

AISL Language Learning Overview for ELC 3-5 years old

Oral Language: *Speaking*

- beginning to initiate and sustain conversations with both peers and adults
- beginning to recite finger plays, rhymes, and short poems
- beginning to ask questions for clarification and to further understanding
- beginning to communicate needs, wants and thoughts with increasing confidence
- beginning to engage in imaginative play by talking to self and others
- beginning to use appropriate tone and inflection to express ideas, feelings and needs

Oral Language: *Listening*

- listens to stories being read by a variety of adults with increasing concentration
- beginning to understand and follow increasingly complex oral instructions and directions (two-step, a series of unrelated sequences of actions)
- makes increasingly relevant responses to questions and comments from teachers and peers

Oral Language: *Vocabulary*

- identifies, names and describes familiar objects, people and events
- acquires new vocabulary within concrete and high interest areas (EOSL children are beginning to name things)
- uses new and developing vocabulary and grammar, including comparative words (big-small, cold-hot), temporal words and positional words.
- uses multi-word sentences with increasing complex grammar to communicate ideas, feeling or experiences
- beginning to use uncommon or unexpected words in communication

Early Reading: *Book Handling*

- beginning to display reading like behavior (e.g. holding a book the right side up, carefully turning pages)
- beginning to understand the different parts of a book (title, cover, author, illustrator)

Early Reading: *Print awareness*

- distinguishes between print and pictures
- identifies print (signs, symbols and labels) in the environment
- beginning to recognize that letters are grouped to form words
- recognizes own written name (e.g. on labeled work, name tags)
- recognizes written names of some friends and family members
- beginning to point to print on a page and ask: “what’s this say?”

Early Reading: *Phonemic awareness*

- hears, recognizes and identifies words that rhyme in familiar games, songs and stories
- distinguishes sounds that do not rhyme
- invents oral rhymes and repetitive phrases

- hears and identifies syllables in words by clapping or using another rhythmic movement
- recognizes when different words begin with the same sound (noticing similar sounds in the written names of friends)
- can add to a list of words beginning with the same initial sound (i.e. What else starts with the sound 'B' like ball)
- beginning to recognize and imitate short sound sequences
- beginning to explore letter-sound matches for the letters s, a, t, i, p, n, c/k, e, g, r, m, d, g, o, u, l, f, b.

Early Reading: *Phonics/Letter knowledge*

- beginning to discriminate letters from other shapes and symbols
- visually discriminates similarities and differences in letters
- demonstrates a beginning knowledge of the alphabet
- beginning to recognize and identify some letters by name, including those in own name
- Can recognize and name at least 10 letters of the alphabet
- beginning to make some letter-sound matches (e.g. letters in own name and names of friends)

Early Reading: *Comprehension*

- chooses to return repeatedly to favorite books
- takes an active role in reading (imitates reading, chooses a book, asks someone to read to him/her)
- repeats or completes phrases from familiar stories (e.g. run, run as fast as you can...)
- acts out main events in familiar stories using puppets or taking on different roles themselves
- beginning to retell familiar stories with increasing detail and in correct sequence of events with or without prompting or props
- beginning to read and discuss pictures
- beginning to make increasingly plausible predictions about stories and/or characters using pictorial cues
- beginning to ask and answer a variety of questions about books read aloud (including sharing opinion)
- makes connections between stories and real life experiences
- beginning to make connections between stories and events in a story
- uses emerging reading skills (reading pictures) to make meaning from print
- beginning to comprehend and interpret meaning from story text and illustrations
- beginning to compare characters from different stories
- beginning to respond to stories through drawings

Early Writing

- shows an interest in writing (marks accompany drawings)
- beginning to understand the purpose of writing
- developing an awareness of directionality in their mark making (e.g. left to right, top to bottom)

- beginning to use inventive writing (letter approximations) to form words to convey a message or ideas
- beginning to communicate through their drawings
- beginning to dictate thoughts, ideas and stories to adults

Early Writing: *Handwriting*

As students begin writing they are encouraged to:

- to use the correct pencil grip
- to adopt a comfortable sitting position for writing
- to begin to form lower case letters correctly, paying particular attention to the starting point of each letter
- to understand that most letters are created by one continuous movement and that the pencil does not lift off the page
- to have some awareness that writing goes from left to right

AIS Language Curriculum Overview Kindergarten

Oral Language: *Speaking*

- begin to speak with correct grammar
- begin to use a variety of sentence patterns in speech
- give simple directions and instructions
- begin to recite simple rhymes using clear diction, tempo, and volume

Oral Language: *Listening*

- ask questions and respond to relevant questions appropriately
- follow simple oral directions
- identify major ideas in age-appropriate spoken messages and formal presentations
- begin to maintain a focus, use sequence, and use some details when recounting experiences or presenting information

Reading: *Comprehension*

- associate meaning and understanding with reading
- begin to use pre-reading skills and strategies (e.g. connecting prior knowledge to text, making predictions about text, and using pictures)
- retell, reenact or dramatize a story
- make and confirm predictions when reading or listening to text
- ask questions related to the content of the text
- respond to who, what, where and when questions and discusses the main idea of what is read
- become aware of simple cause/effect relationships
- begin to identify beginning, middle and end of text, character, setting, problem and solution
- be exposed to a variety of genres and purposes: nursery rhymes, poems, fairy tales, realistic fiction, fantasy and informational texts
- use information from pictures to aid comprehension
- begin to recognize information as fact/fiction
- relate prior knowledge to make connections to text (text to text/media, text to self)

Reading: *Fluency*

- demonstrate the ability to identify words in text.
- 'read' familiar text emergently not necessarily verbatim from the print alone
- recognize some words by sight, including a few very common ones (e.g. A, the, I, my)
- engage in repeated readings of the same text to increase fluency

Reading: *Vocabulary*

- develop and expand knowledge of words and word meanings to increase vocabulary

- develop and use a personal vocabulary through listening to a variety of literature, rhymes and songs
- increase word understanding through reading aloud, discussion and explanation
- use context to explain the meaning of unknown key words from text read-aloud
- develop an increased awareness of print through immersion in a print-rich environment

Reading: *Phonics*

- begin to identify the alphabet by sound
- demonstrate the ability to apply sound-symbol relationships
- begin to demonstrate the letter sound connections for all the letters of the alphabet as well as the (voiced) th (this, that, etc.), sh and ch
- begin to identify and generate word families. e.g. -at, as in cat, fat, rat, sat, etc.
- begin to blend letters to form simple words e.g. cvc words

Reading: *Phonemic Awareness*

- demonstrate the ability to work with rhymes, words, syllables and onsets
- begin to identify, hear and make oral rhymes (e.g. The pig has a wig.)
- show increasing ability to hear, identify and work with syllables in spoken words (e.g. I can clap my name An-drew)
- be able to fill in the gaps using picture cues. (When shown a picture of a cat, be able to say it begins with phoneme 'c')
- demonstrate the ability to hear, identify and manipulate individual sounds in words
- show increasing ability to discriminate, identify and work with individual phonemes. (e.g. The first sound in sun is 's')
- recognize which words in a set of words begin with the same sound. (e.g. Bell, bike and boy all have 'b' at the beginning)
- begin to generate words beginning with a given initial phoneme

Writing: *Content and Organization*

- begin to write simple sentences

Writing: *Conventions*

- construct simple sentences
- begin to use correct subject-verb agreement
- begin to use pronouns and personal pronouns correctly
- begin to use correct ending punctuation for statements and questions
- begin to use correct capitalization

Writing: *Spelling*

- Begin to accurately spell some high frequency words
- Begin to use phonetic spelling
- Begin to use some common spelling patterns

Writing: *Handwriting*

- use the correct pencil grip
- adopt a comfortable sitting position for writing
- understand that writing goes from left to right
- form lower case letters correctly by understanding that most letters are created by one continuous movement and that the pencil does not lift off the page, by using the correct starting point of each letter, by using exit strokes where appropriate, by writing letters of consistent size
- form capital letters correctly
- begin to leave the appropriate gap between words (about two letters)

Viewing and Presenting

- begin to identify forms of media (e.g., newspaper, multimedia presentation, web page)
- describe effects of language, sounds, and visual images in media

Research Skills

- Use reference materials (e.g., picture dictionary, picture encyclopedia, maps)

AIS Language Curriculum Overview Grade 1

Oral Language: *Speaking*

- speak with correct grammar
- use a variety of sentence patterns in speech
- give directions and instructions
- recite brief poems using clear diction, tempo, and volume

Oral Language: *Listening*

- ask questions and respond to relevant questions appropriately
- follow simple oral directions
- identify major ideas in age-appropriate spoken messages and formal presentations
- maintain a focus, use logical sequence, and use some details when recounting experiences or presenting information

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning.
- make predictions using picture clues, title, text and/or prior knowledge.
- relate prior knowledge to make connections to text (text to text/media, text to self).
- respond to who, what, when, where, why and how questions and discuss the main idea of what is read.
- identify simple cause/effect relationships.
- identify beginning, middle and end of a text, character, setting, problem and solution.
- identify different genres and purposes: poems, fairy tales, realistic fiction, fantasy and informational texts.
- locate facts from non-fiction materials (i.e. picture books and grade level informational books).
- ask questions related to the content of the text.
- make simple inferences and conclusions.
- form and represent mental pictures to aid and demonstrate understanding of text.
- retell or act out stories and events using beginning, middle and end.
- identify information from pictures, captions, diagrams, charts and graphs.
- begin to understand the purpose of table of contents.
- monitoring and correction strategies: Apply basic use of semantics, syntactic and graphophonic cues to gain meaning from text. (Example semantic- Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text.
- read regularly in independent-level text (text in which no more than 1 in 20

words is difficult for the reader), effortlessly, and with expression.

- read aloud regularly in instructional-level text (text with no more than 1 in 10 words is difficult for the reader).
- engage in repeated readings of the same text to increase fluency.
- recognize 100-200 high frequency and/or common irregularly spelled words in context (e.g. have, to, was, where, said.)
- use punctuation cues (eg. periods, commas, question marks) in text to develop fluency.

Reading: *Vocabulary*

- develop and expand knowledge of words and word meanings to increase vocabulary.
- Increase their personal vocabulary through listening to and reading a variety of literature,
- begin to match one to one spoken to printed word.
- use context clues, root words and known endings to determine meanings of unknown words.
- begin to recognize some high-frequency sight words.
- relate unfamiliar words to known words or concepts (e.g. house + work).
- discuss unfamiliar vocabulary after listening to, or reading a text.
- be introduced to compound words, antonyms, homonyms and synonyms through grade appropriate literature.

Reading: *Phonics*

- identify the alphabet by sound
- identify the alphabet by name
- apply sound-symbol relationships to decode unknown words
- apply the letter sound connections for the 42 regular phonemes
- begin to identify blends e.g. gr-, str-, br-
- begin to identify consonant diphthongs. e.g. sh, th, wh, ch, tch, ng, nk
- begin to discriminate short and long vowel patterns i.e. silent/ 'magic 'e'.
- begin to identify r-controlled vowel patterns e.g. "ir" or "ar", etc.
- identify and generate word families. e.g. -at, as in cat, fat, rat, sat, etc.
- begin to identify contractions
- begin to understand compound words. e.g. some/one, every/body
- blend letter sounds to form words

Reading – *Phonemic Awareness*

- develop and demonstrate knowledge of phonemic awareness.
- create and state groups of rhyming words.
- count syllables.
- identify onsets and rimes.
- segment and blend phonemes.
- isolate phonemes within words.
- add or delete a phoneme to change a word.

Writing: *Writing Process*

- begins to edit and revise drafts for clarity and coherence

Writing: *Content and Organization*

- write coherent sentences
- begin to use descriptive words that add interest and meaning to writing
- begin to write in a variety of genres (e.g., simple poetry, information, narration, persuasion, humor)
- write a brief paragraph with main idea and some details

Writing: *Conventions*

- construct simple sentences and begin to use compound sentences
- use Correct subject-verb agreement
- begin to use regular and irregular verbs correctly
- use pronouns and personal pronouns correctly
- begin to use adjectives correctly
- use correct ending punctuation for statements and questions
- use correct capitalization

Writing: *Spelling*

- accurately spell some high frequency words
- use phonetic spelling
- use some common spelling patterns

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly, by understanding that most letters are created by one continuous movement and that the pencil does not lift off the page, by using the correct starting point of each letter, by using exit strokes where appropriate, by positioning letters correctly on the line (e.g. p, q, g), by writing letters of consistent size and by being aware of the correct letter height (sh, th) and proportion, especially 's' and 'e'
- form and use capital letters correctly
- leave the appropriate gap between words (about two letters)

Viewing and Presenting

- identify and compare forms of media (e.g., newspaper, multimedia presentation, web page) and evaluate them for purpose, audience, and validity.
- describe effects of language, sounds, and visual images in media

Research Skills

- begin to locate information in a table of contents, glossary, and index
- plan and conduct simple interviews
- begin to use reference materials (e.g., dictionary, thesaurus, picture encyclopedia, maps)

AIS Language Curriculum Overview Grade 2

Oral Language: *Speaking*

- speak with correct grammar
- use a variety of sentence patterns in speech to suit an intended purpose
- give precise directions and instructions
- recite poems containing more complex text while using clear diction, tempo, and volume

Oral Language: *Listening*

- ask thoughtful questions and respond to relevant questions with appropriate elaboration
- follow complex oral directions
- identify major ideas in age-appropriate spoken messages and formal presentations
- maintain a clear focus, use logical sequence, and use several details when recounting experiences or presenting information

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning.
- make predictions using picture clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text to media, text to self)
- form and represent mental images to aid and demonstrate understanding of text
- begin to make inferences about events, characters and ideas in text
- respond to questions designed to aid general comprehension
- begin to produce oral or written summaries of text selections discussing who, what, when, where, why and how to identify the main idea and supporting details of the text
- ask questions about text read aloud and read independently
- identify cause/effect relationships
- retell or act out story elements and sequence of events of a narrative text
- identify beginning, middle and end of a text, character, setting, problem and solution
- begin to describe character traits, development and relationships
- identify genres and purposes: poems, fairy tales, realistic fiction, fantasy, fables, folk tales and informational texts
- identify information from pictures, captions, diagrams, charts, graphs and table of contents
- locate facts from non-fiction materials (i.e. magazines, picture books and grade level informational books)
- begin to read and follow single step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Apply basic use of semantics, syntactics and graphophonic cues to gain meaning from a text. (Example semantic – Does

it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

- monitoring and Correction Strategies: Clarifying meaning by rereading, questioning and modifying predictions

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly and with expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- begins to practice silent reading
- accurately and fluently read 200-300 high frequency and/or irregularly spelled words in context
- use punctuation cues (eg. periods, commas, question marks) in text to develop fluency

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- consistently match one to one spoken to printed word
- use context clues, root words and known endings to determine meanings of unknown words
- begin to use context to determine the meanings of antonyms, synonyms, homonyms and multiple meaning words
- begin to identify the meanings of words using simple prefixes and suffixes – e.g. un/happy

Reading: *Phonics*

- apply knowledge of basic syllabification rules to decode words in text
- use consonant blends e.g. bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sp, spl, st, sm, sn, sw, tw
- consolidate and extend knowledge and use of consonant diphthongs. Eg. sh, th, wh, ch, tch. ng, nk, all, al, full, ful
- begin to identify and use vowel digraphs e.g. ee, ea, ai, ie, oa, ay, oi, ou, ow, aw, ew, oy
- use short and long vowel patterns. i.e. silent/ “magic” e
- use r-controlled vowel patterns e.g. ir, ar, or, ur
- use consonant sounds in beginning, medial and final positions
- identify and generate word families e.g. stair, chair, pair, etc.
- identify and use contractions
- build and understand compound words. e.g. car/port, play/ground
- begin to understand base words using prefixes and suffixes; prefixes: read-

preread

Writing: *Writing Process*

- edit and revise drafts for clarity and coherence

Writing: *Content and Organization*

- write clear, coherent sentences
- use descriptive words and a variety of verbs that add interest and meaning to writing
- write in a variety of genres (e.g., simple poetry and verse, information, narration, persuasion, humor)
- write a brief paragraph with main idea and supporting details

Writing: *Conventions*

- construct simple and compound sentences
- use Correct subject-verb agreement
- use regular and irregular verbs correctly
- use pronouns and personal pronouns correctly
- use adjectives correctly
- begins to use apostrophes appropriately in possessives and contractions
- use correct ending punctuation for statements and questions
- use correct capitalization

Writing: *Spelling*

- accurately spell high frequency and familiar words and begin to apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style
- to form and use upper case letters correctly
- use correct formation of question marks, exclamation marks, commas, speech marks

Viewing and Presenting

- identify and interpret forms of media (e.g., newspaper, multimedia presentation, web page) and evaluate them for purpose, audience, and validity
- describe effects of language, sounds, and visual images in media

Research Skills

- locate information in a table of contents, glossary, and index
- plan and conduct interviews and analyze the results of the interviews

- use reference materials (e.g., dictionary, thesaurus, picture encyclopedia, maps)

AIS Language Curriculum Overview Grade 3

Oral Language: *Speaking*

- begin to develop effective introductions and conclusions for oral presentations that guide and inform the listener's understanding of key ideas and evidence.
- begin to use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.
- begin to use verbal and non-verbal cues (e.g., volume, enunciation) to clarify meaning and emphasize points.
- begin to use details, examples, anecdotes, or experiences to explain or clarify information.
- make formal and informal presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose, e.g.
- make narrative presentations on an incident that relate ideas, observations, or memories;
- make informative presentations that frame a key question; contain facts and details that help listeners focus
- recite brief poems or dramatic dialogues

Oral Language: *Listening*

- begin to ask interpretive and evaluative questions.
- begin to respond to interpretive and evaluative questions

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make predictions using pictures clues, title, text and/or prior knowledge and confirm through reading
- respond to questions by supporting answers with information from the text
- form and represent mental images to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by using both prior knowledge and information from the text
- generate questions about text (e.g. factual, inferential and evaluative).
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction
- relate prior knowledge/schema to make connections to text (text to text/media, text to self, text to world)
- distinguish between fact and opinion in non-fiction text
- retell or act out story elements and sequence of events of a narrative text
- identify the causes, motivations, sequences and results of events from a text
- identify beginning, middle and end, character, setting, problem and solution
- identify genres and purposes: poems, fairy tales, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction and informational texts
- describe characters including traits, relationships, feelings and development
- identify and analyze relevant information from pictures, captions, diagrams,

charts, graphs, table of contents, indices and glossaries

- locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, and other media)
- begin to recognize structural patterns in non-fiction
- begin to read and follow two step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading
- accurately and fluently read 300-400 high frequency and/or irregularly spelled words in text
- use punctuation cues (eg. periods, commas, question marks) in text to develop fluency

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- consistently recognize most high-frequency sight words in context
- use multiple resources (glossary, dictionary, children's thesaurus) to determine the meaning and pronunciation of unknown words
- identify the meaning of words using simple prefixes and suffixes – e.g. dis/satisfied
- relate unfamiliar words and concepts to prior knowledge to increase vocabulary
- use knowledge of antonyms, synonyms, homonyms and multiple meaning words to determine the meaning of unknown words
- begin to identify and explain similes in grade appropriate literature

Reading: *Phonics*

- apply sound-symbol relationships to decode words (identify specific sound blends diphthong)
- apply knowledge of phonics to decode unknown words

- support phonic decoding skills by applying knowledge of sentence and word structures (i.e. compound words, prefixes, suffixes, syllabification) and semantics in conjunction with phonics and structural analysis to decode unknown words

Writing: *Writing Process*

- edit and revise to improve coherence and progression of text

Writing: *Content and Organization*

- write clear, fluid sentences
- begin to select a focus, organization, and point of view based upon purpose, audience, length, and format requirements
- begin to create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points
- begin to use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information
- begin to use a variety of perspectives in writing
- begin to use descriptive language that clarifies and enhances, using words specific and appropriate to the subject
- write in a variety of genres, including:
 - narrative (e.g., literary responses, memories, observations that provide a context for the reader)
 - poetry and verse (e.g., simple rhymes, haiku, acrostic, limerick)
 - persuasive
 - expository
 - short stories

Writing: *Conventions*

- begin to construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases
- identify and use the basic parts of speech (e.g. nouns, verbs, adverbs and adjectives, prepositions, conjunctions)
- use correct punctuation (e.g. commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles)
- use spelling conventions consistent with one internationally recognized system
- begin to use appropriate paragraph form (e.g. indentations, margins, spacing)
- begin to write fluidly and legibly in cursive

Writing: *Spelling*

- accurately spell high frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- develop a legible, consistent writing style
- form and use upper case letters correctly
- leave the appropriate gap between words (about two letters)
- use correct formation of question marks, exclamation marks, commas, speech marks
- the end of the year consistently write in cursive

Viewing and Presenting

- begin to know the role of the media in focusing attention on events, in forming opinions on issues, and influencing decisions
- begin to use various techniques to create visual images (e.g. Make an advertisement)

Research Skills

- define focus to guide research
- gather and record information (e.g., paraphrasing, summarizing)
- include a simple bibliography for research (e.g.)
- use standard reference tools (e.g., dictionary, thesaurus, library information systems, encyclopedia, on-line information)

AIS Language Curriculum Overview Grade 4

Oral Language: *Speaking*

- present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence
- use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information
- use verbal and non-verbal cues (e.g., volume, enunciation) to clarify meaning and emphasize points.
- use details, examples, anecdotes, or experiences to explain or clarify information.
- make formal and informal presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose, e.g.:
- make narrative presentations on an incident that relate ideas, observations, or memories;
- make informative presentations that frame a key question; contain facts and details that help listeners focus
- recite brief poems (i.e., two or three stanzas), or dramatic dialogues

Oral Language: *Listening*

- ask interpretive and evaluative questions
- respond to interpretive and evaluative questions
- summarize major ideas and supporting evidence presented in spoken messages and formal presentations

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make and confirm informed predictions while reading using pictures clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text/media, text to self, text to world)
- form and represent mental pictures to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by using both prior knowledge and information from the text
- generate questions about text (e.g. factual, inferential and evaluative)
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction
- summarize and paraphrase information in different ways
- distinguish between fact and opinion in non-fiction text
- identify beginning, middle and end, character, setting, problem, solution and sequence of events
- support ideas, arguments and generalizations by reference to evidence in the text
- analyze the causes, sequences and results of events from a text with guidance

- identify different genres and purposes: poems, realistic fiction, biographies, historical fiction and informational texts
- analyze characters including traits, relationships, feelings and how they have changed in the text with guidance
- identify and analyze relevant information from pictures, captions, diagrams, table of contents, indices, glossaries, heading and subheadings
- locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, biographies, Internet and other resources)
- recognize structural patterns in non-fiction with guidance
- begin to read and follow multi step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- begin to apply knowledge of grade level synonyms, antonyms, homonyms and multiple meaning words to determine the meaning of unknown words and phrases
- use multiple resources to determine the meaning and pronunciation of unknown words (thesaurus, glossary, dictionary)
- extend vocabulary by analyzing the meanings of prefixes and suffixes – eg: dis/satisfied and use/less
- use words, sentences and paragraphs as context cues to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words
- use knowledge of root words and word parts to analyze the meaning of complex words

- begin to identify idioms, metaphors, personification, alliteration and similes in poetry

Writing: *Writing Process*

- edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging of text

Writing: *Content and Organization*

- write clear, fluid sentences
- select a focus, organization, and point of view based upon purpose, audience, length, and format requirements
- create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points
- use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information
- use a variety of perspectives in writing
- use descriptive language that clarifies and enhances, using words specific and appropriate to the subject
- write in a variety of genres, including:
 - narrative (e.g., literary responses, memories, observations that provide a context for the reader)
 - poetry and verse (e.g., simple rhymes, haiku, cinquains)
 - persuasive
 - expository
 - short stories

Writing: *Conventions*

- construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases
- use adverbs and adjectives, prepositions, conjunctions, and irregular verbs
- use correct punctuation (e.g. commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles)
- use spelling conventions consistent with one internationally recognized system
- use appropriate paragraph form (e.g. indentations, margins, spacing)
- write fluidly and legibly in cursive

Writing: *Spelling*

- use standard spelling for most words and use appropriate resources to check spelling

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing

- form lower case letters correctly
- join letters correctly
- consistently write in cursive
- form and use upper case letters correctly
- use correct formation of question marks, exclamation marks, commas, speech marks
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style

Viewing and Presenting

- knows the role of the media in focusing attention on events, in forming opinions on issues, and influencing decisions
- evaluate various techniques used by visual image-makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions

Research Skills

- define focus to guide research
- gather and record information (e.g., note taking, photography, surveys)
- quote or paraphrase information and include a bibliography for research
- use standard reference tools (e.g., dictionary, thesaurus, library information systems, encyclopedia, on-line information) to gather information for research
- research information for reports that frame a key question about an issue or situation, drawing from multiple sources of information (e.g., speakers, books, newspapers, media sources)

AIS Language Curriculum Overview Grade 5

Oral Language: *Speaking*

- match message, voice, expression, and tone to audience and purpose
- prepare a formal presentation, following an outline that includes an introduction, a logically developed body and an effective conclusion
- plan and shape presentations to achieve particular purposes or effects and use feedback from rehearsals to make modifications
- deliver clear, coherent formal and informal presentations that use pace, clarity and voice projection expressively to enhance meaning and are appropriate to audience and purpose, (e.g. deliver persuasive presentations)

Oral Language: *Listening*

- paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose
- evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing)

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make and confirm informed predictions while reading using pictures clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text/media, text to self, text to world)
- form and represent mental pictures to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by connecting prior knowledge and information from the text, as well as respond to new information in the text in different ways (paragraphs, outlines, timelines or graphic organizers).
- generate questions about text (e.g. factual, inferential and evaluative).
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction.
- summarize and paraphrase information in different ways (paragraphs, outlines, timelines or graphic organizers).
- distinguish between fact and opinion in non-fiction text and fiction.
- identify beginning, middle, elements of plot, setting scene, rising action, climax, falling action and sequence of events.
- support ideas and arguments by reference to relevant aspects of the text or issues across text.
- analyze the causes, motivations, sequences and results of events from a text.
- analyze characters including traits, relationships, feelings and development of the text.
- identify and analyze relevant information from pictures, captions, diagrams, charts, graphs, table of contents, indices, glossaries, heading and subheadings.

- independently locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, biographies, Internet and other resources).
- recognize structural patterns in non-fiction.
- read and follow multi step instructions with modifiers, i.e. before, after and unless.
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions.
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)
- compare and contrast the actions, motives and physical attributes of characters in a work of fiction and discuss the importance to the plot or theme.
- identify different genres, purposes and defining characteristics of poems, fairy tales, realistic fiction, fantasy fables, tall tales, myths, legends, biographies, historical fiction, science fiction and informational text

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read regularly in instructional-level texts (texts in which no more than 1 in 10 words are difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- learn and identify new words by applying knowledge of grade level synonyms, antonyms, homonyms and multiple meaning words to determine the meaning of unknown words and phrases.
- independently use multiple resources (thesaurus, glossary, dictionary) to determine the meanings and pronunciation of unknown words and concepts.
- extend vocabulary by analyzing the meanings of prefixes and suffixes.
- apply knowledge of root words to determine the meaning of unknown words within a passage.
- use knowledge of word parts and word relationships, as well as context cues, to determine the meanings of specialized vocabulary and to understand the precise meaning of grade level appropriate words.
- use prior knowledge and context to understand and explain the figurative language (similes, metaphors, idioms, personification).

- use word origins and word parts to analyze the meaning of complex words

Writing: *Writing Process*

- revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas

Writing: *Content and Organization*

- convey voice and demonstrate an awareness of audience
- establish coherence within and among paragraphs through effective transitions
- write relating a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, comparison or contrast of characters)
- write poetry that effectively uses cadence, imagery, and other poetic devices
- recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration

Writing: *Conventions*

- use formal and informal English appropriate to audience and circumstance
- identify and use a variety of sentence structures
- edit written work to reflect appropriate and effective grammar, spelling, and correct use of punctuation and capitalization
- produce legible, correctly formatted work

Writing: *Spelling*

- use standard spelling for most words and use appropriate resources to check spelling

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- consistently write in cursive
- form and use upper case letters correctly
- develop a legible, consistent writing style
- use correct formation of question marks, exclamation marks, commas, speech marks
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style

Viewing and Presenting

- recognize the different ways media products reflect the society for which they were created
- identify examples of bias in the media
- analyze strategies employed by the media to inform, persuade, entertain, and transmit culture

Research Skills

- plan and conduct multiple-step information searches using print and multimedia resources
- use research information, sources, etc. to substantiate original thought (e.g. exhibition)
- understand the structure and organization of (and use) almanacs, periodicals, search engines and directories, and web reference sites
- prepare reports or research presentations that define a topic or idea; record important ideas, concepts, direct quotations from significant information sources; paraphrase and summarize relevant perspectives on the topic; and organize and record information (e.g. charts, graphs)
- use a variety of primary and secondary sources, determining the nature and usefulness of each
- provide a formal bibliography using a standard format