

TIS Language Arts Scope and Sequence

PS1

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| Speaking and Listening | |
| Conceptual Understanding | Spoken words connect us with others. People listen and speak to share thoughts and feelings. |
| Learning Outcomes – Listening | <i>Demonstrates good listening skills by</i> Listens to others Actively responds to stories, songs, poems Participates in conversations and discussions Understands simple questions and responds with actions or words. Follows classroom directions and routines using context cues |
| Learning Outcomes – Speaking | Uses gestures, actions, body language and/or words to express ideas and communicate needs Joins in with poems, rhymes, songs and repeated phrases in shared stories, poems, rhymes and songs Uses the mother tongue (with translation, if necessary) to express needs and ideas Initiates conversation Talks with peers and adults, individually and in groups Tells own stories using words, gestures, objects and own grammatical style. Names classmates, teachers and familiar objects Participates in conversations and discussions |
| Viewing and Presenting | |
| Conceptual Understanding | Visual language is all around us. The pictures, images and symbols in our environment have meaning We can enjoy and learn from visual language. |
| Learning Outcomes | Responds to visual information/presentations through play, gestures or facial expressions/ feelings Makes personal connections to visual texts Uses body language to communicate and to convey understanding Shows appreciation for illustrations by selecting and rereading familiar books, videos etc, focusing on favourite illustrations understanding |
| Reading | |
| Conceptual Understanding | Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. |
| Learning Outcomes | Develops an enjoyment of reading Recognizes significant environmental print Listens to and demonstrates comprehension by talking about significant ideas in the text Displays reading like behaviour Selects a text for enjoyment Makes links to own experience when listening to or "reading" texts Identifies and talks about different characters or people from texts Recognizes own name or part of it in print Knows repetitive patterns in very familiar stories Identifies and supplies some simple rhyming words |

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| | Distinguishes between pictures and written text Joins in with chants, poems, songs and clapping games, gaining familiarity with sounds and patterns of the language of instruction |
| Writing | |
| Conceptual Understanding | Writing conveys meaning. People write to convey their experiences, ideas and feelings. |
| Learning Outcomes | Develop enjoyment of writing Experiment with writing using different writing implements and media Choose to write as play, or in informal situations Notice and respond to written words/text in the environment Assigns a message to own written and drawn symbol Demonstrates awareness that writing and drawing are different |

TIS Language Arts Scope and Sequence

PS2

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| Speaking and Listening | |
| Conceptual Understanding | Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others |
| Learning Outcomes – Listening | <i>Demonstrates good listening skills by</i> Listens to others Actively responds to stories, songs, poems Participates in conversations and discussions Understands simple questions and responds with actions or words. Follows classroom directions and routines using context cues Carries out a sequence of instructions Identifies everyday sounds Hears sounds in words Realizes that people speak different languages |
| Learning Outcomes – Speaking | Uses gestures, actions, body language and/or words to express ideas and communicate needs Joins in with poems, rhymes, songs and repeated phrases in shared stories, poems, rhymes and songs Uses language confidently in informal situations. Uses the mother tongue (with translation, if necessary) to express needs and ideas Initiates conversation Talks confidently with peers and adults, individually and in groups Tells own stories using words, gestures, objects and own grammatical style. Names classmates, teachers and familiar objects Participates in conversations and discussions Asks questions and gives answers in context |
| Viewing and Presenting | |
| Conceptual Understanding | Visual language is all around us. The pictures, images and symbols in our environment have meaning We can enjoy and learn from visual language. |
| Learning Outcomes | Responds to visual information/presentations through play, gestures or facial expressions/ feelings Makes personal connections to visual texts Uses body language to communicate and to convey understanding Shows appreciation for illustrations by selecting and rereading familiar books, videos etc, focusing on favourite illustrations Observes visual cues that indicate context; show understanding by matching pictures with context Recognizes familiar signs, labels and logos |
| Reading | |
| Conceptual Understanding | Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways for setting out print and organising books. |

TIS Language Arts Scope and Sequence

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| Learning Outcomes | <p>Develops an enjoyment of reading</p> <p>Recognizes significant environmental print</p> <p>Selects own reading materials according to purpose or interest</p> <p>Listens to and demonstrates comprehension by talking about significant ideas in the text</p> <p>Displays reading like behaviour</p> <p>Knows that print carries a message</p> <p>Selects a text for enjoyment</p> <p>Makes links to own experience when listening to or "reading" texts</p> <p>Identifies and talks about different characters or people from texts</p> <p>Recognizes own name or part of it in print</p> <p>Recognizes a few letters by name or sound</p> <p>Knows repetitive patterns in very familiar stories</p> <p>Identifies and supplies some simple rhyming words</p> <p>Uses some book language in retellings/role play</p> <p>Shows awareness of directionality in print when "reading"</p> <p>Distinguishes print from drawings</p> <p>Uses knowledge of topic/text organization such as pictures when "reading"</p> <p>Use the strategy of connecting to comprehend</p> <p>Join in with chants, poems, songs and clapping games, gaining familiarity with sounds and patterns of the language of instruction</p> |
| Writing | |
| Conceptual Understanding | <p>Writing conveys meaning.</p> <p>People write to convey their experiences, ideas and feelings.</p> <p>Everyone can express themselves in writing.</p> <p>Talking about our stories and pictures helps other people to understand and enjoy them.</p> |
| Learning Outcomes | <p>Views self as a writer</p> <p>Develops enjoyment of writing</p> <p>Experiments with writing using different writing implements and media</p> <p>Shows curiosity and ask questions about written language forms</p> <p>Chooses to write as play, or in informal situations</p> <p>Notices and respond to written words/text in the environment</p> <p>Assigns a message to own written and drawn symbols</p> <p>Demonstrates awareness that writing and drawing are different</p> <p>Knows that print carries a message but may "read" the writing differently each time.</p> <p>States purpose or audience for own writing</p> <p>Identifies and talks about characters from literary texts</p> <p>Begins to demonstrate an awareness of directionality</p> <p>Uses known letters or approximations of letters to represent writing.</p> <p>Relies upon personal experiences as a stimulus for "writing"</p> |

Kindergarten

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| Speaking and Listening | |
| Conceptual Understanding | Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others People communicate using different languages Spoken language varies according to the purpose and audience |
| Learning Outcomes – Listening | Uses gestures actions body language and/or words to communicate needs and express ideas Listen and respond to picture books showing pleasure and demonstrating understanding through gestures, expression and/or words Interact effectively with peers and adults in familiar social settings Follow classroom instructions showing understanding |
| Learning Outcomes – Speaking | Join in with poems rhymes songs and repeated phrases in shared books Interact effectively with peers and adults in familiar social settings Tell their own stories using words gestures and objects/artifacts Use mother tongue to express needs and explain ideas Use own grammar style as part of the process of developing grammatical awareness Listen to and enjoy stories read aloud; show understanding by responding in oral or visual form Memorise and join in with poems rhymes and songs Use oral language to communicate during classroom activities, conversations and imaginative play |
| Viewing and Presenting | |
| Conceptual Understanding | Visual language is all around us. The pictures, images and symbols in our environment have meaning We can enjoy and learn from visual language. Viewing and talking about the images other have created helps us understand create our own presentations |
| Learning Outcomes | Responds to visual information/presentations through play, gestures or facial expressions/ feelings Makes personal connections to visual texts Uses body language to communicate and to convey understanding Shows appreciation for illustrations by selecting and rereading familiar books videos etc, focusing on favourite illustrations Observes visual cues that indicate context; show understanding by matching pictures with context Recognizes familiar signs, labels and logos Connect to different contexts presented in visual texts according to their own examples to construct their own meaning Realise that shapes symbols and colors have meaning and include them in presentations Use a variety of implement to practice and develop handwriting and presentation skills Observe and discuss illustrations in picture books and simple reference books commenting on the information being conveyed Recognise ICT iconography and follow prompts to access programs or activate devices |
| Reading | |

TIS Language Arts Scope and Sequence

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| Conceptual Understanding | <p>Illustrations convey meaning. Print conveys meaning. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways for setting out print and organizing books The sounds of spoken language can be represented visually People read to learn</p> |
| Learning Outcomes | <p>Develop an enjoyment of reading Recognizes significant environmental print Selects own reading materials according to purpose or interest Listens to and demonstrates comprehension by talking about significant ideas the text Displays reading like behaviour Knows that print carries a message Makes links to own experience when listening to or "reading" texts Identifies and talks about different characters or people from texts Recognizes own name in print Recognizes most letters by name or sound Knows repetitive patterns in very familiar stories Identifies and supplies some simple rhyming words Uses some book language in retellings/role play Shows awareness of directionality in print when "reading" Distinguishes print from drawings Uses knowledge of topic/text organization such as pictures when "reading" Connects text with own experiences to comprehend Join in with chants, poems, songs and clapping games, gaining familiarity with sounds and patterns of the language of instruction is aware of the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word e.g. (-ed, -s, re-, un-, pre-, -ful, -less)</p> |
| Writing | |
| Conceptual Understanding | <p>Writing conveys meaning. People write to communicate. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them. The sounds of spoken language can be represented visually (letters, symbols, characters).</p> |
| Learning Outcomes | <p>View self as a writer Develop enjoyment of writing Experiment with writing using different writing implements and media Show curiosity and ask questions about written language forms Choose to write as play, or in informal situations Notice and respond to written words/text in the environment Assigns a message to own written and drawn symbols Demonstrates awareness that writing and drawing are different Knows that print carries a message but may "read" the writing differently each time. States purpose or audience for own writing Identifies and talks about characters from literary texts</p> |

TIS Language Arts Scope and Sequence

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| | <p>Begins to demonstrate an awareness of directionality</p> <p>Uses known letters to represent writing.</p> <p>Relies upon personal experiences as a stimulus for “writing”</p> <p>Identifies most letters of the alphabet by letter or sound</p> <p>Uses writing with the intention of communicating a message</p> <p>Provides reasons why people write</p> |
| Conventions | <p>Prints many upper and lowercase letters</p> <p>Uses frequently occurring nouns and verbs</p> <p>Forms regular plural nouns orally by adding ‘s’ or ‘es’ (e.g. dog/dogs wish/wishes)</p> <p>Understands and uses question words (e.g. who, what, where, when etc)</p> <p>Uses frequently occurring prepositions (e.g. to, from, in, out, on, off etc.)</p> <p>Produce and expand complete sentences in shared language activities</p> <p>Capitalise the first word in a sentence and the pronoun I</p> <p>Recognize and name end punctuation</p> <p>Write a letter or letters for most consonant and short vowel sounds</p> <p>Spell simple words phonetically</p> <p>Recognise all single consonants, initial consonant clusters (e.g. br, bl, sc, cons)</p> <p>digraphs (ch, sh, th, wh)</p> <p>Encourages learners to produce and expand complete sentences in shared language activities</p> <p>Expands vocabulary by making learners aware that some words have more than one meaning</p> |

Grade 1

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| Speaking and Listening | |
| Conceptual Understanding | The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to. |
| Learning Outcomes – Listening | Listen and respond in small or large groups for increasing periods of time Listens to and enjoy stories read aloud; show understanding by responding in oral written or visual form Follow two step classroom instructions showing understanding Distinguish beginning medial and ending sounds of words with increasing accuracy |
| Learning Outcomes – Speaking | Listen and respond in small or large groups for increasing periods of time Memorise and join in with poems rhymes and songs Participate in a variety of dramatic activities e.g. role play and dramatisation of familiar stories and poems Retell familiar stories in sequence Describe personal experiences Predict likely outcomes when listening to texts read aloud Use language to express needs, feelings and opinions Ask questions to gain information and respond to questions directed to themselves to the class Use grammatical rules of the language of instruction |
| Viewing and Presenting | |
| Conceptual Understanding | People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. The pictures, images, and symbols in our environment have meaning. |
| Learning Outcomes | Attend to visual information showing understanding through discussion role play and illustrations Talk about their own feelings in response to visual messages and show empathy for the way others might feel Connect to different contexts presented in visual texts according to their own examples to construct their own meaning Show their understanding that visual messages influence our behavior Use body image in mime and role play to communicate ideas and feelings visually Realise that shapes symbols and colors have meaning and include them in presentations Use a variety of implement to practice and develop handwriting and presentation skills Observe and discuss illustrations in picture books and simple reference books commenting on the information being conveyed Recognise ICT iconography and follow prompts to access programs or activate devices View different versions of the same story and discuss the effectiveness of the different ways of telling the same story Observe visual images and begin to appreciate and be able to express that they have been created to achieve particular purposes |
| Reading | |
| Conceptual Understanding | Print conveys meaning. Printed information can tell about the real world. There are established ways of setting out print and organizing books. |

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| | <p>The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. The words we see and hear enable us to to create pictures in our minds. People read to learn. Applying a range of strategies helps us to read and understand new texts.</p> |
| Learning Outcomes | <p>Select and reread favorite texts for enjoyment. Understand that print is permanent Notices that a reader leaves out or changes part of a story Participate in shared reading posing and responding to questions and joining in the refrains Participates in guided reading situations observing and applying reading behaviors and interacting effectively with the group Read and understand the meaning of self selected and teacher selected texts at an appropriate. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). Read and understand familiar print from the immediate environment Make connections between personal experience and story book characters Understand sound symbol relationships and recognise familiar sounds symbols words of the language community</p> |
| Writing | |
| Conceptual Understanding | <p>People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing. Written language works differently than spoken. We write in different ways for different purposes.</p> |
| Learning Outcomes | <p>Write informally about their own ideas experiences and feelings in a personal journal initially using simple sentence structures Read own writing to teacher and classmates realising that what they have written remains unchanged Participate in shared and guided writing observing the text type model asking questions and offering suggestions Write to communicate a message to a particular audience Create illustrations to match their own given texts Demonstrate an awareness of conventions of a written text e.g. sequence spacing and directionality Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas Form letters/characters conventionally and legibly with an understanding of why this is important Write an increasing number of frequently used words or ideas independently Illustrate their own writing and contribute to a class book or collection of published writing</p> |

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| | <p>Print all upper- and lowercase letters.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
| Conventions | |
| | <p>Print all upper and lowercase letters</p> <p>Use common, proper and possessive nouns</p> <p>use singular and plural nouns with matching verbs in basic sentences (e.g. He hops we hop)</p> <p>Use personal, possessive and indefinite pronouns (e.g. I, me ,my they etc)</p> <p>use verbs to convey a sense of past, present, future (e.g. walked, walk, will walk)</p> <p>Use frequently occurring adjective</p> <p>Use frequently occurring conjunctions (e.g. and, but, or, so etc)</p> <p>Use frequently occurring prepositions (e.g. during, beyond, toward)</p> <p>Capitalize dates and names of people</p> <p>Use end punctuation for sentences</p> <p>Use commas in dates and to separate single words in a series</p> <p>Use conventional spelling for words with common spelling patterns (e.g. all single consonants, initial consonant clusters (e.g. br, bl, sc, consonant digraphs (ch, s wh), common rimes (e.g. ack, ame, at, ell etc)</p> <p>Spell untaught words phonetically drawing on phonemic awareness and spelling conventions</p> |

Grade 2

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| Speaking and Listening | |
| Conceptual Understanding | Spoken language varies according to the purpose and audience People communicate using different languages Spoken communication is different from written communication Everyone has the right to be listened to and the right to speak |
| Learning Outcomes – Listening | Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail Pick out main events and relevant points in oral texts Follow a sequence of directions Listen appreciatively and responsively |
| Learning Outcomes – Speaking | Listens and responds in small or large groups for increasing periods of time Retells familiar stories in sequence Express thoughts, ideas, and opinions and discuss them, respecting contributions from others Recognize patterns in language(s) of instruction and use increasingly accurate grammar Begins to understand that language use is influenced by its purpose and the audience Understand and use specific vocabulary to suit different purposes |
| Viewing and Presenting | |
| Conceptual Understanding | Viewing and talking about the images others have created helps us to understand and create our own presentations Different visual techniques produce different effects and are used to present different types of information |
| Learning Outcomes | Makes personal connections to visual texts and is able to discuss Discuss their own feelings in response to visual messages; listen to other responses realizing that people react differently Realize that visual information reflects and contributes to the understanding of context Use actions and body language to reinforce and add meaning to oral presentations Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding |
| Reading | |
| Conceptual Understanding | Different types of texts serve different purposes Written language works differently from spoken language People read to learn Wondering about texts and asking questions helps us to understand the meaning Applying a range of strategies helps us to read and understand new texts |
| Learning Outcomes | Read text at an appropriate level, independently, confidently, and with good understanding Identify and explain the basic structure of a story - beginning, middle, and end Make predictions about a story, based on their own knowledge and experience Recognize and use the different parts of a book, for example, title page, contents, index Discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways Discuss their own experiences and relate them to fiction and non-fiction texts Distinguish between fiction and non-fiction and select books appropriate to specific purposes Understand that stories have a plot, identify the main idea, discuss and outline the |

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| | <p>sequence of events leading to the final outcome.</p> <p>Use sentence level context as a clue to the meaning of a word or phrase</p> <p>Determine the meaning of a new word form when a known prefix is added to a known word (e.g. happy, unhappy; tell, retell)</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional; know, knowledge, knowledgeable)</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly)</p> <p>Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)</p> <p>Distinguish shades of meaning among closely related verbs and closely related adjectives (e.g. toss, throw, hurl; thin, slender, skinny, scrawny)</p> |
| Writing | |
| Conceptual Understanding | <p>We write in different ways for different purposes</p> <p>Written language works differently from spoken language</p> <p>When writing the words we choose and how we choose to use them enable us to share our ideas</p> <p>Consistent ways of recording words or ideas enables members of a language community to understand each other's writing</p> <p>Thinking about storybook and real life characters helps us to develop characters in our own writing</p> <p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing</p> |
| Learning Outcomes | <p>Write about a range of topics for a variety of purposes</p> <p>Use graphic organizers to plan writing, for example, Mind Maps, storyboards, etc.</p> <p>Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle, and end</p> <p>Group related information into a logical sequence</p> <p>Identifies and talks about characters from literary texts</p> <p>Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words</p> <p>Write legibly, and in a consistent style</p> <p>Proofread their own writing and make some corrections and improvements</p> <p>Use feedback from teachers and other students to improve their writing</p> <p>Use a dictionary, a thesaurus and word banks to extend their use of language</p> <p>With teacher guidance, publish written work</p> |
| Conventions | <p>Use collective nouns (e.g. group)</p> <p>Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth)</p> <p>Use reflexive pronouns (e.g. myself, ourselves)</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>Produce, expand and rearrange complete and simple compound sentences (e.g. The boy watched the movie, the little boy watched the movie, The action movie was watched by the boy)</p> <p>Capitalize holidays, product names and geographic names</p> <p>Use commas in greetings and closings of letters</p> <p>Use an apostrophe to form contractions and frequently occurring possessives</p> <p>Generalize learned spelling patterns when writing words (e.g. conventional spelling for words with common spelling patterns (e.g. all single consonants, initial consc</p> |

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| | clusters (e.g. br, bl, sc, consonant digraphs (ch, sh, th, wh), common rimes (e.g. ack, ame, at, ell etc) and common visual patterns and pronunciations) Consult reference materials, including beginning dictionaries as needed to check for correct spelling |
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Grade 3

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| Speaking and Listening | |
| Conceptual Understanding | Spoken language varies according to the purpose and the audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication - it has its own set of rules. |
| Learning Outcomes – Listening | Listen attentively and speak appropriately in small and large group interactions Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail Pick out main events and relevant points in oral texts Follow multi-step directions Listen appreciatively and responsively, presenting their own point of view and respecting the views of others |
| Learning Outcomes – Speaking | Retell familiar stories in sequence Express thoughts, ideas, and opinions and discuss them, respecting contributions from others Use language to explain, inquire, and compare Recognize patterns in language(s) of instruction and use increasingly accurate grammar Begin to understand that language use is influenced by its purpose and the audience Understand and use specific vocabulary to suit different purposes Verbalizes thinking and explain their reasoning |
| Viewing and Presenting | |
| Conceptual Understanding | Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information. |
| Learning Outcomes | View visual information and show understanding by asking relevant questions and discussing possible meaning Discuss their own feelings in response to visual messages; listen to other responses realizing that people react differently Realize that visual information reflects and contributes to the understanding of context Discuss personal experiences that connect with visual images Use actions and body language to reinforce and add meaning to oral presentations Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding |
| Reading | |
| Conceptual Understanding | Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning Reading and thinking work together to enable us to make meaning. Checking, rereading, and correcting our own reading as we go enable us to read new |

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| | <p>and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> |
| Learning Outcomes | <p>Read text at an appropriate level, independently, confidently, and with good understanding</p> <p>Recognize a range of different text types, for example, letters, poetry, plays, stories novels, reports, articles</p> <p>Identify and explain the basic structure of a story - beginning, middle, and end; may use storyboards or comic strips to communicate elements</p> <p>Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses</p> <p>Realize that there is a difference between fiction and nonfiction and use books for particular purposes, with teacher guidance</p> <p>Recognize and use the different parts of a book, for example, title page, contents, index</p> <p>Use a range of strategies to self-monitor and self-correct, for example, meaning, context, re-reading, reading on, cross-checking, one cue source against another</p> <p>Discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways</p> <p>Discuss their own experiences and relate them to fiction and nonfiction texts</p> <p>Wonder about texts and ask questions to try to understand what the author is saying to the reader</p> <p>Distinguish between fiction and nonfiction and select books appropriate to specific purposes</p> <p>Recognize the author's purpose, for example, to inform, entertain, persuade, instruct</p> <p>Understand that stories have a plot, identify the main idea, discuss and outline the sequence of events leading to the final outcome.</p> |
| Writing | |
| Conceptual Understanding | <p>We write in different ways for different purposes.</p> <p>The structure of different types of texts includes identifiable features.</p> <p>When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>The way we structure and organize our writing helps others to understand and appreciate it.</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly.</p> <p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing</p> |
| Learning Outcomes | <p>Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.</p> <p>Use graphic organizers to plan writing, for example, Mind Maps, storyboards, etc.</p> <p>Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle, and end - change paragraph indicator to Group related information into a logical sequence</p> <p>Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words</p> <p>Use increasingly accurate grammatical constructs - matches grammar indicator</p> <p>Write legibly, and in a consistent style</p> <p>Proofread their own writing and make some corrections and improvements - report card indicator</p> <p>Use feedback from teachers and other students to improve their writing</p> |

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| | <p>Use a dictionary, a thesaurus and word banks to extend their use of language - Report Card Indicator</p> <p>Over time, create examples of different types of writing and store them in their own writing folder/portfolio</p> <p>With teacher guidance, publish written work, in handwritten form or in digital form</p> |
| Conventions | |
| | <p>Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.</p> <p>Form and use regular and irregular verbs</p> <p>Use abstract nouns e.g. childhood</p> <p>Form and use the simple verb tenses (I walked, I walk, I will walk)</p> <p>Ensure subject-verb and pronoun-antecedent agreement (introduced)</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>Use coordinating and subordinating conjunctions</p> <p>Produce simple, compound, and complex sentences</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)</p> <p>Capitalise appropriate words in titles</p> <p>use commas in addresses</p> <p>Use commas and quotation marks in dialogue</p> <p>Form and use possessives</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)</p> <p>Use spelling patterns and generalizations (e.g. word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Generalize learned spelling patterns when writing words (e.g. conventional spelling for words with common spelling patterns (e.g. all single consonants, initial consonant clusters (e.g. br, bl, sc, consonant digraphs (ch, sh, th, wh), common rimes (e.g. ack, ame, at, ell etc) and common visual patterns and pronunciations)</p> <p>Homophones (e.g. their/there) and common prefixes (e.g. ab, mis, under) suffixes (e.g. -acity, -ure, -icle) and their meanings</p> |

Grade 4

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| Speaking and Listening | |
| Conceptual Understanding | <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions</p> <p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately</p> <p>The grammatical structures of a language enable members of a language community to communicate with each other</p> |
| Learning Outcomes – Listening | <p>Participate appropriately as listener in discussions, conversations, debates and group presentations</p> <p>Listen and respond appropriately to instructions questions and explanations</p> <p>Infer meanings, draw conclusion and make judgements about oral presentations</p> |
| Learning Outcomes – Speaking | <p>Begin to paraphrase and summarize</p> <p>Participate as a speaker in discussions, conversations debates and group presentations.</p> <p>Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose audience and context.</p> <p>Use oral language appropriately, confidently and with increasing accuracy</p> <p>Verbalise thinking and explain reasoning</p> <p>Understand that ideas and opinions can be generated, developed and presented through talk</p> <p>Present own published work orally and with confidence, in order to persuade peers to read the work.</p> <p>Acquire and use accurately grade-appropriate general academic words (e.g., quizzed, whined, stammered) and that are basic to a particular topic</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Form and use prepositional phrases.</p> |
| Viewing and Presenting | |
| Conceptual Understanding | <p>Visual texts have the power to influence thinking and behaviour</p> <p>Interpreting visual texts involves making an informed judgment about the intention of the message</p> <p>To enhance learning we need to be efficient and constructive users of the internet</p> |
| Learning Outcomes | <p>Realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance</p> <p>Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards, report and tell how the words and pictures work together to convey a particular message</p> <p>Interpret visual cues in order to analyse and make inferences about the intention of the message</p> <p>Explain how relevant personal experiences can add to the meaning of a presentation</p> <p>Experience a range of different visual language formats, appreciate and describe why particular formats are selected to achieve particular effects</p> <p>Realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, e.g. the use of colours or symbols</p> <p>Speak clearly and show awareness of audience</p> |
| Reading | |

TIS Language Arts Scope and Sequence

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| Conceptual Understanding | <p>Reading and thinking work together to enable us to make meaning</p> <p>Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts</p> <p>Identifying the main ideas in the text helps us to understand what is important</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research</p> |
| Learning Outcomes | <p>Reads a variety of books for pleasure, instruction and information</p> <p>Distinguish between fiction and nonfiction and select books appropriate to different purposes.</p> <p>Work in cooperative groups to locate and select texts appropriate to purpose and audience</p> <p>Uses a range of strategies to solve comprehension problems and deepen their understanding of a text</p> <p>Understand that stories have a plot, identify the main idea, discuss and outline the sequence of events leading to the final outcome.</p> <p>As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of sources materials</p> <p>Uses reference books, dictionaries, and computer web-based applications with increasing independence and responsibility</p> <p>Knows how to skim and scan texts to decide whether they will be useful, before attempting to read in detail</p> <p>Participates in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</p> <p>Know when and how to use the Internet and multimedia resources for research</p> <p>Reflect regularly on reading and set future goals</p> <p>Explain the meaning of common idioms, adages and proverbs</p> <p>Demonstrate understanding of words by relating them to antonyms and synonyms</p> <p>Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p> |
| Writing | |
| Conceptual Understanding | <p>Writing and thinking work together to enable us to express ideas and convey meaning</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful</p> <p>The way we structure and organize our writing helps others to understand and appreciate it</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly</p> <p>Through the process of planning, drafting, editing and revising, our writing improves over time</p> |
| Learning Outcomes | <p>Write independently and with confidence, demonstrating a personal voice as a writer</p> <p>Select vocabulary and supporting details to achieve desired effects</p> <p>Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors</p> <p>Organize ideas in logical sequence</p> <p>Use the writing process with increasing independence.</p> <p>Write for a range of purposes both creative and informative using different types of structures and styles according to the purpose of the writing</p> <p>Choose to publish written work in handwritten form or in digital format independently</p> <p>Use a dictionary, spell checker and thesaurus to check accuracy and broaden</p> |

TIS Language Arts Scope and Sequence

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| | <p>vocabulary and enrich writing</p> <p>Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</p> <p>Choose punctuation for effect</p> <p>Explain the meaning of simple similes and metaphors in context</p> <p>Differentiate between formal and informal discourse</p> |
| Conventions | |
| | <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (when, why)</p> <p>Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses</p> <p>Use modal auxiliaries (e.g. can, may, must) to convey various conditions</p> <p>Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>Form and use prepositional phrases</p> <p>Produce complete sentences recognizing and correcting inappropriate fragments and run-ons</p> <p>Correctly use frequently confused words (e.g. to, too, two, there, their)</p> <p>Use correct capitalization</p> <p>Use commas and quotations marks to mark direct speech and quotations from a text</p> <p>Use a comma before a coordinating conjunction in a compound sentence</p> <p>Spell grade-appropriate words correctly consulting references as needed</p> <p>Homophones (e.g. their/there) and common prefixes (e.g. ab, mis, under) suffixes (e.g. -acity, -ure, -icle) and their meanings</p> <p>Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthes)</p> <p>Uses appropriate paragraphing to organize ideas</p> |

Grade 5

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| Speaking and Listening | |
| Conceptual Understanding | Spoken language can be used to persuade and influence people Metaphorical language creates strong visual images in our imagination Listeners identify key ideas in spoken language and synthesize understanding. People draw on what they already know in order to infer new meaning from what they hear. |
| Learning Outcomes – Listening | Show open-minded attitudes when listening to other points of view Draws on a range of strategies and deliberately adjusts listening to meet the needs of the task |
| Learning Outcomes – Speaking | Generate, develop and modify ideas and opinions through discussion Use an increasing vocabulary and more complex sentence structures with a high level of specificity Argue persuasively and justify a point of view Paraphrase and summarize when communicating orally Understand and use figurative language such as simile, personification and metaphor Use oral language to formulate and communicate possibilities and theories Use standard grammatical structures competently in appropriate situations Use register, tone, voice level and intonation to enhance meaning Draws on a range of strategies and deliberately adjusts speaking to meet the needs of the task Realise that grammatical structures can be irregular and begin to use them appropriately and consistently Appreciate that language is not always used literally; understand and use the figurative language of their own culture |
| Viewing and Presenting | |
| Conceptual Understanding | The aim of commercial media is to influence and persuade viewers Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives Knowing about the techniques used in visual texts helps us to interpret presentation and create our own visual effects Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding |
| Learning Outcomes | Considers the appropriateness of text form and register in relation to audience |
| Reading | |
| Conceptual Understanding | Authors structure stories around significant themes Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear Synthesizing ideas and information from texts leads to new ideas and understanding Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act. |
| Learning Outcomes | Reads a wide range of texts confidently, independently and with understanding Identifies genre and explains elements and literary forms that are associated with different genres Appreciates structural and stylistic differences between fiction and non fiction Appreciate authors use of language and is able to interpret meaning beyond the literal Uses a range of strategies to solve comprehension problems and deepen understanding of text (context clues, greek and latin roots, affixes, etc.) |

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| | <p>Understands that authors use words and literary devices to evoke mental images Identifies and describe elements of a story - plot, setting, characters, theme - and explains how they contribute to its effectiveness. Compares and contrast the plots of two different but similar novels. Participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author. Participates in collaborative learning (e.g. literature circles) considering multiple perspectives Uses feedback (teacher, peer, self) to set goals to improve reading Locates, organises and synthesises information from a variety of sources Use a variety of sources including the Internet responsibly and knowledgeably appreciating their uses and limitations</p> |
| Writing | |
| Conceptual Understanding | <p>Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author’s intention clear Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing Through the process of planning, drafting, editing and revising, our writing improves over time</p> |
| Learning Outcomes | <p>Write independently and with confidence demonstrating a definite personal voice as a writer Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader Produce clear and coherent writing in which the development and organization are appropriate to the task purpose and audience Use the writing process independently and with increasing competence Recognize and use figurative language to enhance writing, for example similes, metaphors, idioms alliteration Writes using a range of text types in order to communicate effectively Uses feedback (teacher, peer, self) to set goals to improve writing Organise ideas in a logical sequence Uses varied techniques to engage the reader Vary sentence structure and length Critique the writing of peers sensitively and offer suggestions Use precise vocabulary and enough supporting details to convey meaning Use standard spelling for most words and use appropriate resources to check spelling Use dictionary, spell checker and thesaurus to check accuracy, broaden vocabulary and enrich their writing confidently and effectively</p> |
| Conventions | |
| | <p>Students will demonstrate command of conventions of standard English grammar, punctuation and usage when writing or speaking. Language usage is taught contextually through reading instruction and the writing process and explicitly through mini-lessons. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences form and use the perfect (e.g. I had walked, I have walked, I will have walked) verb</p> |

TIS Language Arts Scope and Sequence

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| | <p>tenses</p> <p>Use verb tense to convey various times, sequences, states and conditions</p> <p>Recognize and correct inappropriate shifts in verb tense</p> <p>Use correlative conjunctions (e.g. either/or neither/nor)</p> <p>Use punctuation to separate items in series</p> <p>Use a comma to separate an introductory element from the rest of the sentence</p> <p>Use a comma to set off the words yes and not (e.g. Yes, thank you) to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct addresses (e.g. Is that you, Steve?)</p> <p>Use underlining quotation marks, or italics to indicate titles of works</p> <p>Spell grade appropriate words correctly</p> <p>Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> |
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