

SCUOLA PRIMARIA : ENGLISH

COMPETENZA CHIAVE EUROPEA : <i>Communication in a foreign language</i>	TRAGUARDI PER LO SVILUPPO	OBIETTIVI DI APPRENDIMENTO			PRINCIPI METODOLOGICI
COMPETENZE SPECIFICHE		CLASSE PRIMA	CLASSE SECONDA	CLASSE TERZA	
<p>Speaking: The student will communicate spontaneously with grade level fluency, pronunciation, grammar and vocabulary.</p>	<ul style="list-style-type: none"> Speaks effectively in a variety of situations. Speaks effectively using language appropriate to the situation and audience. 	<ul style="list-style-type: none"> Responds/ interacts to oral communication using simple sentences. Expresses simple ideas/requests in everyday life/school situations. Asks for assistance while speaking in simple sentences. Understands and uses the following words in relation to a text: title, book, cover, page, beginning, middle, end, line, word, letter, sentence, picture, turn the page, etc. Retells the main points of the story using language from the text. Uses pictures to help retell a story in sequential order. Responds to probing questions (teacher-directed). Comments to class discussions. 	<ul style="list-style-type: none"> Understands simple agreed-upon rules for speaking. Asks simple questions and responds to questions from the teacher and peers. Formulates simple sentences to express ideas. Expresses simple mood, feelings, likes and dislikes. Gives simple information about self, others and the immediate environment. Retells a simple story. Participates and interacts with peers using role-playing activities, songs and poetry learning. Presents brief presentations (e.g., show and tell). Participates in discussions around a common topic. Asks for help / clarification from a teacher. Develops descriptions using simple adjectives. 	<ul style="list-style-type: none"> Understands agreed-upon rules for speaking Asks questions and responds to question from teacher and peers. Begins to formulate questions with correct word order (where, when). Formulates sentences to express ideas, feelings and opinions. Presents information and ideas, understanding the importance of order and appropriate vocabulary. Retells a story. Contributes information to discussions. Presents brief oral reports to an audience focusing on simple correct language and nonverbal expressions for the intended purpose. Prepares and practices presentations in advance using visual aids. Participates in discussions around a common topic. Asks for help to clear up any confusion. Develops descriptions using adjectives and synonyms. 	<ul style="list-style-type: none"> Visual Literacy - graphic organizers, charts, graphs & figures, video & multimedia support. Modelling Bridging Contextualization – meaning-based context and universal themes. Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share. Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge.

<p>Writing: The student will produce various forms of written text appropriate to their grade level, using task -based language, structure, grammar and vocabulary.</p>	<ul style="list-style-type: none"> Writes to communicate for a variety of purposes using basic grammar, spelling, punctuation and structure. Composes writing for specific purposes and audiences. Communicates ideas in writing for purpose, pleasure and learning. 	<ul style="list-style-type: none"> Understands that writing starts from left to right. Writes uppercase and lowercase letters appropriately. Understands proper spacing between letters and words. Recognizes that sentences are made a sum of smaller parts (sentences to words to letters to sounds). Understands that sentences are a complete thought. Recognizes where a sentence begins and ends. Copies simple sentences by sounding out CVC, CVVC and basic sight words. Uses the word wall to assist in writing. Learns how to copy from the board. Observes and uses forms of punctuation (full stop, exclamation mark) with minimal teacher assistance. 	<ul style="list-style-type: none"> Begins to formulate simple sentences (subject/verb/ expansion structure); appropriate capitalization and punctuation; correct spelling of appropriate, and high frequency words. Begins independent writing skills including short character descriptions, retells, graphic organizers, comprehension worksheets, vocabulary building activities and grammatical exercises linked to the books that are read. Begins to use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; using descriptive words when writing about people places, things, events). Creates and organises simple project displays and presentations using themes or other cross-curricular units of study. Begins to create simple multimedia projects. Begins to link grammatical structures and tenses to the Italian language studies. 	<ul style="list-style-type: none"> Continues to formulate simple sentences with subject/verb agreement; correct use of the simple tenses; correct spelling of appropriate, and high-frequency words. Develops independent writing skills including character descriptions, retells, graphic organisers, comprehensions worksheets, vocabulary building activities and grammatical exercises linked to the books that are read. Continues to use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people places, things, events). Begins some creative writing such as journals, stories, poetry etc. Begins to use technology to produce and format written pieces of work. Creates and organises simple project displays and presentations using themes or other cross-curricular units of study. Makes links to grammatical structures and tenses to the Italian language studies. 	<ul style="list-style-type: none"> Visual Literacy - graphic organizers, charts, graphs & figures, video & multimedia support. Modelling Bridging Contextualization – meaning-based context and universal themes. Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share. Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge.
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<p>Reading: The student will comprehend a variety of grade appropriate texts to promote reading for thinking, for learning, and for pleasure.</p>	<ul style="list-style-type: none"> • Reads with understanding and fluency. • Applies word analysis and vocabulary skills to comprehend selections. • Uses reading strategies to improve understanding and accuracy. • Reads and interprets different genres of text. 	<ul style="list-style-type: none"> • Recognizes that letters are symbols that stand for a sound. • Recognizes that each letter/letter cluster has a specific sound. • Applies phonological awareness and phonics skills when decoding sense and non-sense words. • Retains a growing number of word recognition, graphic knowledge and spelling. • Recognizes a growing number of high frequency words in isolation and within text content. • Recognizes and identifies vocabulary within a text. • Recognizes and identifies rhyming words and word families. • Reads with growing independence, while following correct text directionality (left to right). • Independently tracks the text without using one-to-one finger correspondence. • Reads high frequency words with automaticity. • Reads simple sentences with fluency, accuracy and correct pronunciation. • Uses the length and shape of a word to help recognize it. • Uses pictures and visual cues for assistance in decoding unknown words. • Recognizes when a sentence does and does not make sense. • Uses the sense of a sentence (context clues) to make a sensible guess at a new word. • Independently sequences the events of a story. • Makes “text to text” connections. • Makes “self to self” connections. • Makes comparisons with events in other stories that have been read. • Makes predictions/inferences about the characters. 	<ul style="list-style-type: none"> • Builds a wider sight vocabulary and introduces story sequencing. • Demonstrates confidence in reading longer texts including decoding, speed, accuracy, pronunciation and intonation. • Comprehends unfamiliar words using context clues and prior knowledge; verifying meanings with resource materials. • Begins to check and clarify for understanding (e.g., reread, read ahead, using visual and context clues, asking questions, and retelling.) • Reads age-appropriate material aloud with fluency and accuracy. • Begins to identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, colour, characters). • Begins to identify some of the basic literary elements of setting, big idea (plot) and character within literary works and has the ability to sustain a story from one book to another. • Begins to classify literary works as fiction or non-fiction. • Begins to use strategies to check the sense of the text and demonstrates the ability to choose the ‘right book’. • Demonstrates enthusiasm for reading other forms of text including non-fiction and poetry. 	<ul style="list-style-type: none"> • Begins to clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses. • Begins to establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. • Identifies the structure of non-fiction texts to improve comprehension. • Reads age-appropriate material aloud with fluency, accuracy and intonation. • Uses information to form and refine questions and predictions. • Understands how authors and illustrators use text and art to express their ideas (e.g. points of view, design). • Makes connections from information presented in tables, maps, and charts to printed or electronic text. • Continues to identify some of the basic literary elements of setting, big idea (plot) and character within literary works. • Begins to recognise how literary elements (e.g. theme, character, setting & plot) are used in literature to create meaning. • Begins to respond to literary material by comparing to personal experience, prior knowledge and other texts. 	<ul style="list-style-type: none"> • Visual Literacy - graphic organizers, charts, graphs & figures, video & multimedia support. • Choice Reading • Modelling • Bridging • Contextualization – meaning-based context and universal themes. • Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share. • Structure – consistent routines, road maps. • Vocabulary & Language Development – scaffolding /building the students background knowledge.
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<p><u>Listening:</u> The student will demonstrate appropriate grade level listening skills.</p>	<ul style="list-style-type: none"> Listens/Speaks for basic information, understanding, literary response, and social interaction. 	<ul style="list-style-type: none"> Listens to a story with attention and interest. Listens for instructions (follows one/two step directions) Learns to listen without interrupting others. Listens to stories and begins to recall from personal experience. 	<ul style="list-style-type: none"> Understands and follows classroom discourse including classroom discussions, teacher instructions, video and audio materials, presentations etc. Identifies characters, feelings, and actions during read aloud stories. Answers simple factual questions based upon what is heard. Correctly writes simple sentences and learned vocabulary through teacher dictations and listening activities. 	<ul style="list-style-type: none"> Demonstrates understanding of the listening process (e.g., sender, receiver, message) by summarising spoken messages orally. Begins to complete multi-step tasks from oral directions. Asks and responds to questions related to oral presentations and messages in small and large group settings. Respects other participants and their ideas during classroom discussions. Correctly writes simple sentences and learned vocabulary through teacher dictations and listening activities. 	<ul style="list-style-type: none"> Visual Literacy - graphic organizers, charts, graphs & figures, video & multimedia support. Modelling Bridging Contextualization – meaning-based context and universal themes. Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share. Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge.
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SCUOLA PRIMARIA : ENGLISH

COMPETENZA CHIAVE EUROPEA <i>Communication in a foreign language</i>	TRAGUARDI PER LO SVILUPPO	OBIETTIVI DI APPRENDIMENTO		PRINCIPI METODOLOGICI
COMPETENZE SPECIFICHE		CLASSE QUARTA	CLASSE QUINTA	
<p>Speaking: The student will communicate spontaneously with grade level fluency, pronunciation, grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Speak effectively in a variety of situations. • Speaks effectively for information, understanding, literary response, and social interaction. 	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions • Ask questions starting with question words (who, what, where)(focus on word order) • Ask questions to clear up any confusion • Express thoughts, feelings, ideas confidently • Explain actions • Use short complete sentences • Respond to a teacher’s/adult general school-related small talk (Explain the reason for being late or absent) • Participate/Respond to Class Discussions • Share thoughts/experiences related to a topic • Retell a story- beginning to summarize main points • Tell a story or recount an experience with facts and details • Repeat points teacher/adult makes • Present a short research, project, etc. • Use appropriate verbs following a conversation (e.g. yesterday -past tense) 	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions • Use correct word order when asking/answering questions • Ask questions to clarify doubts • Ask pertinent questions • Express thoughts, feelings, ideas confidently • Explain actions • Use complete sentences • Respond to a teacher’s/adult general school-related small talk • Participate/Respond to Class Discussions • Stay Focused/Be pertinent when commenting • Share thoughts/experiences related to a topic • Negotiate during group/class work • Retell a story, use new vocabulary, use own words • Tell a story or recount an experience with facts and detail • Repeat points teacher/adult makes • Present research, projects, etc. • Develop descriptions using more adjectives • Use correct verb tense following a conversation (e.g. yesterday -past tense) 	<ul style="list-style-type: none"> • Short Lecture by Teacher • Class discussion • Visual Literacy - graphic organizers, use of charts, mind maps, spider grams, video & multimedia support. • Modelling • Contextualization – meaning-based context and I themes. • Interpersonal Strategies - group projects, peer learning, Think/Pair/Share. • Structure /Routine • Vocabulary & Language Development – scaffolding /building the students background knowledge. • Task-based language learning • Class/Individual Projects • Technology Integration • Brainstorming • Summarizing • Predicting • Retelling • Short Presentations • Activate Prior Knowledge

<p>Writing:</p> <p>The student will produce various forms of written text appropriate to their grade level, using task-based language, structure, grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Uses the general skills and strategies of the writing process. • Writes for purpose, pleasure, and learning using grammatical and mechanical conventions. • Communicates ideas in writing for specific purpose and audience. 	<ul style="list-style-type: none"> • Begin note-taking/writing in simple bullet/fast-fact manner • Write to support understanding (from note-taking, graphic organizers, t-charts, etc.) • Rely on / Use examples from reading to generate good leads and endings (Literature as Model) • Begin to draft, revise (proof reading), edit (self-correction), publish • Learn appropriate word use • Begin to add relevant details • Write complete ideas in 1 paragraph • Conduct short research projects (summarize info, no copy and paste) • Use key word searches for research (e.g. “for kids or for children”) • Use dictionaries, etc. • Use technology/applications as instrument for writing • Use correct grammar- Proofread writing • Write Clearly & Legibly 	<ul style="list-style-type: none"> • Continue note-taking/writing in bullet/fast-fact manner to expand writing • Write to support understanding (from note-taking, graphic organizers, t-charts, spider grams to write etc.) • Generate ideas • Continue to use Literature as Model (for beginnings/endings) • Continue to draft, revise (proof reading), edit (self-correction), publish • Apply appropriate word use • Write in a variety of styles • Add relevant details • Expand Writing to paragraphs • Conduct research projects and write info summarizing (no copy and paste) • Use dictionaries, etc. • Check/proofread writing in projects & assignments • Use technology/applications as instrument for writing • Use correct grammar- Proofread writing • Write clearly & legibly 	<ul style="list-style-type: none"> • Short lecture by Teacher • Visual Literacy - graphic organizers, use of charts, mind maps, spider grams, video & multimedia support. • Modelling • Contextualization – meaning-based context and I themes. • Structure/ routines • Vocabulary & Language Development – scaffolding /building the students background knowledge. • Task-based language learning • Class/Individual Projects • Technology Integration • Choice Reading • Brainstorming • Summarizing • Key Word Focus (underlining/highlighting) • Worksheets • Predicting • Retelling • Short Presentations • Books and Reading Assignments
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<p><u>Reading:</u></p> <p>The student will comprehend a variety of grade appropriate texts to promote reading for thinking, for learning, and for pleasure.</p>	<ul style="list-style-type: none"> • Reads with understanding and fluency. • Uses general skills and strategies of reading process • Uses reading skills to understand, interpret and respond to a variety of texts. 	<ul style="list-style-type: none"> • Begin to Read Chapter Books (written by different authors-discover new authors and illustrators) • Begin to Read Short Novels • Make predictions • Re-tell the story, beginning to summarize • Understand the chronological Order of events • Begin to identify simple literary elements (plot, setting, theme, characters) • Begin to understand role of the narrator • Use previous knowledge to make connections when reading • Use classroom library • Continue to develop independent reading practices • Read and reread when needed • Identify issues/topics in stories (cross-curriculum with Science and Geo) • Respond /comment on the books • Use technology as instrument for reading 	<ul style="list-style-type: none"> • Continue to read Chapter Books & Novels • Read A Classic Novel & A Biography (child- friendly adapted versions) • Make predictions • Try to make Inferences • Re-tell the story with own words or Summarize • Determine the chronological Order of events • Identify literary elements • Understand the author’s purpose/message (especially in a classic) • Discover narrator/point of view • Use previous knowledge to make connections when reading • Use classroom library • Continue to develop independent reading practices • Show respect during independent reading time • Read and reread when needed • Continue to identify issues/topics in stories (cross-curriculum with Science and Geo) • Understand a variety of Grade Level Texts • Respond /comment on books • Develop critical thinking • Use technology as instrument for reading 	<ul style="list-style-type: none"> • Visual Literacy • Modelling • Contextualization – meaning-based context and I themes. • Interpersonal Strategies - Think/Pair/Share. • Structure , routines, road maps. • Vocabulary & Language Development – scaffolding /building the students background knowledge. • Task-based language learning • Technology Integration • Choice Reading • Brainstorming • Summarizing • Key Word Focus (underlining/highlighting) • Worksheets • Predicting • Retelling • Books and Reading Assignments
<p><u>Listening:</u></p> <p>The student will demonstrate appropriate grade level listening skills.</p>	<ul style="list-style-type: none"> • Uses listening and speaking strategies for different purposes. • Listens/Speaks effectively for information, understanding, literary response, and social interaction. 	<ul style="list-style-type: none"> • Follow Directions (Identify procedures/routines) • Follow Agreed-Upon Rules • Generate/Respond to comments/questions • Listen to other views/perspectives • Acquire behaviors for effective listening (look at person speaking, etc.) • Demonstrate the role of listener/leader, line leader, book monitor, etc. (Show what you know) • Be able to repeat points teacher/adult makes • Follow/Respond to audio/multimedia prompts (e.g. fill in gaps, open-ended questions) 	<ul style="list-style-type: none"> • Follow Directions (Identify procedures/routines) • Follow Agreed-Upon Rules • Generate/Respond to comments/questions • Ask pertinent questions • Listen to other views/perspectives • Respond to stories/literature • Acquire behaviors for effective listening (look at person speaking, nothing in hands) • Demonstrate the role of listener/leader, line leader, book monitor, etc. (Show what you know) • Be able to repeat points teacher/adult makes • Follow/Respond to audio/multimedia prompts (e.g. fill in gaps, open-ended questions) 	<ul style="list-style-type: none"> • Visual Literacy • Modelling • Contextualization • Structure/ routines, • Vocabulary & Language Development • Task-based language learning • Technology Integration • Brainstorming • Summarizing • Predicting • Retelling