



NEW ROCHELLE SCHOOL DISTRICT

Grade Level Learning Outcomes For Italian as a Second Language in the Children's International Language Academy CILA Grades K-2

September 2008

In addition to the grade level content learning outcomes for each grade level, this document summarizes the major concepts and skills in the instruction of Italian as a Second Language. The goals are to engage students in a language-rich environment where students will use Italian as a medium of communication:

1. To expose students to the distinctive linguistic features of the Italian language in order to build and enhance literacy skills.
2. To further develop and enhance communication by the four macro-skills of listening, speaking, reading and writing in Italian for information and understanding, literacy response and expression, critical analysis and evaluation, and social interaction through different forms of literature.
3. To build intercultural awareness and develop students' insight into the nature of the diverse Italian culture, therefore increasing students' awareness of linguistic, cultural and societal similarities and differences through learning of the language.
4. To establish holistic learning though links between interdisciplinary subjects, cultures and other experiences.

We recognize that the information provided will be revised every year with the collaboration of teachers and I welcome any comments that you wish to offer about this brochure.

Dr. Jeffrey Korostoff
Assistant Superintendent for Elementary Education

Ms. Estee Lopez, MS. Ed
Director for ELL Programs and Instructional Services

Board of Education

Cindy Babcock Deutsch President
Quay Watkins, Vice-President

David Lacher
Chrisanne Petrone
Mary Jane Reddington
Sara Richmond
Deirdre Polow
Martin Sanchez
Jerome Smith

Superintendent of Schools
Mr. Richard E. Organisciak

Assistant Superintendent for Elementary Education
Dr. Jeffrey Korostoff

Grade Level Learning Outcomes
For Spanish as a Second Language

Committee
Marilyn Reiss
Barbara Negrón
Vilma Arizaga
Patricia Martinez
Ximena Gomez
Neurys Bonilla
Juan Peña
Brunilda Cruz
Nilda Nye
Elizabeth Ponce
Editors
Maggie Albers
Ana Wiesner

<p>Kindergarten: Grammar Curriculum Continuum for Italian Instruction</p>	<p>First Grade: Grammar Curriculum Continuum for Italian Instruction</p>	<p>Second Grade: Grammar Curriculum Continuum for Italian Instruction</p>
<p>Develop an awareness of:</p> <ul style="list-style-type: none"> • Italian punctuation • Italian quotation marks and accented words • Titles: Signor, Signora, Signorina • Subject pronouns: I, you, he, she, we, and they • Common verbs in the present tense • Demonstrative terms: this and that • Definite and indefinite articles in the masculine and feminine forms • Adjective/noun agreement in the singular/plural, feminine/masculine form • Prepositions 	<ul style="list-style-type: none"> • Begin to follow directions of orthographic patterns • Identify various types of sentences • Identify and use common verbs • Conjugate common verbs in the present tense (singular and plural) • Introduce verbs in the past tense • Identify possessive pronouns • Identify and use subject pronouns • Recognize and use demonstratives • Recognize and use definite and indefinite articles in the masculine and feminine form • Recognize and use prepositions • Be able to use connecting words • Be able to use adverbs • Begin to use adjective/noun agreement in the singular/plural, feminine/masculine form 	<ul style="list-style-type: none"> • Identify proper and common nouns (singular/plural and regular/irregular) • Begin to use present and past tenses of most common regular and irregular verbs • Begin to compose basic sentence patterns in the affirmative and negative forms using noun, verb, adverb, and adjective appropriately • Usage of pronouns, possessive pronouns, and the most common prepositions and prepositional phrases • Compose sentences using the most common conjugations • Usage of various types of sentences • Usage of articles with gender and number agreement

Kindergarten

Listening

- Show understanding by following simple directions and commands
- Show understanding of words associated with classroom routines
- Listen to and follow simple stories
- Listen to traditional tales, songs and nursery rhymes
- Distinguish between masculine and feminine words
- Distinguish between singular and plural words
- Comprehend basic academic language

Speaking

- Recite the alphabet
- Repeat words and phrases with proper pronunciation, stress, and intonation
- Join in the shared reading of stories, songs and poems
- Answer appropriately using gestures, words, and phrases
- Respond to yes/no questions
- Begin to answer questions to who, what, where, and when
- Act out character roles, drama type stories and begin to participate in story-related discussions
- Answer basic questions related to mathematics, science, and social studies

Reading

- Identify upper and lower case letters and corresponding sounds
- Use word attack skills to decode words
- Begin to understand the syllabication of words
- Participate in the shared reading of predictable texts
- Join in interactive shared reading of texts
- Begin to read simple decodable books
- Begin to read simple pattern books with comprehension

Writing

- Use knowledge of letters and sounds to approximate spelling of words
- Understand the relationship between letters and sounds when writing
- Draw and label pictures using articles and single words
- Spell basic sight words
- Write simple sentences given a sentence starter
- Develop awareness of written accents

First Grade

Listening

- Can understand simple messages consisting of: basic vocabulary and structures, classroom routines, and step by step directions/instructions
- Begin to understand idiomatic expressions and begin to show comfort with social language
- Demonstrate nonverbal communication: (nodding, pointing)
- Can comprehend simple short conversations about familiar topics
- Can comprehend academic content language with the use of visual support
- Listen to a story or dialogue and respond to who, what, where questions
- Listen to and comprehend short texts with repetitive language such as poems, rhymes, songs, short stories, and visual charts

Speaking

- Respond appropriately in words, phrases, and sentences that are likely to contain grammatical inaccuracies
- Respond in full correct grammatical sentences when using a pre-learned language pattern
- Begin to transmit information through language experience stories, using words, phrases, and short sentences
- Begin to retell a story in their own words, describe a picture, object, or person, and make simple presentations
- Begin to express opinions and use social language to participate in classroom discussions
- Begin to express understanding of academic language in the content areas

Reading

- Associate written symbols with sounds
- Distinguish initial and final consonants in words
- Decode words appropriately using a syllabic method
- Follow along (in simple text) as stories are read aloud
- Recognize and read a growing number of high frequency words in context and in isolation
- Retell a story with the help of visual cues and prompts from the teacher
- Participate in shared reading and read simple written directions and basic informational text

Writing

- Label pictures using articles and words
- Spell target words
- Use conventional spelling and punctuation
- Write sentences using sentence starters
- Write sentences using simple words and teacher's guidance
- Join the class in creating charts to record important information
- Make choices about which words to use to complete an idea in a cloze sentence
- Use transitional words or phrases

Second Grade

Listening

- Understand the language associated with classroom routines and instructions/directions
- Understand 75% of mini-lessons within the different content areas
- Differentiate various questioning words (what, when, where, why, who, and how)
- Comprehend story elements in a read aloud
- Use cognates to construct meaning

Speaking

- Use a variety of synonyms
- Express and respond in simple phrases and sentences using correct syntactical structure
- Explain thinking process using vocabulary linked to subject areas
- Use adjectives to describe in a correct grammatical structure
- Engage in social conversations in small group settings
- Make presentations of projects related to the content areas

Reading

- Identify story elements
- Understand vocabulary in context
- Understand main idea, details, and sequence of events
- Distinguish between fiction and nonfiction
- Read with oral fluency using appropriate expression and intonation
- Read and begin to analyze different genres
- Begin to read nonfiction texts to gather information
- Read class created rubrics, language experience charts, and content area charts

Writing

- Distinguish and incorporate past and present tense of frequently used verbs
- Integrate appropriate punctuation
- Revise spelling and punctuation
- Place accents appropriately on common words
- Write in different genres
- Begin to write in progression with the use of sequencing words
- Use thinking maps to:
 - Organize thinking
 - Respond to literature
 - Compare and contrast information
 - Explain cause and effect
 - Sequence events
 - Describe characters, objects, places, etc.
 - Classify information