

Scope and Sequence Overview

The following TESOL general benchmarks summarize the basic skills that will be developed for each Sube level. This outline below can also be used to assess students coming into your classroom to help determine their proficiency level. The **Sube Benchmark Evaluation Chart** on the following pages provides a detailed checklist to test students for fluency in specific areas, e.g., comprehension, speaking, reading, writing.

Sube Level A Beginner

Depending on age, developmental readiness and allocated class time, the Sube curriculum can take students to beginner or early intermediate level proficiency. Proficiency is defined by the below benchmarks which form the academic benchmarks for each Sube kit and can be used to assess new students.

Beginning Proficiency Level

Spanish Language Learners (SLL) at the beginning level of Spanish-language proficiency demonstrate dramatic growth. They progress from having little or no receptive or productive Spanish skills to possessing a basic use of Spanish. Students at the Beginning Proficiency Level are able to:

- Comprehend high-frequency words and basic phrases in immediate physical, concrete surroundings
- Produce learned words and phrases
- Use gestures to communicate basic needs
- Interact with frequently used Spanish print in a limited fashion
- Demonstrate initial Spanish print awareness
- Write familiar words and phrases
- Demonstrate understanding of familiar words, phrases and questions drawn from content areas
- Follow classroom routines and schedules
- Express basic personal and safety needs
- Respond to questions with one- and two-word answers and gestures
- Demonstrate and use basic social conventions

Early Intermediate Proficiency Level

SLLs at the early intermediate level of Spanish-language proficiency start to respond to more varied communication tasks and learned material with increasing ease. Students at the Early Intermediate Proficiency Level are able to:

- Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations
- Produce basic statements
- Ask questions in direct informational exchanges on familiar and routine subjects
- Interact with a variety of familiar items in print as part of a group
- Recognize words and phrases from previously learned material
- Write basic personal information and short responses within structured contexts
- Use high-frequency vocabulary drawn from other content areas
- Express basic personal and safety needs

Scope and Sequence Overview

- Respond to questions and simple phrases
- Participate in simple face-to-face conversations with peers and others

Sube Level B Intermediate

Intermediate Proficiency Level

SLLs at the intermediate level of Spanish-language proficiency begin to refashion learned material to meet their immediate communication and learning needs. Students at the Intermediate Proficiency Level are able to:

- Comprehend information on familiar topics in contextualized settings
- Produce sustained conversation with others on a variety of general topics
- Interact independently with a variety of simplified print examples
- Write basic information and expand responses in contextualized settings
- Comprehend main ideas and basic concepts in content areas
- Express a variety of personal and safety needs
- Respond to questions using short sentences
- Initiate simple conversations with Spanish speakers outside of school

Early Advanced Proficiency Level

SLLs at the early advanced level of Spanish-language proficiency begin to utilize the Spanish language in more complex, cognitively demanding situations and are able to use Spanish as a means for learning in other academic areas. Students at the Early Advanced Proficiency Level are able to:

- Comprehend detailed information with fewer contextual clues on unfamiliar topics
- Produce, initiate and sustain spontaneous language interactions using circumlocution when necessary
- Interact with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print
- Write to satisfy limited social and academic needs through the recombination of learned vocabulary and structures
- Participate actively in all content areas
- Express more complex feelings, needs and opinions using extended oral and written production
- Participate actively in non-academic settings that require Spanish

For the latest upgrades to the **Sube Benchmark Evaluation Chart** and the new **Sube Scope and Sequence Chart**, please visit our website at www.sube.com.

Sube Level B Benchmark Evaluation Chart

Child's name _____ Date _____ Grade _____ Unit _____

Uses color correctly as an adjective in writing.

Critical thinking

Ability to synthesize and analyze

Can create variations of interaction sentences in conversation (critical thinking).

Can create variations of interaction sentences in writing exercises.

Can question and respond appropriately to conversational introductions and greetings.

Can ask questions and ask for help using learned phrases

Responds to basic classroom commands and activity instructions in Spanish
(Ven aquí, Siéntate por favor, Puedes leer esta oración, Busca una goma)

Asks questions about the second language that extends own understanding
(e.g., ¿Cómo se dice en español?)

Express desires, needs, opinions, likes and dislikes in full sentences.

Can use learned phrases to create role-plays

Can create and retell a brief poem and/or story.

Mathematics

Numbers and Operations

Can rote count to _____

Has awareness of numbers and counting as a means of determining quantity

Can compare numbers of objects with terms such as less, more, a little, a lot

Can identify written numbers in Spanish, in math problems and in stories.

Can perform basic adding and subtracting in Spanish depending on grade level

Evaluation

Sube Level B Benchmark Evaluation Chart

Child's name _____ Date _____ Grade _____ Unit _____

Uses numbers correctly to quantify vocabulary in conversation

Can make conversational sentences relating to time and date.
(Voy a comer a las cinco hoy.)

Can apply the days of the week and the seasons in conversation and written exercises
(Me gusta jugar afuera en la primavera.)

Can respond to questions and perform exercises using fractions

Understands ordinal numbers in Spanish and can use them correctly in exercises

Understands "más" and "menos" and can use them correctly in exercises

Geometry and spatial sense

Can describe and compare basic shapes in conversation and in written exercises

Can describe direction, order and position of objects using words such as hacia
arriba, hacia abajo, dentro, fuera, a la izquierda, etc. in conversation and in writing.

Literacy

Alphabet/phonemical awareness

Can pronounce the sounds of all beginning letters in Spanish

Can read aloud the Spanish alphabet

Can call out Spanish words that begin with different letters of the alphabet

Goal 1, Standard 1

To use Spanish to communicate in social settings.

Students will use Spanish to participate in social interactions.

Descriptors

- a. Sharing and requesting information
- b. Expressing needs, feelings and ideas
- c. Using nonverbal communication in social interactions
- d. Meeting personal needs
- e. Engaging in conversations
- f. Conducting transactions

Sample Progress Indicators

- a. Engage listener's attention verbally or nonverbally
- b. Volunteer information and respond to questions about self and family
- c. Elicit information and ask clarification questions
- d. Clarify and restate information as needed
- e. Describe feelings and emotions after watching a movie
- f. Indicate interests, opinions or preferences related to class projects
- g. Give and ask for permission
- h. Offer and respond to greetings, compliments, invitations, introductions and farewells
- i. Negotiate solutions to problems, interpersonal misunderstandings and disputes
- j. Read and write invitations and thank-you letters
- k. Use the telephone

TESOL National Standards: Goal 1

Goal 1, Standard 2

To use Spanish to communicate in social settings. Students will interact in, through and with spoken and written Spanish for personal expression and enjoyment.

Descriptors

- a. Describing, reading about or participating in a favorite activity
- b. Sharing social and cultural traditions and values
- c. Expressing personal needs, feelings and ideas
- d. Participating in popular culture

Sample Progress Indicators

- a. Describe favorite storybook characters
- b. Recommend a game, book or computer program
- c. Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs and magazines
- d. Recount events of interest
- e. Ask information questions for personal reasons
- f. Make requests for personal reasons
- g. Express enjoyment while playing a game
- h. Talk about a favorite food or celebration
- i. Express humor through verbal and nonverbal means

Goal 1, Standard 3

To use Spanish to communicate in social settings.
Students will use learning strategies to extend their communicative competence.

Descriptors

- a. Testing hypotheses about language
- b. Listening to and imitating how others use English
- c. Exploring alternative ways of saying things
- d. Focusing attention selectively
- e. Seeking support and feedback from others
- f. Comparing nonverbal and verbal cues
- g. Self-monitoring and self-evaluating language development
- h. Using the primary language to ask for clarification
- i. Learning and using language “chunks” (phrases)
- j. Selecting different media to help understand language
- k. Practicing new language
- l. Using context to construct meaning

Sample Progress Indicators

- a. Test appropriate use of new vocabulary, phrases and structures
- b. Ask someone the meaning of a word
- c. Understand verbal directions by comparing them with nonverbal clues (e.g., folding paper into eighths, lining up)
- d. Tell someone in the native language that a direction given in English was not understood
- e. Recite poems or songs aloud or to oneself
- f. Imitate a classmate’s response to a teacher’s question or directions
- g. Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- h. Practice recently learned language by teaching a peer

Goal 3, Standard 3

To use Spanish in socially and culturally appropriate ways. Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Descriptors

- a. Observing and modeling how others speak and behave in a particular situation or setting
- b. Experimenting with variations of language in social and academic settings
- c. Seeking information about appropriate language use and behavior
- d. Self-monitoring and self-evaluating language use according to setting and audience
- e. Analyzing the social context to determine appropriate language use
- f. Rehearsing variations for language in different social and academic settings
- g. Deciding when use of slang is appropriate

Sample Progress Indicators

- a. Observe language use and behaviors of peers in different settings
- b. Rehearse different ways of speaking according to the formality of the setting
- c. Test appropriate use of newly acquired gestures and language

TESOL NATIONAL STANDARDS: GOAL 1

GOAL 1, STANDARD 1

To use Spanish to communicate in social settings. Students will use Spanish to participate in social interactions.

BY ENGAGING IN ACTIVITIES SUCH AS:

La rueda N°. 2, Mi piedra, ¿Qué haces?

GOAL 1, STANDARD 2

To use Spanish to communicate in social settings. Students will interact in, through and with spoken and written Spanish for personal expression and enjoyment.

BY ENGAGING IN ACTIVITIES SUCH AS:

Nature Poem, Treasure Hunt, ¿Qué falta?

GOAL 1, STANDARD 3

To use Spanish to communicate in social settings. Students will use learning strategies to extend their communicative competence.

BY ENGAGING IN ACTIVITIES SUCH AS:

Oraciones, ¡Ay, caramba! Bingo, Baila and Escuela Card Games

TESOL NATIONAL STANDARDS: GOAL 2

GOAL 2, STANDARD 1 To use Spanish to achieve academically in all content areas. Students will use Spanish to interact in the classrooms.

BY ENGAGING IN ACTIVITIES SUCH AS:

Label Classroom, Found Objects Journal, A la ciudad Journal

GOAL 2, STANDARD 2 To use Spanish to achieve academically in all content areas. Students will use Spanish to obtain, process, construct and provide subject matter information in spoken and written form.

BY ENGAGING IN ACTIVITIES SUCH AS:

Nature Poem, Match Game, Baila and Escuela Card Games, Oraciones

GOAL 2, STANDARD 3

To use Spanish to achieve academically in all content areas. Students will use appropriate learning strategies to construct and apply academic knowledge.

BY ENGAGING IN ACTIVITIES SUCH AS:

Activity Book, ¿Esta o esa?, Nature puzzle, Más... que, Yo, tú, él... ¡a brincar!

TESOL NATIONAL STANDARDS: GOAL 3

GOAL 3, STANDARD 1 To use Spanish in socially and culturally appropriate ways. Students will use the appropriate language variety, register and genre according to audience, purpose and setting.

BY ENGAGING IN ACTIVITIES SUCH AS:

Oraciones, Multicultural Music Videos, ¿Qué quieres ser?

GOAL 3, STANDARD 2 To use Spanish in socially and culturally appropriate ways. Students will use non-verbal communication appropriate to audience, purpose and setting.

BY ENGAGING IN ACTIVITIES SUCH AS:

Clay Family, Family Album, Arriba y abajo, ¿Quién es?