KINDERGARTEN TO GRADE 6 HEBREW LANGUAGE ARTS

Appendices

- Using the Curriculum
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Using the Curriculum

When implementing the *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the **entry level** into the program
- the students' prior knowledge of and experience with languages and skills

Other factors also need consideration:

- support for the Hebrew language in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the language of instruction
- the **assessment and evaluation** strategies used
- the opportunities for real-life applications of language learning

Curriculum Implementation Factors

When using the *Curriculum Framework* the context in which the language will be taught should be taken into consideration. The following are some guidelines for adjusting the information in this document to suit local circumstances:

Time

The *Curriculum Framework* was designed on the basis of the following time allocations:

• Kindergarten to Grade 6: 38–50%

Entry Level

There is evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. The *Curriculum* is designed for a usual entry point at the Kindergarten or Grade 1 level. However, alternative entry points can be considered on a student-bystudent basis.

Prior Knowledge

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of Hebrew upon entry into Kindergarten or Grade 1.

Students who already have a second language, particularly one of Hebrew origin, can be expected to learn Hebrew and additional languages more quickly and more easily than those beginning their study of a second language.

Additional Factors

Implementation of Hebrew language programming requires decisions about staffing and administration. The following are some guidelines for making these decisions:

Community Support

Successful Hebrew language programming is dependent on the support of all partners in education. It is critical, however, to have the active involvement of

- the administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those who speak Hebrew

Teachers

A communicative approach to second-language teaching, which uses content based on other academic subjects and the interests and experiences of the students, demands a broad range of teacher knowledge and skills both in Hebrew and in second-language pedagogy. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multilevel groupings
- co-operative learning and student-centered learning
- multimedia and computer-assisted learning

Teachers need to engage in and be supported in their professional development, in order to maintain or improve their fluency in the language and their cultural knowledge and skills, and to keep their teaching skills current.

Scheduling

Hebrew language instruction should be scheduled to ensure maximum continuity of exposure to the language. If students have little exposure to the language for extended periods of time, their language retention is affected. Students benefit from using the language on a daily basis.

Choice of Topics and Tasks

In the Appendix, three domains are suggested as organizers to guide the choice learning tasks: the personal, the public, and the educational. Sample areas of experience are listed under each of the three domains and a table shows how topics can be developed at different levels. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests, and daily experiences of the students, as well as the content of the subject area under study.

Resources

Resources that are selected should be appropriate for the age, developmental levels, and linguistic levels of the students. A range of print, media, and human resources need to be available to support this *Curriculum Framework*. Informational texts, literature, and a variety of media forms will also need to be acquired.

Language of Instruction

It is expected that classes will take place in Hebrew to maximize exposure to the language. There may be some situations where a few minutes of class time will be used to reflect on the learning process in the students' first language, especially in the early stages of learning.

Assessment and Evaluation

What is Assessment?

Assessment is an **integral**, **ongoing part of the learning process** itself. It is the process of gathering evidence of student learning in order to determine next steps. Contemporary assessment models (which have been called *alternative assessment, performance assessment,* and *authentic assessment*) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency and academic development and to empower them with the skills and attitudes for lifelong learning. When this information is used by students, teachers and parents to inform subsequent teaching and learning activities, it can increase motivation, engagement, and student success. This information can also be used by the broader educational community to monitor student achievement, celebrate success, and ensure that appropriate supports for continued learning are provided.

> The proficiency-based language classroom lends itself to using multiple forms of assessment to evaluate students' progress as well as the impact of instructional strategies. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students' capabilities comes from the work they do over extended blocks of time under the close guidance of teachers. (New Jersey State Department of Education 54)

The Purpose of Assessment

Identifying the purpose of any assessment is critical to its effective use. Assessment serves three main purposes: **assessment** *for* **learning**, **assessment** *as* **learning**, and **assessment** *of* **learning**. These purposes relate to different aspects of the learning process and support and improve student learning in distinct ways.

Assessment *for* **learning** helps teachers gain insight into what students understand so that they can appropriately plan and differentiate teaching strategies and learning opportunities to help students progress. By constantly checking for understanding, students' misconceptions can also be surfaced and addressed. Assessment *as* learning refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop their understanding and refine their learning strategies. Considering these two purposes together, teachers and students work in partnership to set and revise learning goals and adjust teaching and learning strategies to work toward the achievement of the learning outcomes.

Assessment *as* learning is a process where by learners become more aware of what they learn, how they learn, and what helps them learn. Learners are able to build knowledge of themselves as learners, and become metacognitive. In other words, they become aware of how they learn.

> Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning. Through collection of data and reflection students and teachers set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment. (Manitoba Education, Citizenship and Youth, Rethinking Classroom Assessment 13)

Assessment of learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. *Evaluation* is a term that is often used in referring to assessment of learning. Evaluation is a judgement regarding

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the quality, value, or worth of a student's response, product, or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes. It is important to recognize that evaluation is just one aspect of assessment, and by itself does not constitute a full assessment program.

Assessment of learning supports learning when it is used to celebrate success, adjust future instruction, and provide feedback to the learner. At the school, divisional, and provincial level, assessments of learning can be used to ensure that appropriate supports for continued learning are provided. Provincially, we collect data on student performance in key areas at three levels: from classroombased assessments in Early Years and Middle Years, and through standards tests at Grade 12. This involves collecting and interpreting evidence of student learning and students' ability to apply the knowledge, skills, and attitudes they are developing. Clear criteria for success are necessary, both for supporting the learner in demonstrating their understanding and skill, and for supporting the teacher in making valid and reliable judgments about student progress and achievement. Evidence gathered through the formative assessment process can be helpful in arriving at summative judgements, but only when the most current and stable evidence is used and is reevaluated against the criteria that define reporting levels or grades.

A Balanced Assessment Plan

It is important that in teachers consider the three **purposes of assessment** and develop an assessment plan that attends to all three. Much of the educational literature and research today is focused on classroom-based assessment, specifically on how the ongoing, formative assessment* that occurs as part of everyday instruction can support learning. Increasingly, there is a recognition that assessment for and as learning need to be greater attention and consideration in assisting teachers, students and their parents in improving learning and achievement.

While there is some variation in what is considered essential, the following are commonly identified as contributing to effective assessment during the instructional cycle (Alberta Education, *Ukrainian*):

- Clear learning targets, expressed in terms students understand, with explicit criteria for success illustrated through actual work samples
- Active student involvement in setting performance targets, self-assessment, planning and adjusting learning strategies, monitoring and communicating progress

- Provision of specific, descriptive feedback (from the teacher, peers or from self-assessment) that leads students to reflect on progress and take their next steps to achieve the learning outcome(s)
- Use of assessment evidence gained through observation, interaction, discussion and written work, to plan and adjust instruction

When these elements are incorporated into daily classroom practice, the research** shows that student achievement improves.

Assessment *for, as* and *of* learning all serve valuable and different purposes. The challenge is to find an appropriate balance. Traditionally, the focus of classroom assessment has been on assessment *of* learning. Research and experience is suggesting that shifting the focus to assessment *for,* as learning practices where educators help students understand themselves as learners and students take increasing responsibility for their learning increases student achievement and motivation, and empower students to become self-directed, self-managing learners.

The entire teaching and learning process should be informed by an assessment strategy that is interwoven throughout the planning, instruction, and feedback cycle.

^{*} Formative assessment is now defined by many as information gathered by teachers and students during and after learning that is used to plan and adjust teaching and learning. As such, it would encompass assessment *for* and *as* learning described earlier.

^{**} Black and Wiliam's (1998) well known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

Engaging Learners

Assessment has a profound influence on student motivation and self-esteem, both of which are critical influences on student learning. When the focus of assessment is on learning, and specific feedback is provided to help the student move forward in manageable steps, assessment builds confidence and success. When students experience success, and are part of collecting and communicating evidence of success in their learning their motivation and willingness to persevere increases.

However, assessment can also cause students to disengage. Struggling learners may have experienced assessment as evidence of failure, which confirms negative beliefs about themselves as learners. For those learners especially, assessment must focus on clear, manageable learning goals, and be conducted in a safe classroom climate that values risk-taking, eliminates threat, and enhances students' beliefs about themselves as learners.

Research has shown that assessment practices, such as involving students in goal setting and self-assessment, which are underpinned by a belief that every student can improve, promote learning (Black and Wiliam). In contrast, this research also suggests that classroom based assessment practices that place too much emphasis on marks and grading rather than feedback for improvement, and where students' performance is compared to peers, can actually inhibit learning.

Assessing Bilingual Learners

Fair assessment of bilingual students requires three distinct sources of information: background knowledge of the students, understanding of the processes students use to perform, and evaluation of the outcomes per se (Brisk cited in Torres-Guzman et al.). This coincides with constructivist views of learning as a dynamic social process, as "an activity that is always situated in a cultural and historical context" (Bruner and Haste cited in Torres-Guzman et al.). The role of the teacher in establishing a fair assessment of bilingual students' developing skills cannot be overlooked, since they are the ones structuring the classroom experience through which bilingual children make sense of school activities by tapping and "translating" from the knowledge embedded in their linguistic and cultural background (Igoa cited in Torres-Guzman et al.).

In bilingual programs, it is common that some teachers will be involved in only one of the languages in use in the school program. However, the goal of the program is to promote bilingualism and biliteracy, as well as grade-level academic achievement. Therefore, it is important for teachers to assess and consider student learning with respect to both languages of instruction and to consider the results of the assessment with all teachers involved in the students' learning.

Equally important is to distinguish between language proficiency and content knowledge when assessing student performance in the content areas. In bilingual classrooms, as in all second language learning environments, it is difficult to distinguish between language proficiency and content knowledge, as language is always involved in communicating information. That is students are learning the language while at the same time it is the vehicle for developing the knowledge and skills related to a specific subject.

The difficulty associated with separating language and subject area learning can be alleviated when teachers ensure that when they are planning for instruction and for assessment, both content and language learning outcomes are clearly defined and expressed (Howard et al.). Whether, one is planning a large-scale module, a unit or a lesson plan, outcomes for both language and content area knowledge and skills should be clearly defined.

Once the learning outcomes for the language and the specific subject have been defined and developed, teachers can then generate descriptors for differing levels of attainment by developing rubrics that will allow teachers and students to assess the level of attainment and performance with respect to both language and content area knowledge. The information obtained will I help illuminate the extent to which students know the language of the content area and the extent to which they have understood the concepts presented in that content area.

Assessment Alternatives*

Using a variety of classroom assessments provides a better picture of learning and instruction. The following is a

suggested list of different types of classroom assessments.

- Performance Assessment: Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are "authentic" in that they are structured around real-life problems or situations.
- Teacher Observation: The teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student's performance in reaching a specific benchmark.
- Conferencing: The teacher and student dialogue to evaluate the student's progress on reaching one or more specific goals.
- Self-Assessment: Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.
- Peer Assessment: Students evaluate each other's work with assessment criteria developed by the teacher and/or students.
- Portfolio Assessment: The student's work is recorded in a collection of materials decided upon by the student and/or teacher, spanning a period of time, that reflect the student's learning processes, growth, and achievement in an organized and systematic way.

^{*} New Jersey State Department of Education. *New Jersey World Languages Curriculum Framework*. New Jersey State Department of Education, Winter 1999. Reproduced with permission.

Real-Life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of Hebrew and authentic Hebrew texts.

Language programs being implemented in a "foreign language" context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges (within Canada or abroad), language camps or weekend immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, pen pals arranged, visitors invited into the school, etc.

SAMPLE AREAS OF EXPERIENCE

Personal	Public	Educational
Family (extended)	Travel	Humanities
 roles and responsibilities 	 daily travel 	 literature
 special events and family celebrations 	 vacations 	 arts
Home	Occupations	Social Sciences
 rooms and furnishings 	 trades 	 geography
Self	 professions 	 history
 physical attributes (body, clothing) 	 careers 	 social issues
 emotions 	Mass Media	Natural Sciences and Mathematics
Friends	 television 	 weather and climate
 relationships 	 newspapers and magazines 	 animals and plants
shared activities	 World Wide Web 	 technology inventions
Daily Activities	Arts and Entertainment	inventionsmoney
 routines and chores 	 professional sports 	ecology and the environment
■ meals	• theatre, dance, films	 measurement, shape
 family traditions 	music performancesvisual arts and design	Health and Physical Education
Leisure Activities	-	 physical activity
 sports 	Institutions	 nutrition
 hobbies 	 government, synagogues, schools 	 public health issues
■ music	public celebrationsbusiness and industry	 safety
	 museums, library 	
	Civic Responsibilities	
	•	
	conservationcharitable/volunteer activities	

General Areas of Experience: Example of Distribution by Grades

Note: See pages 36–37 for the areas of experience that have been selected for this curriculum framework.

	Kindergar	ten to Grade 3	Grade 4	to Grade 6
Personal	My family My home My body Clothing for each season Games and songs Favourite foods My birthday	Helping at homeMy roomFriendsEmotions	 My family tree My room Friends My hobbies and pastimes Emotions Family traditions Fashion 	 Peer pressure Extracurricular activities Family relationships Special friends Personal identity and style Leisure time
Public	Jobs people do Being a good neighbour Holidays and festivals Around school	My communityTravel	Cartoons and comicsCommunity serviceMediaGetting information	Public institutionsTravel
Educational	Stories and rhymes Today's weather Domestic/wild animals Counting things Songs and dances Sports and games Food and nutrition Maps and plans	 Making things grow Spatial relationships Making music/art Healthy living 	 Caring for pets Maps and plans Spatial relationships Making music/art Healthy living Helping the environment Short stories and poems The arts around the world 	 Literature and the arts Technology Peace and human rights Responsible citizenship Lifelong fitness

SAMPLE LIST OF TEXT FORMS

Written Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Diagrams
- Dictionary and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Graphs
- Guest speakers
- Historical fiction
- Humour
- Illustrations

- Information texts
- Instructions and other "how to" texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- News reports
- Non-fiction chapter books
- Photographs
- Picture books
- Pictures
- Plays
- Poetry
- Prints
- Programs
- Questionnaires

- Reader theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Role-play
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Conversations, formal and informal
- Debates
- Fables
- Guest speakers
- Humour

- Interviews
- Lectures
- Messages
- Murals
- Mysteries
- Myths
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Role-play
- Rhymes
- Rhythms
- Riddles
- Songs and hymns
- Telephone conversations
- Word-play

Multimedia Texts

- Audio tapes
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software

- Dance
- Drawings
- Information texts
- Movies and films
- Murals
- News reports
- Photographs
- Pictures
- Puppet plays
- Slide/tape and video presentations
- Symbols
- TV programs
- Websites

GLOBAL LIST OF STRATEGIES

Language Learning Strategies

Cognitive

Students will:

- listen attentively
- do actions to match words of a song, story, or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task

- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., CD players, cassette recorders, computers
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher

- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences

- seek the assistance of a friend to interpret a text
- re-read familiar self-chosen texts to enhance understanding and enjoyment
- work co-operatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat back new words and expressions which occur in conversations in which they participate, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or non-verbally, e.g., ? מה ? מה
- ר אני לא מבין ∕ מבינה, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., ? עוד פעם, בבקשה or עוד פעם,
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., ? איך אומרים
- use a simple word similar to the concept they want to convey and invite correction, e.g., עין for אילן
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., ? זה נכון

- use a range of fillers and hesitation devices to sustain conversations
- use circumlocution to compensate for lack of vocabulary, e.g., את/ה כותב/ת עם עט, עפרון
- repeat part of what someone has said to confirm mutual understanding,
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., ?וה מובן? את/ה מבין/מבינה?
- use suitable phrases to intervene in a discussion, e.g., רגע
- self-correct if errors lead to misunderstandings

Interpretive

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience

- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse features to follow an extended text
- re-read several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing their own texts

- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (re-reading, moving pieces of text, re-writing pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

Students will:

- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the World Wide Web, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

Students will:

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

- watch others' actions and imitate them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in co-operative group learning tasks

- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

	Grammatic	Grammatical Features	
Expose, in everyday clas	Expose, in everyday classroom routines, the following grammatical elements:	ammatical elements:	
Kindergarten	Grade 1	Grade 2	Grade 3
Pronouns	Pronouns	Pronouns	Pronouns
	personal pronouns:	personal pronouns:	inflection of possessives:
Nouns	אני, אתה, את,	אנר, אתה, את,	שלכם, שלכן, שלהם,
 gender 	הוא היא אנחנו	הוא ,היא ,אנחנר	wtrt
 singular/plural 		۸۱ کتر ۸۱ کار کامت کاما	 interrogatives:
	■ definite article (고)	possessives:	(vidw) CQL.
Particles	 demonstrative pronoun, 	שלי, שלו, שלנו	יווויי) יוויי
	rthe independently , אלה	 demonstrative pronoun, 	
Verbs	interrogatives:	지것X , used independently	011, ° / N , ° N , N , N , N , N ,
	מי, מה,איפה, למה (Vhw)	 interrogatives: 	Nouns
Patterns/Syntax	כמה, מתי, לאן, איך, איזה	מי, מה,איפה, למה (Vhw)	ordinal numbers
Expressions	Norms	ر من	E.g., ,e.g.
1	3		
		 nouns ordinal numbers 	
	rai ucies	ראשון, שני ,e.e	
	Verbs	rarucies	Particles
		■ conjunction ⊐1	 conjunction La
	Patterns/Syntax	 prepositions 	 prepositions
	 demonstrative pronoun, 	ต ไม + - เวิน เ	u, + 1: - 1:
	バン Sed independently	2 = 1 + 2	c + c = c
		Verbs	 inflection of preposition:
	Expressions	~	יני. יע י
	סיימתי ■	erbs in ננין פעל in verbs ו ערנין ערנין ערנין ∎	לרם לכי לבם לבי
	 expression of time 	Patterns/Syntax	
		 noun and adjective 	Verbs
		agreement	(therhs in נויז פעל עם verhs ∎
		 simple verb sentences 	
		(past)	Patterns/Syntax
		e.g., אני הלכתי	 comparative, superlative
		 verb sentences with 	יותר, הכי
		infinitive	■ past tense of "\U"
		אני רוצה לאכולe.e	היה לי ספר , e.g.
			היו לי ספרים
		demonstrative word, used	Expressions
			סיימתי ■
		ē	 expression of time
		היה לי ספרים היו לי ספרים	
		Evntaccione	
		באטופאטרא ריגערי –	

Language Exposure: This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article " π ".

	Grammatical Features	
Expose, in everyday classroom rou	Expose, in everyday classroom routines, the following grammatical elements:	
Grade 4	Grade 5	Grade 6
Pronouns	Pronouns	Pronouns
 אה" אה" ronouns אותי אותן, אותן, אותו, אותו, אותנו, אתכם, אתכן, אותם, אותן 	 את "את" pronouns for the inflection of pronouns "את", אותר, אותר, אותר, אותר, אותנו, אתכם, אתכן, אותם, אותן 	inflection of pronouns "את" a inflection of pronouns "אותן, אותו, אותה, אותנו, אותנו, אותב, אותנו, אותכם, אתכם, אתכן, אותב, אותב, אותן
Nouns	 interrogative 1382 	■ interrogative 1%
 ordinal numbers 	Nouns	Nouns
e.g.,'Ju', ,/IWA I Plural, dual	ordinal numbers באשונ, שניe.a	ordinal numbers כאשון, שני הפ.פ
רומיים, פעמיים ,e.g.	 plural, dual 	 plural, dual
Particles	רומיים, פעמיים ,.e.e	ומיים, פעמיים ,9.9
■ conjunction ZZ	Particles	Particles
「 + + に に 「	 conjunction	 conjunction Δλ z - z
- ■ inflection of preposition "ウ"	ロ ル + + た ロ ル	イント = = = ニント
לי, לך, לך, לו,לה, לנו, לכם, לי, לך, לך, לו,להם, להו	Verbs	inflection of prepositions inflection of איתי, איתך, איתר, איתר, איתר, היתר, e.g.
Verhe	verbs in کנין פיעל nesent and past .	ממני, ממך, ממֶך, ממנו
(theory) בניז פעל inverted a verbe	Patterns/Syntax	Verbs
Patterns/Svntax	■ causal clause, using ¬𝔅∧⊃	.erbs in Lture tense - verbs in
CNWC guise, using	Expressions בייארדי –	introduction to the prefix letters of אירה
Expressions	 expression of time 	
סיימתי ■		CXXXC parter learner
 expression of time 		Expressions, using level Expressions
		סיינערי שוויערי
		 expression of time

Use, in modelled structions, the following grammatical elements: Cracle 1 Cracle 2 Cracle 3 Mindergarten Cracle 1 Cracle 2 Cracle 3 Pronouns Pronouns Pronouns Pronouns Nums Pronouns Pronouns Pronouns Nums Pronouns Pronouns Pronouns Nums Pronouns Pronouns Pronouns Nums Pronouns Pronouns Nums Pronouns Pronouns Pronouns Pronouns Pronouns	Immodelled situations, the following grammatical elerKindergartenGrade 1KindergartenGrade 1unsPronounsunsPronounsinal numberspersonal pronounsinal numberspossesivesinal numberspossesivesineswith 'a'' wath 'wath 'a'''inesmounsinesmouns and adjectives:inesmouns and adjectives:inesmouns and adjectives:inesmouns and adjectives:ineswith 'a'' wath 'a'' wath 'a'''inesmouns antenceour officientspossesionsinesmouns antenceour officientspossesionsinesmouns antenceinesmouns antenceour officientspossesionsinesmouns and adjectives:inesmouns and adjectives:<	Grammatical Features	
Kindergatten Grade 1 Grade 2 Kindergatten Grade 1 Grade 2 uns Pronouns Pronouns Pronouns Pronouns uns Pronouns Pronouns Pronouns Pronouns Pronouns uns Pronouns Pronouns Pronouns Pronouns Pronouns Pronouns us Pronouns Pronouns Pronouns Pronouns Pronouns Pronouns us Pronouns Pronouns Pronouns Pronouns Pronouns Pronouns us Pronouns Pronouns Pronouns Pronouns Pronouns uns Pronouns Pronouns Pronouns Pronouns us Pronons and adjectives Pronons and adjectives Pron	Kindergarten Grade 1 uns Pronouns - ກາ, ການ, ນານ uns - personal pronouns - ການ, ນານ, ທານ, ທານ, ທານ, ທານ, ທານ, ທານ, ທ	al elements:	
uns pronouns pronouns pronouns from the personal properties from the personal properting the personal properties from the	urs Pronouns Pronouns ການ "ກາດ ການ "ກາດ ການ "ກາດ "ກາດ "ກາດ" "ກາດ "ກາດ" "ກາດ "ກາດ" "ກາດ "ກາດ		
 personal pronouns personal pronouns presente presente possestives ponture pound adjective padeed cardinal numbers propositions prepositions prepositions proticies proticies prepositions pound families p	 personal pronouns راکتر, ۳۵۳, ۳۵۳, ۳۵۳, ۳۵۳, ۳۵۳, ۳۵۳, ۳۵۳, ۳۵	Pronouns	Pronouns
<pre>A mumbers bossessives bossesives bosses bosses</pre>	الالا السالحات الالا المالية المال ممالية مالية المالية ممالية مالية ملمالية ملمالية ملمالية ملمالية ملمالي	 personal pronouns 	 personal pronouns
urs internogatives internoval	ແຮ ແຮ່ກະການ ເພື່ອ ເຫຼອ ເພື່ອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼອ ເຫຼ	אני, ארה, אר,	אנר, ארוד, אר,
Indumbers • possessives • possessives • possessives interrogatives • interrogatives • interrogatives • interrogatives interrogatives • interrogatives • interrogatives • interrogatives rs/Syntax • gender • (why) • (why) rs/Syntax • gender • (why) • (why) rs/Sons • gender • (why) • (why) rs/Sons • (why) • (why) • (why) signalar/plural • gender • (why) • (why) solar • (why) • (why) • (why) ineed to dascoon • (why) • (why) • (why) ineed to dascoon • (why) • (why) • (who) ineed to dascoon • (who) • (who) • (who) ineed to dascoon • (who) • (who) • (who) ineed to dascon	inal numbers ກະກະ, ກະບະ possessives interrogatives interr	הוא היא אנחנו	הוא היא אנחנו
estimation of the constraint of the constrain	nes ກ່າງ ແລະ ທີ່ ເປັນ ເລະ ທີ່ ແລະ ທີ		אתם, אתן, הם, הן
 interrogatives interrogative interrogative interrogative<td> interrogatives interrogatives interrogatives intercogatives intercogative intercogative intercogative<td>שלו, שלה, שלנו</td><td>—</td></td>	 interrogatives interrogatives interrogatives intercogatives intercogative intercogative intercogative<td>שלו, שלה, שלנו</td><td>—</td>	שלו, שלה, שלנו	—
دردس، ۲۰۷۵ه درس، ۲۰۷۵ه درس درس، ۲۰۷۵ه درس، ۲۰۰۵ه درس، ۲۰۰۵ه درس، ۲۰۰۵ه درس، ۲۰۰۵ه درس، ۲۰۰۵ه درس	 ເກັບເຊັ້ນ, ເຕັດ, ສາດອີດ ເຊັ້ນ ເຊັ		שלי, שלך, שלך, שלו, שלה,
ກັບ (why) ກັງ (why) (why) ກັງ (why)	<pre>rrs/Syntax = gender nouns and adjectives: ssions = singular/plural estors = singular/plural = nouns and adjectives: ssions = houns and adjectives: ssions = houns and adjectives:</pre>	цц.	
InstructionNouns server singular/plural server singular/plural server singular/plural server server inesNouns and adjective agreementNouns agreement agreementNouns agreementNouns agreementssionsinesingular/plural agreementnoun and adjective agreementNouns agreementNouns agreementNouns agreementssionsinesinfuinfuagreement agreementNouns agreementNouns agreementsend to dassroominfuinfuagreement agreementNouns agreementNoinfuinfuinfuinfuinfuNoinfuinfuinfuinfuinfuNoinfuinfuinfuinfuinfuNoinfuinfuinfuinfuinfuNoinfuinfuinfuinfuinfuNoinfuinfinitivesinfinitivesinfinitivesinfinitivesinfinitivesinfinitivesinfinitivesinfinitivesinfinitivesinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinesinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitivelyinfinitively </td <td><pre>Nouns and adjectives: singular/plural eed to classroom ted to classroom wines setup of aftic, רע, יפד, שמות הצבעיים gendered cardinal numbers יצוב, הדרע, שמות הצבעיים pendered cardinal numbers 1-10 Particles p</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></pre></td> <td>למה (vhw)</td> <td></td>	<pre>Nouns and adjectives: singular/plural eed to classroom ted to classroom wines setup of aftic, רע, יפד, שמות הצבעיים gendered cardinal numbers יצוב, הדרע, שמות הצבעיים pendered cardinal numbers 1-10 Particles p</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></pre>	למה (vhw)	
Ttax ender ender ender nouns and adjectives:	 שנצובל, רצ, יפה, שמות הצבעים הושומי שמות הצבעים הושומי שמות הצבעים קסון. שוב, רצ, יפה, שמות הצבעים קסון. שוב, ידש, שמות הצבעים קסון. שנוב, ידש, שמות הצבעים הקסון. שנוב, ידש, שמות הצבעים הקסון. על -יד, הדות על -יד, אל, ב, על, תחת על -יד, לפני אלי, ב, על, תחת אוחר, לפני הקסון. השופה הקסון. שמות אוחר אוחר, לפני הקסון. שמות העל הווה הקסון. היש הי אלי הי מי לי אין לי היש לי אין לין אין אין אין אין אין אין לי אין לי אין לי אין לי אין לי אין לי אין לין אין אין אין אין אין אין אין אין אין א		
Baseroom	eastroom e singular/plural e singular/plural fassroom (גדול, הדר, שמרת הצבעים קמן, מוב, רע, יפה, שמרת pendered cardinal numbers farticles prepositions אל, ב, על, תחת,על-יד, particles prepositions אל, ב, על, תחת,על-יד, particles prepositions frincer, cet e.g., דור כפר, jak e.g., דור כפר e.g., דור כפר foresent) e.g., דור כפר foresent) e.g., דור כפר foresent) e.g., דור, הואר frincrogatives and frince vords, used attributively frince some frime expression	Nouns	ZEPP (AUA) CERT
idasroom dijectives: بتاتر: الترثير تاتر "راتر", الترثير "ترتر", """, ""	 nouns and adjectives: גדול, גדול, שמות הצבעים קטן, טוב, רע, יפה, שמות הצבעים קטן, טוב, ידעל, החת על-יד, שמות הצבעים ו	 noun and adjective 	
dastroom جال الجالي الحالية الحالي المحالية الحالية	dastroom جوا: مالک رسی محلام و وامطور مالک رسی محلام و و و و مطور معطا ما مسامح و و مطور معطا ما مسامح و و ما ما مسامح و معطا ما مسامح و معطا ما مسامح و معطا ما محلام و معطا ما محلام و معطا محلام و ما ما محلوم و ما ما محلوم ما ما محلوم و ما ما محلوم ما ما م	agreement	Nouns
بالال باللال بالال بالال باللال بالللال بالللال بالللال بالللال بالللللللللللللللللل بالللللللللللللللللللللللللللللللللللل	ویاد, الت « برد رقة, هظار وهماهدها استاه المحافية المال المال المحافية المال المال بلاخ المال		 noun inflection
وendered cardinal numbers 1-10 (Etr' وتولا particles prepositions	<pre>ver (التلك (التلك (التلك (التلك (التلك (التلك) التال التال (التلك) التال التال التال (التلك) التال التال (التلك) التال التالتال التال التاليال التالياليال التاليال التاليال التاليال التاليالياليال التاليالياليال التاليالياليالياليالياليالياليالياليالياليا</pre>	•	העיניים שלי = עיניי _{יים-} ם
gendered cardinal numbers 1-10 10 10 10 10 10 10 10 10 10	gendered cardinal numbers Ve 1-10 1-10 irticles prepositions prepositions prepositions prepositions prepositions preposition preposition present e.g., Tit Ddf (Present) e.g., Tit (Present) presponses demonstrative words, used independently and attributively pressions pressions pression pression		
 דרון פעל הוא שיא שאש אין שיא אין אין אין אין אין אין אין אין אין א	1-10 rticles prepositions prepositions prepositions prepositions preposition present e.g., דורר ספר present present interrogatives and presponses demonstrative words, used interrogatives and responses demonstrative words, used interrogatives and pressions pressions pressions pression pressio	Š	Particles
<pre>prepositions prepositions prepositions prepositions prepositions prepositions prepositions preposition prep</pre>	prepositions prepositions prepositions prepositions prepositions preposition present	•	 inflection of preposition: " ぐ "
<pre>prepositions prepositions prepositions prepositions prepositions prepositions precesion prepositions preposition preserit preserit</pre>	prepositions אל, ב, על, תוחת,על-יד, אחר, לפני serbs htterns/Syntax simple noun sentence e.g, דוסכר שו simple verb sentence (present) e.g, דול מול הלול הולר הולן הלול הישל החל החל הלל הול הכר גיפור הסכר גפור הסכר גפור הסכר הול הכר הול הל הסכר גפור הסכר הול הכר הול הול הול הול הול הול הול הול הול הול	(present)	לי, לדָ, דָר,לו, לה, לנו
אל, ב, על, הוחת,על-יד, לפני אודרי, לפני Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Patterns/Syntax Pa Pa Pa Pa Pa Pa Pa Pa	אל, ב, על, תוחת,על-יד, Parterns/Syntax simple noun sentence e.g., דור ספר , ספר simple verb sentence (present) e.g., דורלד e.g., דורלד e.g., דורלד fresponses demonstrative words, used independently and attributively interrogatives and responses demonstrative words, used independently and attributively transforms time expression	 word families 	Varhe
ארורי, לפני ארורי, לפני Patterns/Syntax simple noun sentence e.g., רדר הבירהד e.g., רדר הבירה e.g., רדר הבירה foresent) e.g., רדר הביר e.g., רדר הבירה e.g., דרה ידר e.g., דרם ידר e.g., דרם ידרם ידר e.g., דרם ידר e.g	אדורי, לפני erbs אדורי, לפני arbs אדר		-
e.g. דולך הבירול הולל הבירול הולל הבירול ה	erbs erbs itterns/Syntax simple noun sentence e.g, דָסָר הוֹלָר isimple verb sentence (present) e.g, דָלָר הוֹל interrogatives and responses demonstrative words, used independently and attributively independently and attributively independently and attributively independently and independently independently independently independently independently i	Infinitives	terbs in Ltc; کلار nresent) الدر
<pre>simple verb sentences imple verb sentence e.g., דלר הולך הביתה e.g., דלר הולך הביתה e.g., דלר הולך הביתה e.g., דלר הולך הביתה imple verb sentence e.g., דלר הולך הביתה imple verb sentence e.g., דלר הוה, הואה e.g., דלר הוה, הואה independently and attributively independently in</pre>	itterns/Syntax simple noun sentence e.g., רולר הכר הכר (present) e.g., דרולר יהרל e.g., דרולר יה e.g., דרולר e.g., דרולר e.g., דרולר e.g., דרולר e.g., דרולר presence demonstrative words, used independently and attributively attributively for the stression time expression	Patterns/Syntax	 word families
simple noun sentence e.g., דולך הביתה הישה לי הולך הביתה הישה לי הולך הביתה הישה לי הולך הביתה הישה לי הוה הביתה הישה לי שלל הוה הווחני ווומפר שיש לי אין לי שלי שלי אין לי שלי שלי שלי שלי שלי שלי שלי שלי שלי	imple noun sentence e.g., דור ספר הול simple verb sentence (present) e.g., דול הול e.g., דול הול e.g., דול הול e.g., דור, הוא interrogatives and responses demonstrative words, used independently and attributively attributively independently and attributively findependently and attributively independently and trice words, used independently and attributively independently and attributively		 roots
simple noun sentence e-g. אר הרל הלל הכלתה -e-g - complex verb sentence e.g. הדל הבלתה הביתה ה	simple noun sentence e.g, דסכר הולר הכר (present) e.g, דול הולר הולר e.g, דול הולר הולר e.g, דול הולר e.g, דול הולר interrogatives and responses demonstrative words, used independently and attributively attributively independently and attributively for הולר הולר הולר הולר הולר Ex		
e.g., הוכנו הוכנו הביתה, complex verb sentences simple verb sentence e.g., הוכנו הוכנו הביתה (present) (present) e.g., הוכי הוכי הוכי הוכי הוכי הוכי הולך הביתה e.g., דולך הביתה e.g., דולך הביתה e.g., דולך הביתה e.g., דולך הביתה e.g., דולך הביתה e.g., דולך הוכי הוכי demonstrative words, used independently and attributively mindependently and mindependently minde	e.g., רוסטר (הרטר) פון הרטטר (present) simple verb sentence (present) e.g., דורלד הולל e.g., דורלד interrogatives and responses demonstrative words, used independently and attributively attributively attributively independently and attributively independently and attributively for the sourcesion time expression		Patterns/Syntax
simple verb sentence e.g., דורד הברתה, e.g., דורד הברתה e.g., דורד הברתה e.g., דורד הברתה e.g., דור הברתה e.g	simple verb sentence (present) e.g., דולר הולל e.g., דולר הולר interrogatives and responses demonstrative words, used independently and attributively attributively independently and attributively fin, הזה, הזה, Ex הזה, הזה, הזה, Ex interession time expression		
e.g., דוליד באבאיני הולקב e.g., דוליד באבאיני הולקב interrogatives and responses demonstrative words, used independently and attributively attributively האה החוד, הואה החוד שלא הוה ההראינים השלא הוה הולקבים שלא הוא היה הולה ההראינים השלא הוא היה הולקבים שלא הוא היה הולקבים שלא הוא היה הולה ההראינים השלא היה הולה ההראינים השלא היה הולה ההראינים השלא היה הולה ההראינים השלא היה הולה ההראינים השלא היה הולה ההראינים השלא היה הולה היה הולי הוליה הולה היה הולה היה היה הולה היה הולה היה הול היה הול היה הול היה הול היה הול היה היה הול היה היה היה הול היה היה היה היה היה היה היה היה היה היה	e.g., דולך (presenc) e.g., דולך (presence) interrogatives and responses demonstrative words, used demonstrative words, used independently and attributively attributively דול, דוד, דוד, Ex pressions time expression	אני הוקך הביתה .e.e	
e.g., אר הואר של האר הואר של האר הואר של הואר של	e.g., ול אול איל איל איל איל איל איל איל איל איל אי		contrast (אָבל) contrast
interrogatives and independently and attributively attributively and attributively attributively attributively and attributively and attributively and attributively and attributively and שלי הזה, הזה, הזה, הזה, הזה, הזה, הזה, הזה	interrogatives and interrogatives and responses demonstrative words, used independently and attributively הזוה, הזוה, הזוה, הזוה, Ext מוד, הזוה, הזוה, Ext הרבsions לי אין לי time expression	 demonstrative words, used 	
responses האה איד	responses demonstrative words, used independently and attributively הזה, הזה, הזגה הזא, הז Ext Ext Ext fressions time expression	Independently and attributively	using "] "
independently and שיש ידיד, דוד, דוד, דוד, דוד, דוד, דוד, דוד	independently and independently and independently and independently and independently and independently and independently indep	5	
attributively attributively בי אול, הזה, הזה, הזאה באר הי הואה הואה הואה הואה הואה הואה הואה ה	attributively אה,זאת, הזה, הזאת נpressions יש לי ,אין לי time expression		אני רוצה לאכול גלידה ,.e.e
דאר, הזה, הזה, הזה, הזה, הזה, הזה, הזה, הז	זה, זאת, הזאת tpressions יש לי ,אין לי time expression		
w " ש לי אין לי "ש לי" אין לי דאף אין לי "דאף גיש". דאף באף Expressions	Expressions יש לי ,אין לי time expression		וחספףפחספרון אמת. הזה, הזאת זה,זאת, הזה, הזאת
יש לי אין לי time expression	رس לי ,אין לי ■ time expression		τW
	 time expression 		
			EXPRESSIONS

Use, in modelled situations, the following grammatical elements: Grade 4 Grade 5 Pronouns Pronouns Pronouns Personal pronouns Personal pronouns P	g grammatical elements: Grade 5 Grade 5 onouns personal pronouns personal personal perso	Grade 6
Grade 4 Pr personal pronouns personal pronouns personal pronouns personal pronouns personal pronouns inflection of pronoun "ארת, ארת (first and second person singular) (first and second person singular) (first and second person singular) לי, למה (מה דעתך) מרל, לאן, למה (מה דעתך) parent nouns and numbers hundreds and thousands noun inflection, e.g., 'the arget of preposition 'the arget of a	rade 5 uns אני, אתה, את, הוא, היא אתן, הם, הן שלי, שלך, שלכם, שלנו, שלכם,	Grade 6
onouns personal pronouns personal pronouns inflection of pronoun ארת, ארג, ארג (ארג, ארג, ארג, הרא, ארגרני, ארג (first and second person singular) (first and second person singular) (first and second person singular) (לוד, ארג ללה, ללה ללה ללה ארגר מרג, לאז, ללה ללה דעתך מרג, לאז, ללה ללה דעתך מרג, לאז, ללה ללה ללה, ארגר מרג, לאז, ללה ללה לה, ארגר מרג, לאז, ללה ללה לה, לנו, לכם, " לי ג'ך, להם, לה, לם, " e.g., " Pa inflection, e.g., "להם, לה, לם, לה inflection of preposition "" ל" inflection of preposition "" ל"	en אני, אתה, את, הוא, היא אתן, הם, הן שלי, שלך, שי שלנו, שלכם,	
personal pronouns ארב, ארד, ארב, הרא, הרא, אנדונר, inflection of pronoun "ארב", ארד (first and second person singular) (first and second person singular) (first and second person singular) (first and second person singular) מרב", למה (מה דעתך?) מרב", לאן, למה (מה דעתך?) מרב", לאן, למה (מה דעתך?) מרב", לאן, למה (מה דעתך?) מרב", לאן, למה מרב", להם, לה, לנר, לכם, "ל" off, להם, לה, לנר, לכם "ל", לדם, להם, להן מרב", vestbs in the and inflection of preposition "" ל" inflection of preposition "" ל"	nu אני, אתה, את, הוא, היא אתן, הם, הן שלי, שלך, ש שלנו, שלכם,	Pronouns
אני, אתה, את, הוא, הלא, הלא, אנחנו, אתם, אחן, הם, הן (first and second person singular) (first and second person singular) (first and second person singular) (first and second person singular) (first and second person singular) (לי, למה למה למה אותר מתי, למה למה (מה דעתך?) מרי, לאן, למה (מה דעתך?) מרי, לאן, למה (מה דעתך מרי, למה למה (מה דעתך מרי, להם, להן, לנו, למם, מרי, להם, להן werbs in the city present	אני, אתה, את, הוא, היז אתן, הם, הן שלי, שלך, ש שלנו, שלכם,	 personal pronouns
inflection of pronoun "את" "את" אות" אות" (first and second person singular) (first and second person singular) (first and second person singular) (first and second person singular) (first and second person (למה למה למה למה למה (למה דעתך?) (first and number agreement, general rule, e.g., cercinal numbers: hundreds and thousands noun inflection, e.g., לה לד, לד, ללני, לכם, inflection of preposition "ל", להם, להן inflection of preposition ", ve inflection of preposition ", ve	שלי, שלך, שי שלי, שלך, שי שלנו, שלכם,	אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הו
(first and second person singular) אותד , אותד אותד , אותד interrogatives מרר, למה (מה דעתך?) מרר, לאן, למה (מה דעתך?) מרר, לאן, למה (מה דעתך?) מילשה ספרים עום, ביני שקלים שלשה ספרים שקלים שיריי מילשה ספרים שקלים שיריי מילשה ספרים מילים שיריי pa seneral rule, e.g., מילי מילי לו, לום העיניים שלי לד, לו, לום, להן inflection of preposition " " לי inflection of preposition " " לים מילי, לד, לדם, להן	שלי, שלך, שי שלנו, שלכם, שלהו	 interrogatives
אותד , אותד מרי, מה,איפה, למה (מה דעתך?) מרי, לאן, למה (מה דעתך?) מרי, לאן, למה (מה דעתך?) מרי, לאן, למה (מה דעתך?) ouns and number agreement, general rule, e.g., bundreds and thousands noun inflection, thousands noun inflection, e.g., לד, לד, לד, לנו, לכם, inflection of preposition ", " Pa inflection of preposition ", " Ve inflection of preposition ", " Ve	שייני, שלכם, שלגו, שלכם, מולהז	מי, מה,איפה, למה (vhw) כמה, מתי,
interrogatives ללי, לה,איפה, ללה דעתך?) ללר, לאן, ללה (לה דעתך?) durs nouns and number agreement, general rule, e.g., משלשה ספרים שלשה ספרים עום, general rule, e.g. מילשה ספרים מלשה ספרים שלשה ספרים שלשה ספרים מלשה מפרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה ספרים מלשה מפרים מלשה מפרים מלשה משלי מללי לה לו לה לו מעל להם מרני לרם מל לה לה לה לו מעל משלי מיל לה מעל משלי מיל לה מעל משלי מיל לה מעל משלי מיל מיל מיל מעל משלי מיל מיל מיל מיל מעל משלי מיל מיל מיל מיל מיל מיל מיל מיל מיל מיל	202721	לאו. למה (מה דעתר?)
גי, נהקאינה, למה (מה דעתך?) מתי, לאן, למה (מה דעתך?) שלשה ספרים שלשה שלשה ספרים שלשה שלשה העינים שלי = עיניי No general rule, e.g., hundreds and thousands noun inflection, e.g., לד, לד, לל, לה, לנו, לכם, inflection of preposition ", " Pa inflection of preposition ", " Ve inflection of preposition ", ער inflection of preposition ", להם, להן inflection of preposition ", " Ve	1	
מתי, לאן, למה (מה דעתך?) ouns nouns and number agreement, nouns and numbers hundreds and derca ue, e.g., שלשה ספרים שלשה ספרים שלשה ספרים שלשה ספרים שלשה ספרים שלשה ספרים מלשה ספרים שלשה ספרים מלשה מפרים מלשה ספרים מלשה מפרים מלשה ספרים מללים מללים מללי לה מלרי לרבי מלני, לה מלר, לה מלי לה מלי לה מלי לה מלרי לה מלי לה מלי לה מלי לה מלי לה מלי לה מלי לה מלי לרבי מלי מר מר מר מר מר מר מר מר מר מר מר מר מר		Nouns
nouns and number agreement, general rule, e.g., ספרים שלשה ספרים cardinal numbers: hundreds and thousands noun inflection, e.g., דערים שלי בעיניי לבי e.g., לדב, לד, ללו, לכם, inflection of preposition " לי, לד, לדם, להן, לכם, ילה stbs verbs in 2007	מי, מה,איפה, למה (אאש) כמה, מתי,	
nouns and number agreement, Nouns and numbers: hundreds and accardinal numbers: hundreds and thousands and nu exceptions thousands and nu exceptions thousands and nu exceptions and nu exceptions and nu exceptions and numbers: hundreds and העיניים שליש העיניים העיניים שליש העיניים שליש העיני ליני ליני ליני ליני ליני ליני ליני	לאו. למה (מה דעתר?)	Particles
קלשה ספרים , undreds and general rule, e.g., and rule cardinal numbers: hundreds and thousands noun inflection, e.g., הציניים שלי = ציניי ליני " לי גינים שלי = ציניי ליני " לי גינים שלי לכן, להם, להן מלה, לני להם, להן מלש		 inflection of prepositions: (first and income sincerlas)
cardinal numbers: hundreds and cardinal numbers: hundreds and thousands noun inflection, e.g., העיניים שלי = עיניי ליני, ילי, לד, לד, לו, ליני, לכם, לכן, להם, להן stbs verbs in 2000, בנין פעל nesent		second person singular) אימי אימי אימי אימי אימי אימי אימי אימ
thousands noun inflection, e.g., הערניים שלי $=$ ערניי הערנים שלי $=$ ערניי לי לד, לד, לו, לנו, לכם, לכן, להם, להן arbs in לעל חו	lber agreement,	אין איין אין אין אין אין אין אין אין אין
noun inflection, העיניים שלי = עיניי ה.e.g, inflection of preposition * ל" לו, לו, לה, לנו, לכם, לכן, להם, להן verbs in בנין פעל verbs in	113	בייביע אייביים אייבין
A		Verbs
r		על מישע ∎ verhs in act
۰L	" 수" nosition	
ъ	לי, לד, לד, לו	■ verbs in עבנין פעל inture tense: introduction to the prefix letters of
לכן, להם, להן נווי ליהר, להן present , בנין פעל ni s	לכן, להם, לז	ווווטטטטנוו וט מוכ אוכווא וכונכוש טו זאיגי.
tresent, בנרן פעל ni si		
tresent, בנין פעל in s	L nrecent and nact	 imperative clause with infinitive in
	ee with infinitive	classroom routines
לבות ליוורת מים	סאטוווווו ווטואי סנ	לקום, לשבת, לפתוח e.g.,
L		" c(1 " of " tense of " tip
first person (۱۵٪) only Patterns/Syntax		
Patterns/syntax	simple verb sentences in past tense	L1
perlative	יי כע	
	17.1 1	Expressions
	T ²	
Expressions Expressions		
 time expressions 	S	
, אתמול, קודם,	אחר-כך, היום,מחר, אתמול, קודם,	

Structured Situal specific linguistic el increased awarenes contexts with teach	Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.	ibe learning situations where a f are guided in their use. Student nguistic elements, and be able tc s characterized by increasing flue	amiliar context for the use of s in such situations will have apply them in familiar ency and confidence.
	Gramm	Grammatical Features	
Use, in structured	ed situations, the following grammatical elements:	atical elements:	
Kindergarten	Grade 1	Grade 2	Grade 3
	Pronouns	Pronouns	Pronouns
	 personal pronoun 	 personal pronouns 	 personal pronouns
	NC.	אני, אתה, את,	י י
	 interrogatives 	הוא היא אנחנו	
	C1/4x		
	מי, מה, איפה		
		■ interrogatives N772	■ possessives II / W, ii / W, I / W
	ander	ct/tx	■ Interrogatives אי אם אימם ראם
	ילד ילדה. הם	מי ,מה, איפה, כמה	
		Northe	
	Singular/plural		 definite article "
		 singular/blural 	Nouns
	Particles		 noun and adjective agreement
		■ nouns and adjectives: , 173	Particles
	Verbs	קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים	
		■ 100 F modernal calibration	Verbs
			(theserve) רוניג פעל ni strescent)
	 simple sentences (written and cultury) 		
			 roots
	Expressions		 infinitives
	יש לי ,אין לי ∎		Datterns/Svntax
	 classroom routines 		Tauce 113/ 3yiikaA
		Verbs	 server serverces (present)
			 complex verb sentences, with
		Patterns/Syntax	adverbs and/or multiple verbs
		 simple noun sentences 	 verb sentences with infinitive
		e.g., זה ספר, e.g.	 complex noun sentences, with adjectives
		simple verb sentences	
		(present)	 compound sentences using
		אני הולך e.g.,	 demonstrative words, used independently and attributively
		 interrogatives and responses 	ים השברים לאים אלה. זה זאת אלה
		 demonstrative words, used 	
		Independently and attributively	
		فأعواها لمو أعاناءو أعافها لا	Expressions
		Expressions	יש לי אין לי
		יש לי אין לי	איך אומרים?
		911 91X (1XC	 time expressions
			עכשיו, היום, איזה יום _{"e.g.}
		time expressions time expressions	

ווט במסכם מאמו כוובסס מווס כוווכן מווס כסו כו כו ווסמוסרב כובוו כוובסי מווס בכ מסוך בו בוו וו ומו ווומו

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	or more commercial primers primers	
Grade 4	Grade 5	Grade 6
Pronouns Possessives אלה, שלנר definite article "ע <u></u> "	Pronouns ■ interrogatives מי, מה,איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?), איזה, איך	Pronouns ■ interrogatives מי, מה,איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?), איזה, איך
Nouns Particles	 definite article [∞]⊥⁰." Nouns nouns and number arreement general 	 definite article "ā" Nouns nouns and number acreement
inflection of "ל" ל" לי הוו הוflection of "לי, לך, לך, לר, לגו, לגו, לכם, להן לכן, להם, להן Verbs in לפעל nesent infinitives	rule, e.g., בורים שלשה ספרים, e.g. trule, e.g. – cardinal numbers: hundreds and thousands – noun inflection e.g., יחופרtion – inflection	שלשה ספרים , e.g. and eardinal numbers: hundreds and thousands noun inflection e.g., אכד ביני , e.g.
Patterns/Syntax Compound sentences for contrast (אבל) Compound sentences for adding, using "ו" "ו" comparative, superlative	 אור ווווו ווווווווווווווווווווווווווווו	אות הסטופססוק וס הווו אותה. אותנו, אותך, אותך, אותנו, אותה אותנו, אתכם, אתכן, אותם, אותן Verbs in 'בנין פיעל היש - verbs in 'בנין פעל היש - verbs in 'בנין פעל היש -
וונו (ווני) demonstrative words, used independently לה אלה שיי Expressions	Verbs ا – verbs in לנגין פעל infinitives infinitives Patterns/Syntax comparative, superlative (הכי הכי	introduction to the prefix letters of ארת; Patterns/Syntax • כמחףarative, superlative רותר ההכי • imperative clause with infinitive in classroom routines
	Expressions ■ time expressions היום,מחר, אתמול, קודם, אחר-כך, עכשיו	לקום, לשבת, לפתוח , e.g. e.g. לקום, לשבת, לפתוח Expressions time expressions עכשיו

Grammatical feenents: Jes, in independent situations, the following grammatical elements: Kindepandent situations, the following grammatical elements: Foronuns Foronuns Foronuns Pronouns Pronouns<	Fluency and contri-	elements in a variety or contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.	ier guidance, scudents in such pply them in a variety of contex lage.	situations will have consistent ts with limited teacher guidance.
2 1-20 f. 1-20 f. Prove the server ally and Parally and Parally and Parally and Parally and Parally and Parally Pa		Gram	matical Features	
Grade 1 Grade 2 Pronouns Pronouns Pronouns Presonal pronoun '1% Premogatives Internogatives Premogatives Nouns Premogatives Nouns Premogatives Nouns Premogatives Nouns Nouns Nouns Nouns Nouns Nouns Particles Particles Particles Partiparticles <td< th=""><th>Use, in independ</th><th>lent situations, the following gra</th><th>mmatical elements:</th><th></th></td<>	Use, in independ	lent situations, the following gra	mmatical elements:	
orouns personal pronoun ³ 1% interrogatives interrogatives %/j ² ແក: (ກັກ, ກີດ) ແດ ແດ cr. (ກັກ, ກີດ) cr. (ກັກ, ກີດ) cr. (ກັກ, ກີດ) cr. (numbers 1-10 f. nouns cr. (numbers 1-10 f. nouns cr. (numbers 1-20 f. (orally) nouns cr. (numbers 1-20 f. (orally) nouns patricles patricles patricles prepositions prepositions prepositions prepositions prepositions prepositions present tense, orally and written present tense, orally and present tense, present t	Kindergarten	Grade 1		Grade 3
personal pronoun '1% interrogatives ແiterrogatives ແiterrogatives ແiterrogatives ແiterrogatives cr. (cr. (cr. (cr. (cr. (cr. (cr. (cr. (Pronouns	Pronouns	Pronouns
interrogatives %້/ (ງ ແກງ ແມ່ນ aution au				pei
ທີ່ກີ ແກງ ແມນ auticles articl		 interrogatives 	 interrogatives 	אני, אתה, את, בוא ביא איהוו
رماله المالية مالية ممالية مالية ممالية مالية مالية ممالية مالية ممالية مالية		c1/tx	מי ,מה, איפה	■ interroratives
ouns cardinal numbers 1-10 f. (orally) articles = articles = arti			Nouns	מי, מה,איפה, מתי, כמה,
articles Parepositions کالا الله الله الله الله الله الله الله		Nouns ■ cardinal numbers 1–10 f.	 cardinal numbers 1–20 f. (orally) 	למה (Yhw)
e		Particles	Particles	של <i>ש</i> לי sossives ■
یج بے دمایں استاد اللہ اللہ اللہ اللہ اللہ اللہ اللہ ال			 prepositions 	sund
tterns/Syntax imple verb sentences (orally) and the verb sentences (orally) apterns/Syntax imple verb sentence in the verb sentence i		Verbs	על ע	 gender
simple verb sentences (orally) pressions (orally) pressions (orally) and (or child) present tense, orally and (or child) and (or child) present tense, orally and (or child) and (or child) present tense, orally and (or child) and (or child) present tense, orally and (or child) present tense				
simple verb sentences (orally) patterns/Syntax c simple noun sentence c simple verb sentence in patterns/Syntax c simple verb sentence in patterns/Syntax c simple verb sentence in patterns c classroom coutines c claendar) c classroom coutines c claendar)		Patterns/Syntax	Verbs	ectives:
outines (basic) Patterns/Syntax				גדור, קטן,
simple verb sentence in present tense, orally and written tense, orally and written 'ש לי ש לי Er cdri/בת כמה עש לי בן כמה/בת כמה בן כמה/בת כמה בן cdssroom routines לי ש		Expressions	Patterns/Syntax	טוב, רע, יפה, שמח, עצוב, חדש, ייייים בייביים
e simple verb sentence in present tense, orally and written Expressions שלי שלי שלי בן כמה/בת כמה בן כמה/בת כמה בן כמה בן כמה בן כמה בן כמה בשנים שלים שלים שלים שלים שלים שלים שלים של		ر tu رئر	 simple noun sentence 	
present tense, orany and written לק כלה/בת כלה time expressions (calendar) בן כלה/בת כלה classroom routines Ex		 classroom routines (basic) 	 simple verb sentence in 	
time expressions (calendar) יש לי time expressions (calendar) בן כמה/בת כמה dassroom routines Ex			present tense, orany and written	Particles
רש לי time expressions (calendar) בן כמה/בת כמה dassroom routines			Expressions	 prepositions
				אל, ב, על, תחת,על-יד, אחרי, לפוי
. > ~			 time expressions (calendar) 	
			בן כמה/בת כמה ■	Varhs
			 classroom routines 	
				Patterns/Syntax
				■ demonstrative words, used independently DN , \overline{n}
				Expressions
time expressions e.g., 2014 לבי, איזה יום?, 2014				
e.g, ?"ם, %יזה יום?, e.g, ?"ם, %יזה יום?				 time expressions
				עכשיו, היום, איזה יום? e.g,

	Grammatical Features	
Use, in independent situations, th	ident situations, the following grammatical elements:	
Grade 4	Grade 5	Grade 6
Pronouns	Pronouns	Pronouns
personal pronouns אני, אתה, את, הוא, היא, אנחנו,	■ possessives שלו, שלה, שלנו	Nouns
Nouns		Particles
	Particles	
rarticles	■ inflection of preposition ","	Verbs
Verhe	לי, לך, לך, לו,לה, לנו, לכם,	
	לכן, להם, להן	Patterns/Syntax
tesent , בנין פעל in verbs in vord families	Verbs	 verb sentences in the past verb sentences with infinitive
 roots 	(present) בנין פעל ו verbs ו	Expressions
Patterns/Syntaxnouns and verbs in a sentence	uerbs in past בנין פעל tirst person ו verbs in parts in the only	
 complex verb sentences (present) 	Patterns/Syntax	
Expressions	 compound sentences for contrast (%にない) 	
	 compound sentences using "1" 	
	Expressions	