

## AIS Language Curriculum Overview Pre-School – Pre Kindergarten

<b>Strand</b>	<b>By the end of Pre-School students will:</b>	<b>By the end of Pre-Kindergarten students will:</b>
<b>Reading:</b> <i>Comprehension</i>	<ul style="list-style-type: none"> <li>- Associate meaning and understanding with reading.</li>   <li>- Begin to use pre-reading skills and strategies (e.g. connecting prior knowledge to text, making predictions about text, and using pictures).</li>   <li>-Demonstrate progress in abilities to retell and dictate stories from books and experiences.</li>   <li>-Remember and articulate some sequences of events.</li>   <li>-Begin to connect information and events to real-life experiences when being read a story.</li>   <li>-Demonstrate understanding of literal meaning of a story being told through questions and comments</li> </ul>	<ul style="list-style-type: none"> <li>- Associate meaning and understanding with reading.</li>   <li>- Begin to use pre-reading skills and strategies (e.g. connecting prior knowledge to text, making predictions about text, and using pictures).</li>   <li>-Demonstrate progress in abilities to retell and dictate stories from books and experiences.</li>   <li>-Remember and articulate some sequences of events.</li>   <li>-Begin to connect information and events to real-life experiences when being read a story.</li>   <li>-Demonstrate understanding of literal meaning of a story being told through questions and comments</li> </ul>

<b>Strand</b>	<b>By the end of Pre-School students will:</b>	<b>By the end of Pre-Kindergarten students will:</b>
<b>Reading:</b> <i>Fluency</i>	While pre-school students are not expected to be reading, they should be given many opportunities to discuss stories, pretend to read, role play, etc. to help them develop reading fluency skills.	While pre-K students are not expected to be reading, they should be given many opportunities to discuss stories, pretend to read, role play, etc. to help them develop reading fluency skills.

<b>Strand</b>	<b>By the end of Pre-School students will:</b>	<b>By the end of Pre-Kindergarten students will:</b>
<b>Reading - Vocabulary</b>	<ul style="list-style-type: none"> <li>-develop and expand knowledge of words and word meanings to increase vocabulary.</li>   <li>-develop and use a personal vocabulary through listening to a variety of literature, rhymes and songs.</li>   <li>-increase word understanding through reading aloud, discussion and explanation.</li>   <li>-use context to explain the meaning of unknown key words from text read-aloud</li>   <li>-develop an increased awareness of print through immersion in a print-rich environment.</li> </ul>	<ul style="list-style-type: none"> <li>-develop and expand knowledge of words and word meanings to increase vocabulary.</li>   <li>-develop and use a personal vocabulary through listening to a variety of literature, rhymes and songs.</li>   <li>-increase word understanding through reading aloud, discussion and explanation.</li>   <li>-use context to explain the meaning of unknown key words from text read-aloud</li>   <li>-develop an increased awareness of print through immersion in a print-rich environment.</li> </ul>

<b>Strand</b>	<b>By the end of Pre-School students will:</b>	<b>By the end of Pre-Kindergarten students will:</b>
<b>Reading: Phonics</b>	<ul style="list-style-type: none"> <li>- demonstrate the ability to apply sound-symbol relationships.</li>   <li>-recognize own name in print.</li>   <li>-demonstrate awareness or knowledge of letters of the English language, especially in own name.</li>   <li>-begin to recognize the sound association for some letters.</li>   <li>-knows that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize their own name in print.</li>     <li>- explore sound-symbol relationships for the sounds connections for the letters s, a, t, i, p, n, c/k, e, h, r, m, d, g, o, u, l, f, b</li> </ul>

<b>Strand</b>	<b>By the end of Pre-School students will:</b>	<b>By the end of Pre-Kindergarten students will:</b>
<b>Reading – Phonemic Awareness</b>	<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>-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>