings and Introductions</li> <li>• Calendar                             <ul style="list-style-type: none"> <li>• date/month/days of the week/months of the year</li> </ul> </li> <li>• Alphabet</li> <li>• Numbers</li> <li>• Colors and shapes</li> <li>• Pledge of Allegiance and American Flag</li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• Ramadan/Eid</li> <li>• Yom Kippur</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Subject-Verb agreement/statement formation</li> <li>• Question formation with who, what, why, where, when and how</li> <li>• Yes/No question formation</li> <li>• Conjugate the verb "be" (I am, you are, he is, we are, they are)</li> <li>• Punctuation and capitalization</li> </ul> <hr/> <p><i>Intermediate/Advanced</i></p> <ul style="list-style-type: none"> <li>• Modify the list above based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the writing process</li> <li>• *Writing Anchor Standard 5; Shift 5; Language strand: production of writing</li> <li>• Reading schedules</li> <li>• *Reading Anchor Standard 7; Shift 1; Language strand: range of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Picture description-written (if proficiency level permits)</li> <li>• Social interaction</li> </ul>

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>• Education                             <ul style="list-style-type: none"> <li>• school supplies</li> <li>• school subjects</li> <li>• classroom</li> <li>• faculty and staff</li> <li>• schedules</li> </ul> </li> <li>• Body Parts and Health</li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• Columbus Day</li> <li>• Halloween</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate the verb "have" (I have, you have, he has, we have, they have)</li> <li>• Singular and plural nouns</li> <li>• Prepositions</li> <li>• The articles "a", "an" and "the"</li> <li>• Pronouns</li> <li>• Possessive adjectives Ex. "It's my book." "It's his book."</li> </ul> <hr/> <p><i>Intermediate/Advanced</i></p> <ul style="list-style-type: none"> <li>• Possessive pronouns (mine, his, hers, yours, theirs, ours)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic handouts and/or textbooks</li> <li>• *Reading Anchor Standards; Shifts 1-4, 6; Language strand: integration of knowledge and ideas, range of reading</li> <li>• Use of text evidence</li> <li>• *Shift 4</li> <li>• Recall/retell;</li> <li>• *Reading Anchor Standards 1-2; Language Standard 1; Shift 4; Language strands: integration of knowledge and ideas, range of reading and level complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Progress assessment</li> </ul>

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>• Friends and Family</li> <li>• Clothing</li> <li>• House</li> <li>• Physical Environment                             <ul style="list-style-type: none"> <li>• weather</li> <li>• seasons</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• Election Day</li> <li>• Veteran's Day</li> <li>• Thanksgiving</li> <li>• Diwali</li> <li>• Eid</li> <li>• Christmas</li> <li>• Hanukah</li> <li>• Kwanzaa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate the verb "do"</li> <li>• Express the negative with "not"</li> <li>• Contractions (with the verbs be, have, and do)</li> <li>• Adjectives</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <i>Intermediate/Advanced</i></li> <li>• Progressive Tense Ex. It is snowing. It was snowing.</li> </ul>	<ul style="list-style-type: none"> <li>• Short stories</li> <li>• Story Elements</li> <li>• Predict</li> <li>• Inferencing</li> <li>• Author's Purpose</li> <li>• Recall/retell</li> <li>• Summarizing</li> </ul> <p>*Reading Anchor Standards 1-3; Shifts 1-3; All reading language strands</p>	<ul style="list-style-type: none"> <li>• Reading: Reading/Speaking Fiction and/or Nonfiction Retelling Scoring Form</li> </ul>

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>• Food                             <ul style="list-style-type: none"> <li>• categories of food</li> <li>• table setting</li> <li>• meals and meal times</li> </ul> </li> <li>• Money</li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• New Years Day</li> <li>• Martin Luther King Jr.</li> <li>• Chinese New Year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Count and non-count nouns Ex. "How much?" "How many?"</li> <li>• Regular simple past (-ed)</li> <li>• Irregular verbs in simple past (be, have, do)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <i>Intermediate/Advanced</i> Irregular simple past Ex. I ate. I ran.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitations, menus and flyers *Shift 1; (Language strand: Integration of knowledge and ideas)</li> <li>• Making a speech or participating in a debate *Shift 2 and 6; Language strand: presentation of knowledge and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking presentation</li> </ul>

FEBRUARY

ESL

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>• Communities               <ul style="list-style-type: none"> <li>• community helpers</li> <li>• country/city</li> <li>• maps</li> </ul> </li> <li>• Transportation</li> <li>• Holidays               <ul style="list-style-type: none"> <li>• Groundhog Day</li> <li>• Valentine's Day</li> <li>• President's Day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Auxiliary verbs (could, would, should)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <i>Intermediate/Advanced</i> Present Perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers and magazines</li> <li>• Text features</li> <li>• Proofread and edit</li> <li>• Fact vs. opinion</li> <li>• Point of view</li> <li>• Charts/diagrams</li> </ul> <p>*Shift 1, 3, 5, 6; Language strand: Range of reading and level of complexity; Vocabulary acquisition and use</p>	<ul style="list-style-type: none"> <li>• Progress assessment</li> </ul>



MARCH

ESL

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>Personal Identification</li> <li>Emotions/Feelings</li> <li>Leisure and Recreation</li> <li>Holidays                             <ul style="list-style-type: none"> <li>St. Patrick's Day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>"like to" + verb</li> </ul> <hr/> <p><i>Intermediate/Advanced</i></p> <ul style="list-style-type: none"> <li>Simple future tense with "will" and "going to"</li> <li>Gerunds</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Songs</li> <li>Sequencing</li> <li>Use of transition words in writing</li> <li>*Shift 3 and 6; Language strand: Craft and structure</li> </ul>	<ul style="list-style-type: none"> <li>Listening quiz- evaluation of a conversation, poem, or song</li> </ul>

APRIL

ESL

Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"> <li>Animals</li> <li>Test taking skills</li> <li>Holidays                             <ul style="list-style-type: none"> <li>Easter</li> <li>Passover</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Comparative and superlative forms – modify for proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Folktales/fairy tales</li> <li>Compare/contrast</li> <li>Main idea</li> <li>Categorizing</li> <li>*Shift 1, 4; Language strands: craft and structure, responding to literature</li> </ul>	<ul style="list-style-type: none"> <li>NYS content tests (ELA, math)</li> <li>NYSESLAT- speaking subtest</li> </ul>

ESL

		MAY	
Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"><li>• Test taking skills</li><li>• Cumulative Review</li><li>• Holidays<ul style="list-style-type: none"><li>• Mother's Day</li><li>• Memorial Day</li><li>• Cinco De Mayo</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Cumulative review</li></ul>	<ul style="list-style-type: none"><li>• Plays/Reader's Theatre</li><li>• Character dialogue</li><li>*Shifts 1, 4, 6; Language strands: knowledge of language, vocabulary acquisition and use, text types and purposes</li></ul>	<ul style="list-style-type: none"><li>• NYSESLAT- all subtests</li><li>• NYS content tests (Science)</li></ul>

ESL

		JUNE	
Content (culture and vocabulary)	Grammar	Literacy Genres and Skills (per CCSS)	Assessment
<ul style="list-style-type: none"><li>• Cumulative Review</li><li>• Holidays<ul style="list-style-type: none"><li>• Father's Day</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Cumulative review</li></ul>	<ul style="list-style-type: none"><li>• Cumulative review</li></ul>	<ul style="list-style-type: none"><li>• NYS Regents (H.S.)</li><li>• NYS content tests (Science)</li></ul>