

AIS Language Curriculum Overview Kindergarten – Grade 2

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
<p>Reading: <i>Comprehension</i></p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.

	<p>tales, realistic fiction, fantasy and informational texts.</p> <p>-Use information from pictures to aid comprehension.</p> <p>-Begin to recognize information as fact/fiction.</p> <p>-Relate prior knowledge to make connections to text (text to text/media, text to self).</p>	<p>-Locate facts from non-fiction materials (i.e. picture books and grade level informational books).</p> <p>-Ask questions related to the content of the text.</p> <p>-Make simple inferences and conclusions.</p> <p>-Form and represent mental pictures to aid and demonstrate understanding of text.</p> <p>-Retell or act out stories and events using beginning, middle and end.</p> <p>-Identify information from pictures, captions, diagrams, charts and graphs.</p> <p>- Begin to understand the purpose of table of contents.</p>	<p>-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.</p> <p>-Ask questions about text read aloud and read independently.</p> <p>-Identify cause/effect relationships.</p> <p>-Retell or act out story elements and sequence of events of a narrative text.</p> <p>-Identify beginning, middle and end of a text, character, setting, problem and solution.</p> <p>-Begin to describe character traits, development and relationships.</p> <p>-Identify genres and purposes: poems, fairy tales, realistic fiction, fantasy, fables, folk tales and informational texts.</p> <p>- Identify information from pictures, captions, diagrams, charts, graphs and table of contents.</p> <p>-Locate facts from non-fiction materials (i.e. magazines, picture books and grade level informational books).</p> <p>-Begin to read and follow single step</p>
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		<p>-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?)</p>	<p>instructions in a variety of contexts i.e. Math, IT, worksheets.</p> <p>-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?).</p> <p>Monitoring and Correction Strategies: Clarifying meaning by rereading, questioning and modifying predictions.</p>
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Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Reading: <i>Fluency</i>	<p>-Demonstrate the ability to identify words in text.</p> <p>-‘Read’ familiar text emergently not necessarily verbatim from the print alone.</p> <p>-Recognize some words by sight, including a few very common ones (e.g. A, the, I, my).</p> <p>-Engage in repeated readings of the same text to increase fluency.</p>	<p>-Identify words rapidly so that attention is directed at the meaning of the text.</p> <p>-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.</p> <p>-Read aloud regularly in instructional-level text (text with no more than 1 in 10 words is difficult for the reader).</p> <p>-Engage in repeated readings of the same text to increase fluency.</p> <p>-Recognize 100-200 high frequency and/or common irregularly spelled words in context (e.g. have, to, was, where, said.)</p> <p>-Use punctuation cues (eg. periods, commas, question marks) in text to develop fluency.</p>	<p>-Identify words rapidly so that attention is directed at the meaning of the text.</p> <p>-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.</p> <p>-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).</p> <p>-Engage in repeated readings of the same text to increase fluency.</p> <p>-Begins to practice silent reading.</p> <p>-Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in context.</p> <p>-Use punctuation cues (eg. periods, commas, question marks) in text to develop fluency.</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
<p>Reading: <i>Vocabulary</i></p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Develop and expand knowledge of words and word meaning 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. 	<ul style="list-style-type: none"> -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.

			<p>-Begin to use multiple resources (junior dictionaries) to determine the meanings of unknown words.</p> <p>-Consistently recognize some high-frequency sight words.</p> <p>-Relate unfamiliar words and concepts to known words and to prior knowledge to increase vocabulary.</p> <p>-Discuss unfamiliar vocabulary after listening to, or reading a text.</p> <p>-Introduce basic dictionary skills.</p>
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Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
<p>Reading: <i>Phonics</i></p>	<ul style="list-style-type: none"> - begin to identify the alphabet by sound - demonstrate the ability to apply sound-symbol relationships - begin to demonstrate the letter sound connections for the letters s, a, t, i, p, n, c/k, e, h, r, m, d, g, o, u, l, f, b - 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 	<ul style="list-style-type: none"> - 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 letters s, a, t, i, p, n, c/k, e, h, r, m, d, g, o, u, l, f, b - demonstrate the letter sound connections for the sounds ai, j, oa, ie, ee, or, z, w, ng, v, little oo, long oo, y, x, ch, sh, voiced th, unvoiced th, qu, ou, oi, ue, er, ar - 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. 	<ul style="list-style-type: none"> - 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.

		<p>“ir” or “ar”, etc.</p> <p>- identify and generate word families. e.g. -at, as in cat, fat, rat, sat, etc.</p>	<p>stair, chair, pair, etc.</p> <p>- identify and use contractions</p> <p>- build and understand compound words. e.g. car/port, play/ground</p> <p>- begin to understand base words using prefixes and suffixes; prefixes: read- pre-read,</p>
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Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	
<p>Reading: <i>Phonemic Awareness</i></p>	<p>-demonstrate the ability to work with rhymes, words, syllables and onsets.</p> <p>-begin to identify, hear and make oral rhymes (e.g. The pig has a wig.)</p> <p>-show increasing ability to hear, identify and work with syllables in spoken words (e.g. I can clap my name An-drew)</p> <p>-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’)</p> <p>-demonstrate the ability to hear, identify and manipulate individual sounds in words.</p> <p>-show increasing ability to discriminate, identify and work with individual phonemes. (e.g. The first sound in sun is ‘s’).</p> <p>-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).</p> <p>-begin to generate words beginning with a given initial phoneme.</p>	<p>-develop and demonstrate knowledge of phonemic awareness.</p> <p>-Create and state groups of rhyming words.</p> <p>-Count syllables.</p> <p>Identify onsets and rimes.</p> <p>-Segment and blend phonemes.</p> <p>-Isolate phonemes within words.</p>	

		-Add or delete a phoneme to change a word.	
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Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Oral Language: <i>Listening</i>	<p>Ask questions and respond to relevant questions appropriately.</p> <p>Follow simple oral directions.</p> <p>Identify major ideas in age-appropriate spoken messages and formal presentations.</p> <p>Begin to maintain a focus, use sequence, and use some details when recounting experiences or presenting information.</p>	<p>Ask questions and respond to relevant questions with some elaboration.</p> <p>Follow oral directions.</p> <p>Identify major ideas in age-appropriate spoken messages and formal presentations.</p> <p>Maintain a focus, use logical sequence, and use some details when recounting experiences or presenting information.</p>	<p>Ask thoughtful questions and respond to relevant questions with appropriate elaboration.</p> <p>Follow complex oral directions.</p> <p>Identify major ideas in age-appropriate spoken messages and formal presentations.</p> <p>Maintain a clear focus, use logical sequence, and use several details when recounting experiences or presenting information.</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Oral Language: <i>Speaking</i>	<p>Begin to speak with correct grammar.</p> <p>Begin to use a variety of sentence patterns in speech.</p> <p>Give simple directions and instructions.</p> <p>Begin to recite simple rhymes using clear diction, tempo, and volume.</p>	<p>Speak with correct grammar.</p> <p>Use a variety of sentence patterns in speech.</p> <p>Give directions and instructions.</p> <p>Recite brief poems using clear diction, tempo, and volume.</p>	<p>Speak with correct grammar.</p> <p>Use a variety of sentence patterns in speech to suit an intended purpose.</p> <p>Give precise directions and instructions.</p> <p>Recite poems containing more complex text while using clear diction, tempo, and volume.</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Writing: <i>Writing Process</i>	<p>Begin to use some stages of the writing process.</p>	<p>Begins to edit and revise drafts for clarity and coherence.</p>	<p>Edit and revise drafts for clarity and coherence.</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Writing <i>Content and Organization</i>	Begin to write simple sentences.	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.	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.

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Writing <i>Conventions</i>	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	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	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

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Writing <i>Spelling</i>	Begin to accurately spell some high frequency words Begin to use phonetic spelling Begin to use some common spelling patterns	Accurately spell some high frequency words Use phonetic spelling Use some common spelling patterns	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

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
<p>Writing <i>Handwriting</i></p>	<p>Use the correct pencil grip</p> <p>Adopt a comfortable sitting position for writing</p> <p>Understand that writing goes from left to right</p> <p>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</p> <p>Form capital letters correctly</p> <p>Begin to leave the appropriate gap between words (about two letters)</p>	<p>Use correct pencil grip</p> <p>Adopt a comfortable sitting position for writing</p> <p>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’</p> <p>Form and use capital letters correctly</p> <p>Leave the appropriate gap between words (about two letters)</p>	<p>Use correct pencil grip</p> <p>Adopt a comfortable sitting position for writing</p> <p>Form lower case letters correctly</p> <p>Join letters correctly</p> <p>Leave the appropriate gap between words (about two letters)</p> <p>Develop a legible, consistent writing style To form and use upper case letters correctly</p> <p>Use correct formation of question marks, exclamation marks, commas, speech marks</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Viewing and Presenting	<p>Begin to identify forms of media (e.g., newspaper, multimedia presentation, web page)</p> <p>Describe effects of language, sounds, and visual images in media.</p>	<p>Identify and compare forms of media (e.g., newspaper, multimedia presentation, web page) and evaluate them for purpose, audience, and validity.</p> <p>Describe effects of language, sounds, and visual images in media.</p>	<p>Identify and interpret forms of media (e.g., newspaper, multimedia presentation, web page) and evaluate them for purpose, audience, and validity.</p> <p>Describe effects of language, sounds, and visual images in media.</p>

Strand	By the end of Kindergarten students will:	By the end of Grade 1 students will:	By the end of Grade 2 students will:
Research Skills	<p>Use reference materials (e.g., picture dictionary, picture encyclopedia, maps).</p>	<p>Begin to locate information in a table of contents, glossary, and index.</p> <p>Plan and conduct simple interviews.</p> <p>Begin to use reference materials (e.g., dictionary, thesaurus, picture encyclopedia, maps).</p>	<p>Locate information in a table of contents, glossary, and index.</p> <p>Plan and conduct interviews and analyze the results of the interviews.</p> <p>Use reference materials (e.g., dictionary, thesaurus, picture encyclopedia, maps).</p>