

## Scope and Sequence Overview

The following general benchmarks summarize the basic skills that will be developed for each Sube level. A more detailed **Scope and Sequence**† can be found within each unit, breaking down the benchmarks by theme (e.g., Animals Unit Introduction p. LP-18). The 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

English Language Learners (ELL) at the beginning level of English-language proficiency demonstrate dramatic growth. They progress from having little or no receptive or productive English skills to possessing a basic use of English. 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 English print in a limited fashion
- Demonstrate initial English 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

ELLs at the early intermediate level of English-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

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- Use high-frequency vocabulary drawn from other content areas
- Express basic personal and safety needs
- Respond to questions and simple phrases
- Participate in simple face-to-face conversations with peers and others

### Sube Level B Intermediate

(Please check release date on our website, [www.sube.com](http://www.sube.com).)

#### Intermediate Proficiency Level

ELLs at the intermediate level of English-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 English speakers outside of school

#### Early Advanced Proficiency Level

ELLs at the early advanced level of English-language proficiency begin to utilize the English language in more complex, cognitively demanding situations and are able to use English 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 English

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](http://www.sube.com).