

Semillitas de Aprendizaje Math Books Scope and Sequence

Language & Early Literacy Development

															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	El Libro del Uno - The Book of One	El Libro del Dos - The Book of Two	El Libro del Tres - The Book of Three	El Libro del Cuatro - The Book of Four	El Libro del Cinco - The Book of Five	Vamos a Contar Hasta el Cinco - Let's Count to Five	El Libro de las Formas - The Book of Shapes	El Libro de las Ubicaciones - The Book of Positions	El Libro de los Opuestos - The Book of Opposites	Una Semana de Opuestos - A Week of Opposites	El Libro de Acciones - The Book of Actions	Todos Tenemos una Voz - We All Have a Voice	Todos Tenemos Algo que Aportar - Each One of Us Has a Gift to Give	Conociendo el Cuerpo - Learning About My Body	El Libro de la Alegría - The Book of Joy

Listening Comprehension

Listens with increasing attention	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Enjoys listening to and responding to books	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Speech Production and Speech Discrimination

Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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Vocabulary

Shows a steady increase in listening and speaking vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Verbal Expression															
Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech			•	•	•		•	•	•	•	•	•	•	•	•
Tells a simple personal narrative, focusing on favorite or most memorable parts			•	•	•		•	•	•	•	•	•	•		•
Asks questions and makes comments related to the current topic of discussion			•	•	•		•			•		•	•	•	•
Begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)			•	•	•		•	•	•	•	•	•	•	•	•
Begins to retell the			•	•	•							•	•	•	•

be read															
Begins to understand that print runs from left to right and top to bottom	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Begins to recognize the association between spoken and written words by following the print as it is read aloud	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Letter Knowledge and Early Word Recognition															
Begins to identify some high-frequency words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Motivation to Read															
Enjoys listening to and discussing storybooks and information books read aloud	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Developing Knowledge of Literary Forms															

Understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Begins to predict what will happen next in a story			●	●	●	●			●					
Begins to retell some sequences of events in stories			●	●	●									
Shows appreciation of repetitive language patterns	●	●					●		●		●	●	●	●