

# 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)