

Skills and Resources Scope and Sequence

This Skills and Resources Scope and Sequence is a practical guide for English Learner instructors.

The Scope and sequence follows the consecutive order of English phonics skills when beginning to read in the English Language. It also lists recommendations and resources available for each English skill taught in the Resource Hub.

Resources and recommendations can be used in whole group, small group, or one-on-one settings.

Teacher resources include:

Virtual trainings, foundational lessons, anchor charts, phonics skill practice routines, and student worksheets.

Student resources include:

Instructional animations in multiple languages to front-load critical English skills.

Family resources include:

Multilingual informational PDFs that foster inclusivity and parental support.

You will notice that most instructional resources consist of instructional animations. Animations are provided in the student's native language (with an English script for the teacher) and intended to front-load the English skill of focus. Each animation falls under three categories. **Articulation Animations, Routine Skill Animations, and Instructional Animations.** **Articulation Animations show how to articulate English phonemes in real-time. This is beneficial for students learning to articulate and pronounce new and unfamiliar sounds in the English language. Instructional Animations explain key phonics skills in the student's native language. Routine Skill Animations explain practice routines that can be used to physically apply skills to practice.**

Target Language Approach

In each animation video, you will notice that while the majority of the explanation is provided in the student's native language, key terms in English are maintained. This is intentional and in line with target language teaching. The target language is English, and the explanation of those skills for comprehension is in another language.

Maintaining academic and functional vocabulary in the English target language, such as phoneme, grapheme, etc., allows students to more readily relate to and recognize each English term when the English-speaking teacher refers to and uses them in instruction. This approach allows students to independently make necessary connections in the new English skill, as the function of that skill is explained in their native tongue.

Acknowledging and using the student's native language allows them to use what they know to better understand what they are learning. Connections in the new English language can be built when we acknowledge, celebrate, and use the skill sets our students already have!

This targeted approach is strategically designed to recognize and cultivate existing skill sets while developing and targeting new ones.

Skill Routine Practice Animations

Evidence-based practice shows us that one of the biggest disconnects for English learners is applying skills to practice. Most English instruction typically only focuses on academic skills but takes the instruction needed for skill application for granted. English learners are learning a new language orally and academically. This means that apart from the academic skill itself, they must be supported and guided in understanding how to practice it.

The assumption that skill practice activities are naturally understood does not apply to non-native speakers because they are challenged to make sense of the skill while also processing and understanding how to use it in the new language.

The Resource Hub provides multisensory practice skills for teachers to continuously use as they reinforce new skills taught. "Routine Skill" animations explain these practice skills in the student's native language before the teacher engages in the skills practice activity. This gives the student the confidence and knowledge to understand and participate in applying skills to practice.



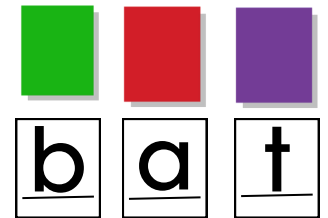
[Resources in Other Languages](#)>[Language Selection](#)>[Instructional Animations](#)>[Skill Practice Animations](#)



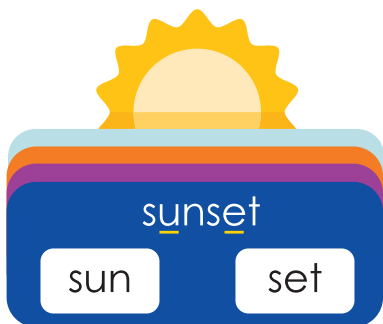
Finger Stretching



Touch and Say



Build a Word



Lose the Rules



Spell It!





Multisensory Routine Skills

Evidence Based Research also shows that multisensory approaches provide for optimal learning. Brain science shows us that applying all the senses when learning provides multiple opportunities for neural connections to be formed. When connections are formed, comprehension follows. This is especially beneficial for English learners who are not only learning new skills, but also learning how to comprehend and apply those skills in a new language. One researched practice that considers this multisensory approach in language teaching is known as Total Physical Response. We encourage this approach through our practice activities that teachers and students can use to routinely apply the skills to practice. Applying new skills in a tangible way allows students to better understand the skill's function. Explanations of these skill activities are provided via animation in multiple languages. Before engaging in the routine practice activity, the teacher can play the animation that explains the practice activity. This will allow the student to understand the purpose of the routine and actively engage, as well as make independent connections as they practice the new English skill with their teacher.

For optimal instruction use our Phonics Kit alongside these practice activities as students begin the English reading journey. Play the Phonics Kit Animation found in Skill Practice Animations in the Resource Hub. This animation will explain the manipulatives and their purpose before using them alongside Skill Practice Activities.

Skill Practice Descriptions

Practice Activity



[Resources in Other Languages](#)> [Language Selection](#)>[Instructional Animations](#)
>[Skill Practice Animations](#)

Finger-
Stretching

A multisensory routine that enables letter-to-sound correspondence for the accurate decoding of words.

The teacher says the word, and the student repeats the word as they make a fist. Then, they stretch out a letter for every sound they hear in the word, and then close their hand back into a fist while saying the entire word again.

Touch and
Say

A multisensory routine that enables letter to sound correspondence

The teacher models and enables the student to independently “touch and say” each letter and their sound as they blend words.

Skill

Short Vowels

Resource Available

Short Vowel Articulation

[Resources in English](#)> [Instructional Animations](#)>[Vowel Articulations](#)

Short Vowels Animation

[Resources in English](#)> [Instructional Animations](#)>[Vowel and Consonants](#)

Short Vowels Anchor Chart

[Resources in English](#)>
[Printable Resources](#)>[Anchor Charts](#)

Language Consideration

Vowels in various languages may have only one sound or multiple tonal variations. In English, the distinct short and long vowel sounds are crucial and need to be taught clearly. When approaching English vowel sounds, it is recommended that they be highlighted as unique in that they have two sounds instead of only one.

Teacher Recommendations

Your English Learner has just begun to understand that every letter has a sound in addition to new letters, words, and sounds. While it is recommended to mention and highlight that English vowels have long and short sounds, it is also recommended that apart from this awareness, you first establish short vowel sounds before requiring long vowel skills. Most English words contain short vowel sounds. This skill is crucial for establishing the foundation for reading simple words before considering long vowel sounds found in more complex words. You may also play the articulation videos as you focus on each vowel within the pacing of your curriculum. Use our "Short Vowel Movements" animations to reinforce their sounds and or review them. The Short Vowels Anchor chart and its movements for each short vowel sound is an excellent reference and can prove highly beneficial. Practice each movement assigned to each vowel sound alongside vowel identification and articulation with your students. Doing this will make this skill more applicable and concrete for your English Learner.