

SCOPE & SEQUENCE

Bilingual Grammar Curriculum

Level 1

ASL

English

SUBJECTS

- Identify, define, and produce single subjects.
- Differentiate between appropriate and inappropriate subjects (making meaning).
- Generate sentences with single subjects.
- Independently compose sentences using compound subjects.

- Identify, compose, and repair single subjects in a sentence.
- Define, categorize, and list WHO & WHAT subjects.
- Given a predicate, choose the correct matching subject from several options
- Given a subject, choose the correct predicate from several options

PREDICATES

- Given visual stimuli as well as ASL sentences, state WHAT HAPPENED, what the subject HAS, or the DESCRIBING information.
- Define all three predicate types.
- Identify, produce, evaluate, and fix errors as they relate to all predicate types.

Foundations of literacy

- Generate a predicate for a given subject.
- Produce a subject for a given predicate.

- Identify, compose, and repair predicates in sentences using all three predicate types.
- Define all three predicate types (WHAT HAPPENED indicates that an observable action has occurred, HAS predicates indicate something being held, DESCRIBING predicates describe the SUBJECT in specific ways).

Foundations of literacy

- Given any of the three types of predicates produce matching subjects
- Identify predicates that do and do not apply to given subjects.

COMPLETE IDEAS

- Define complete ideas as sentences that include both a subject and a predicate.
- Identify, evaluate, and repair sentences as complete ideas.
- Identify simple sentence boundaries.
- Evaluate sentences for semantic appropriateness.
- Intentionally generate nonsense sentences.
- Articulate that the components of a complete sentence must include a subject and a predicate.
- Independently analyze sentences for completeness and appropriateness (all sentences must include Subjects and Predicates and they must make sense).
- Repair inappropriate sentences.

Foundations of literacy

- Diagram simple sentences using the sentence diagram chart.
- Compose sentences from diagram models.
- Independently compose sentences from various stimuli.

Foundations of literacy

- Capitalize the beginning letter of an English sentence.
- Include a period to indicate the end of a sentence.
- Independently identify sentence boundaries between two conflated sentences.
- Independently compose sentences from various stimuli.

SYNTAX STUDY

- Establish SUBJECT - PREDICATE sequence as the default syntax.
 - Diagram ASL sentences identifying sentence components (Subjects & Predicates).
 - Recognize that nouns can occur in the Subject and the Predicate.
 - Recognize that Adjectives can occur before or after the Nouns they modify.
 - Articulate the syntax rules for Adjectives in ASL.
 - Compose sentences with Adjective - Noun, or Noun- Adjective syntax.
 - Compare and contrast word order in ASL and English for sentences including all three predicate types.
 - Diagram English sentences identifying sentence components (Subjects & Predicates).
 - Recognize that nouns can occur in the Subject and the Predicate.
 - Compare and contrast word order in ASL and English as it relates to Adjectives.
 - Articulate the syntax rules for Adjectives in English.
 - Compose sentences using Adjective - Noun syntax order.
 - Repair sentences including incorrect English syntax.
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NOUNS

- Identify and produce simple nouns.
- Categorize nouns according to specific types (e.g., people, places, animals, etc.).
- Define each category in accessible terms.
- Independently provide examples of nouns given categories.
- Recognize that nouns can appear in both subjects and predicates.
- Define nouns.

Foundations of literacy

- Independently provide examples of nouns given contexts.
- Compose sentences with nouns in both the subject and the predicate.

- Match English nouns to 8 categories (e.g., people, animal, clothing, vehicles, food, toys, fruit, tools).
- Given written nouns, identify the category to which they belong and suggest other members.
- Define "thing" according to specific categories (e.g., food, toy, clothing or vehicle).
- Define "place" as an inside or outside space.
- Given the 4 categories of nouns (People, Place, Thing, Animal), assign nouns to each category.
- Define NOUNS as words we use to label or "CALL".
- Identify nouns in an English sentence.
- Identify nouns and whether they occur in the subject or the predicate.

Foundations of literacy

- Compose English sentences including nouns in both the subject and predicate.



ADJECTIVES

- Identify, produce, and evaluate adjectives used in subjects and predicates.
- Define adjectives as signs that provide more information about nouns.
- Identify nouns modified by a given adjective in a sentence.
- Articulate the syntax rules for adjectives in ASL.
- Diagram sentences where nouns are modified by adjectives.
- Determine the relative informativeness of sentences ASL.
- Identify, produce, and evaluate simple adjectives used in both subjects and predicates.
- Define adjectives as words that provide more information about nouns.
- Identify nouns modified by a given adjective in a sentence.
- Given nouns, differentiate between appropriate and inappropriate adjective modifiers.
- State that adjectives can only appear before nouns in noun phrases.
- Identify the semantic relationship between two adjectives and related nouns (e.g., cold and sweet-ice cream)

Foundations of literacy

- Revise sentences where unmodified nouns are modified by adjectives.
- Independently compose sentences including adjectives.
- Anticipate and evaluate adjectives that are likely to occur in a given context.

Foundations of literacy

- Enhance the complexity of sentences by modifying nouns with appropriate adjectives.
- Repair syntax errors that occur with nouns and adjectives.

ADVERBS

- Identify how adverbs change the meaning of adjectives.
- Notice the concurrent (New York City) architecture of ASL.
- Diagram sentences in ASL that include adjectives and adverbs.
- Rank the intensity of adverb choices.
- Apply adverbs (NMMs) in order to show intensity differences (e.g., MAN TALL, MAN EXTREMELY TALL).
- Identify, produce, and evaluate simple adverbs. In Level 1, this is limited to two adverbs that modify adjectives (e.g., big dog, very big dog, really big dog).
- On a scale that shows degree of intensity, indicate where various adjective/adverb/noun combinations fall.
- Provide original examples of adverbs given stimuli.

Foundations of literacy

- Given diagrammed representations of sentences with adjectives modified by adverbs, compose equivalent ASL sentences.
- Compose ASL sentences using adverbs from various stimuli.

Foundations of literacy

- Write phrases using correct English syntax rules (e.g., adverb + adjective + noun, as in really tall man).

VERBS

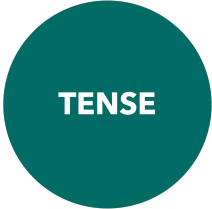
- Identify simple action verbs in context.
- Define verbs as signs that represent observable actions.
- Recognize the role of verbs in WHAT HAPPENED predicates.
- Identify simple action verbs in English sentences.
- Compose simple action verbs given stimuli.
- Define verbs as words that tell us "what happened."

Foundations of literacy

- Provide examples of related verbs given a specific context.
- Compose complete sentences in ASL that use verbs in WHAT HAPPENED predicates.

Foundations of literacy

- Given specific contexts, generate verbs that fit that context. (e.g., given playground)
- Given specific subjects, generate verbs that fit that subject. (e.g., given chef, write: cook, cut, bake, make, etc.).



TENSE

- Recognize events in time as occurring before now, currently, or after now.
- Demonstrate command of simple tense in ASL.
- Categorize events/sentences as occurring before now, currently, or after now.
- Generate and classify tense markers in ASL.
- Articulate and evaluate the role of various tense markers in ASL.
- Define TENSE as information about when the predicate is occurring.
- Identify English lexical markers of time (e.g., today, yesterday, tomorrow, etc.).
- Categorize sentences according to their time designations (e.g., tonight, now, 5 minutes ago, today, this morning, etc.) using three time categories (BEFORE NOW, NOW (currently), AFTER NOW). Identify lexical markers of time (e.g., today, yesterday, tomorrow, etc.).
- Add -ed to verbs in order to indicate past and add will before the verb to indicate future events

Foundations of literacy

- Appropriately compose sentences marking tense in grammatical ways.
- Change the TENSE of sentences in ASL.
- Define TENSE as words or word parts that signal BEFORE NOW/NOW/AFTER NOW
- State that time words or verb+ed indicate the tense of a sentence.
- Identify, differentiate, and categorize past and future sentences using lexical markers and morphological additions (-ed, will).

Foundations of literacy

- Given a sentence with a regular simple past or future tense verb (e.g., The girl will jump.) produce sentences with different tense (i.e., The girl jumped.).