

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 phoeme ‘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)