



KINDERGARTEN TO GRADE 6 HEBREW LANGUAGE ARTS

Appendices

- Using the Curriculum
- Sample Areas of Experience
- Sample List of Text Forms
- Global List of Strategies
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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-by-student 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 multi-level 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

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 classroom-based 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 re-evaluated 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 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
<p>Family (extended)</p> <ul style="list-style-type: none"> ■ roles and responsibilities ■ special events and family celebrations <p>Home</p> <ul style="list-style-type: none"> ■ rooms and furnishings <p>Self</p> <ul style="list-style-type: none"> ■ physical attributes (body, clothing) ■ emotions <p>Friends</p> <ul style="list-style-type: none"> ■ relationships ■ shared activities <p>Daily Activities</p> <ul style="list-style-type: none"> ■ routines and chores ■ meals ■ family traditions <p>Leisure Activities</p> <ul style="list-style-type: none"> ■ sports ■ hobbies ■ music 	<p>Travel</p> <ul style="list-style-type: none"> ■ daily travel ■ vacations <p>Occupations</p> <ul style="list-style-type: none"> ■ trades ■ professions ■ careers <p>Mass Media</p> <ul style="list-style-type: none"> ■ television ■ newspapers and magazines ■ World Wide Web <p>Arts and Entertainment</p> <ul style="list-style-type: none"> ■ professional sports ■ theatre, dance, films ■ music performances ■ visual arts and design <p>Institutions</p> <ul style="list-style-type: none"> ■ government, synagogues, schools ■ public celebrations ■ business and industry ■ museums, library <p>Civic Responsibilities</p> <ul style="list-style-type: none"> ■ conservation ■ charitable/volunteer activities 	<p>Humanities</p> <ul style="list-style-type: none"> ■ literature ■ arts <p>Social Sciences</p> <ul style="list-style-type: none"> ■ geography ■ history ■ social issues <p>Natural Sciences and Mathematics</p> <ul style="list-style-type: none"> ■ weather and climate ■ animals and plants ■ technology ■ inventions ■ money ■ ecology and the environment ■ measurement, shape <p>Health and Physical Education</p> <ul style="list-style-type: none"> ■ physical activity ■ nutrition ■ public health issues ■ safety

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.

	Kindergarten to Grade 3		Grade 4 to Grade 6	
Personal	<ul style="list-style-type: none"> ■ My family ■ My home ■ My body ■ Clothing for each season ■ Games and songs ■ Favourite foods ■ My birthday 	<ul style="list-style-type: none"> ■ Helping at home ■ My room ■ Friends ■ Emotions 	<ul style="list-style-type: none"> ■ My family tree ■ My room ■ Friends ■ My hobbies and pastimes ■ Emotions ■ Family traditions ■ Fashion 	<ul style="list-style-type: none"> ■ Peer pressure ■ Extracurricular activities ■ Family relationships ■ Special friends ■ Personal identity and style ■ Leisure time
Public	<ul style="list-style-type: none"> ■ Jobs people do ■ Being a good neighbour ■ Holidays and festivals ■ Around school 	<ul style="list-style-type: none"> ■ My community ■ Travel 	<ul style="list-style-type: none"> ■ Cartoons and comics ■ Community service ■ Media ■ Getting information 	<ul style="list-style-type: none"> ■ Public institutions ■ Travel
Educational	<ul style="list-style-type: none"> ■ Stories and rhymes ■ Today's weather ■ Domestic/wild animals ■ Counting things ■ Songs and dances ■ Sports and games ■ Food and nutrition ■ Maps and plans 	<ul style="list-style-type: none"> ■ Making things grow ■ Spatial relationships ■ Making music/art ■ Healthy living 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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

Students will:

- 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

Students will:

- 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? סליחה?
- אני לא מבין / מבינה, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., עוד פעם, בבקשה or מה אמרת?
- 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., אילן for עץ
- 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., את/ה מבין/מבינה? זה מובן?
- use suitable phrases to intervene in a discussion, e.g., רגע
- self-correct if errors lead to misunderstandings

Interpretive

Students will:

- 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

Students will:

- 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: pre-writing (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 re-phrasing

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

Students will:

- 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

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 "הַ".

Grammatical Features

Expose, in everyday classroom routines, the following grammatical elements:

	Grade 1	Grade 2	Grade 3
Kindergarten			
Pronouns	Pronouns	Pronouns	Pronouns
	<ul style="list-style-type: none"> personal pronouns: אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן definite article (הַ) demonstrative pronoun, אלה, used independently interrogatives: (why) מַה, אִיפֹה, לִמָּה, כִּמָּה, מִתֵּי, לֹאן, אִיד, אִיזָה 	<ul style="list-style-type: none"> personal pronouns: אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן possessives: שלי, שלו, שלנו demonstrative pronoun, אלה, used independently interrogatives: (why) מַה, אִיפֹה, לִמָּה, כִּמָּה, מִתֵּי, לֹאן, אִיד, אִיזָה 	<ul style="list-style-type: none"> inflection of possessives: שלכם, שלכן, שלהם, שלהן interrogatives: כִּמָּה, (why) מַה, אִיפֹה, לִמָּה, מִתֵּי, לֹאן, אִיד, אִיזָה
Nouns			
<ul style="list-style-type: none"> gender singular/plural 			
Particles			
Verbs			
Patterns/Syntax			
Expressions			
	Nouns	Nouns	Nouns
	<ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ...שלוש 	<ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ...שלוש plural, dual e.g., פעמיים, יומיים noun inflection e.g., עֵינַי = שלי העיניים 	<ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ...שלוש plural, dual e.g., פעמיים, יומיים noun inflection e.g., עֵינַי = שלי העיניים
	Particles	Particles	Particles
	<ul style="list-style-type: none"> conjunction "ו" 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ, ל + ה = ל 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ, ל + ה = ל
	Verbs	Verbs	Verbs
	<ul style="list-style-type: none"> Patterns/Syntax demonstrative pronoun, אלה, used independently 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ, ל + ה = ל 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ, ל + ה = ל
	Expressions	Verbs	Verbs
	<ul style="list-style-type: none"> סיימתי expression of time 	<ul style="list-style-type: none"> verbs in פעל פתח (past) 	<ul style="list-style-type: none"> inflection of preposition: "ל" לכם, לכן, להם, להן
		Patterns/Syntax	Patterns/Syntax
		<ul style="list-style-type: none"> noun and adjective agreement simple verb sentences (past) e.g., אני הלכתי verb sentences with infinitive e.g., רוצה לאכול גלידה. 	<ul style="list-style-type: none"> verbs in פעל פתח (past)
		Expressions	Expressions
	<ul style="list-style-type: none"> אלה, used independently: אלה past tense of "יש" e.g., היה לי ספר, היו לי ספרים 	<ul style="list-style-type: none"> demonstrative word, used independently: אלה past tense of "יש" e.g., היה לי ספר, היו לי ספרים 	<ul style="list-style-type: none"> past tense of "יש" e.g., היה לי ספר, היו לי ספרים
		Expressions	Expressions
	<ul style="list-style-type: none"> סיימתי expression of time 	<ul style="list-style-type: none"> סיימתי expression of time 	<ul style="list-style-type: none"> סיימתי expression of time

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Grammatical Features

Use, in **modelled** situations, the following grammatical elements:

	Grade 1	Grade 2	Grade 3
Kindergarten	Grade 1	Grade 2	Grade 3
Pronouns	Pronouns	Pronouns	Pronouns
<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives של, שלי ■ interrogatives כן/לא מי, מה, איפה 	<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) 	<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives שלו, שלה, שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) ■ definite article "ה" 	
Nouns	Nouns	Nouns	Nouns
<ul style="list-style-type: none"> ■ gender singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמה, עצוב, חדש, שמות הצבעים 	<ul style="list-style-type: none"> ■ noun and adjective agreement ■ conjunction "ו" 	<ul style="list-style-type: none"> ■ noun inflection e.g., עיניים שלי = עיניי, לנו 	
Patterns/Syntax	Patterns/Syntax	Patterns/Syntax	Patterns/Syntax
<ul style="list-style-type: none"> ■ simple noun sentence e.g., ספר זה ■ simple verb sentence (present) e.g., הולך אני ■ interrogatives and responses ■ demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	<ul style="list-style-type: none"> ■ simple verb sentences (present) e.g., הולך אני ■ complex verb sentences e.g., הולך הביתה אני ■ complex noun sentences demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	<ul style="list-style-type: none"> ■ nouns and verbs in a sentence ■ compound sentences for contrast (אבל) ■ compound sentences using "ו" ■ verb sentences with infinitive e.g., רוצה לאכול גלידה אני ■ demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	
Expressions	Expressions	Expressions	Expressions
<ul style="list-style-type: none"> ■ related to classroom routines יש לי, אין לי ■ time expression e.g., היום, כש 	<ul style="list-style-type: none"> ■ יש 	<ul style="list-style-type: none"> ■ יש 	

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.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
<p>Pronouns</p> <ul style="list-style-type: none"> personal pronoun אני interrogatives כ/ל, לא מי, מה, איפה <p>Nouns</p> <ul style="list-style-type: none"> gender ילד, ילדה, e.g., singular/plural cardinal numbers 1–10 f. <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אני, אתה, את, הוא, הדיא, אנחנו possessives של, שלי interrogatives כ/ל, לא מי, מה, איפה, כמה <p>Nouns</p> <ul style="list-style-type: none"> gender singular/plural nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמה, עצוב, חדש, שמות הצבעים cardinal numbers 1–100 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> prepositions אל, בעל, תחת, על-יד, אחרי, לפני conjunction "ו" <p>Verbs</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אנחנו, אתם, אני, אתה, את, הוא, הדיא, אתו, הם, הן <p>possessives שלנו, שלנו</p> <p>interrogatives מי, מה, איפה, כמה, למה (why), מתי</p> <p>definite article "ה"</p> <p>Nouns</p> <ul style="list-style-type: none"> noun and adjective agreement <p>Particles</p>	<p>Verbs</p> <ul style="list-style-type: none"> verbs in בויגן פעל (present) word families roots infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> nouns and verbs in a sentence simple verb sentences (present) complex verb sentences, with adverbs and/or multiple verbs verb sentences with infinitive complex noun sentences, with adjectives compound sentences using "ו" demonstrative words, used independently and attributively זה, זאת, אלה, הזו, הזאת, האלה <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי איך אומרים? time expressions e.g., עכשיו, היום, איזה יום
<p>Verbs</p>	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple sentences (written and orally) <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי classroom routines 	<p>Verbs</p> <ul style="list-style-type: none"> nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמה, עצוב, חדש, שמות הצבעים cardinal numbers 1–100 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> prepositions אל, בעל, תחת, על-יד, אחרי, לפני conjunction "ו" <p>Verbs</p>	<p>Verbs</p> <ul style="list-style-type: none"> nouns and verbs in a sentence simple verb sentences (present) complex verb sentences, with adverbs and/or multiple verbs verb sentences with infinitive complex noun sentences, with adjectives compound sentences using "ו" demonstrative words, used independently and attributively זה, זאת, אלה, הזו, הזאת, האלה <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי איך אומרים? time expressions e.g., עכשיו, היום, איזה יום

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.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
<p>Pronouns</p> <ul style="list-style-type: none"> possessives שלו, שלה, שלנו definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> definite article "הַ" "הַ" <p>Particles</p> <ul style="list-style-type: none"> inflection of "לְ" לִי, לָךְ, לָנוּ, לְךָ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Verbs</p> <ul style="list-style-type: none"> verbs in פֻּעַל, present infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> compound sentences for contrast (אָבֵל) compound sentences for adding, using "וְ" comparative, superlative יוֹתֵר, הֵכִי demonstrative words, used independently זֶה, זֹאת, אֵלֶּה יֵשׁ <p>Expressions</p>	<p>Pronouns</p> <ul style="list-style-type: none"> interrogatives מַי, מַה, אֵיפֹה, לְמַה (why) כְּמַה, מִתּוֹ, לָאֵן, לְמַה (מה דעתך?), אֵיזָה, אֵיךְ definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> nouns and number agreement, general rule, e.g., שלשה ספרים, hundreds and thousands noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> inflection of preposition "אֵת" (first and second person) אֹתְךָ, אֹתִי, אֹתְנוּ, אֹתְכֶם, אֹתָם, אֹתָן inflection of preposition "לְ" לִי, לָךְ, לָנוּ, לְךָ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Verbs</p> <ul style="list-style-type: none"> verbs in פֻּעַל, present and past verbs in פֻּעַל, future tense: introduction to the prefix letters of אֵינִי <p>Patterns/Syntax</p> <ul style="list-style-type: none"> comparative, superlative יוֹתֵר, הֵכִי imperative clause with infinitive in classroom routines e.g., לְקוֹם, לְשֵׁבֵת, לְפִתּוֹחַ <p>Expressions</p> <ul style="list-style-type: none"> time expressions הַיּוֹם, מָחָר, אַתְמוֹל, קֹדֶם, אַחֲר־כֵּן, עַכְשָׁיו 	<p>Pronouns</p> <ul style="list-style-type: none"> interrogatives מַי, מַה, אֵיפֹה, לְמַה (why) כְּמַה, מִתּוֹ, לָאֵן, לְמַה (מה דעתך?), אֵיזָה, אֵיךְ definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> nouns and number agreement, general rule, e.g., שלשה ספרים, hundreds and thousands noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> inflection of preposition "אֵת" אֹתְךָ, אֹתִי, אֹתְנוּ, אֹתְכֶם, אֹתָם, אֹתָן inflection of preposition "לְ" לִי, לָךְ, לָנוּ, לְךָ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Verbs</p> <ul style="list-style-type: none"> verbs in פֻּעַל, present and past verbs in פֻּעַל, future tense: introduction to the prefix letters of אֵינִי <p>Patterns/Syntax</p> <ul style="list-style-type: none"> comparative, superlative יוֹתֵר, הֵכִי imperative clause with infinitive in classroom routines e.g., לְקוֹם, לְשֵׁבֵת, לְפִתּוֹחַ <p>Expressions</p> <ul style="list-style-type: none"> time expressions הַיּוֹם, מָחָר, אַתְמוֹל, קֹדֶם, אַחֲר־כֵּן, עַכְשָׁיו

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of 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.

Grammatical Features

Use, in **independent** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
<p>Pronouns</p> <ul style="list-style-type: none"> personal pronoun אָני interrogatives כֵּן/לֹא מָה <p>Nouns</p> <ul style="list-style-type: none"> cardinal numbers 1–10 f. <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronoun אָני interrogatives מִי, מָה, אֵיפֶה <p>Nouns</p> <ul style="list-style-type: none"> cardinal numbers 1–20 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> prepositions ב, עַל conjunction "וְ" <p>Verbs</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אָני, אַתָּה, אַתְּ, הוּא, הִיא, אֲנִיחֵנו interrogatives מִי, מָה, אֵיפֶה, מָתַי, כִּמְהָ, לְמָה (why) <p>Nouns</p> <ul style="list-style-type: none"> possessives שְׁלִי, שְׁלָה <p>Nouns</p> <ul style="list-style-type: none"> gender singular/plural nouns and adjectives: גָּדוֹל, קָטָן, טוֹב, רָע, יָפֶה, שְׂמָחָ, עֵצוּב, הַדוּשׁ, שְׂמוֹת הַצְּבָעִים <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence in present tense, orally and written <p>Expressions</p> <ul style="list-style-type: none"> יש לי time expressions (calendar) בֵּן כְּמָה/בַּת כְּמָה classroom routines 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> cardinal numbers 1–100 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> prepositions אֵל, ב, עַל, תְּחִילָה, עַל-יַד, אַחֲרַי, לְפָנַי conjunction "וְ" <p>Verbs</p>
<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple verb sentences (orally) <p>Expressions</p> <ul style="list-style-type: none"> יש לי classroom routines (basic) 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence in present tense, orally and written <p>Expressions</p> <ul style="list-style-type: none"> יש לי time expressions (calendar) בֵּן כְּמָה/בַּת כְּמָה classroom routines 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence (present) demonstrative words, used independently זֶה, זֹאת <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי איך אומרים? time expressions e.g., הַיּוֹם, אֵיזֶה יוֹם?, עֲכָשִׁי 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence (present) demonstrative words, used independently זֶה, זֹאת <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי איך אומרים? time expressions e.g., הַיּוֹם, אֵיזֶה יוֹם?, עֲכָשִׁי

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of 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.

Grammatical Features

Use, in **independent** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, היא, הוא, זה, היא, אנו, אתם, אתן, הם, הן <p>Nouns</p> <ul style="list-style-type: none"> ■ noun and adjective agreement <p>Particles</p> <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פעל, בנין, present ■ word families ■ roots <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ nouns and verbs in a sentence ■ complex verb sentences (present) ■ complex noun sentences <p>Expressions</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ possessives שלו, שלה, שלנו <p>Nouns</p> <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "ל" לי, לך, לה, לנו, לכם, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פעל (present) ■ verbs in past פעל, first person only <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ compound sentences for contrast (אבל) ■ compound sentences using "ו" <p>Expressions</p>	<p>Pronouns</p> <p>Nouns</p> <p>Particles</p> <p>Verbs</p> <ul style="list-style-type: none"> ■ infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ verb sentences in the past ■ verb sentences with infinitive <p>Expressions</p>

