

CURRICULUM OUTLINE

COURSE: ENGLISH

GRADE LEVEL: 2nd

CURRICULUM - STANDARD

ILLINOIS STATE LEARNING STANDARDS ADDRESSED:

1. 3.A. - Use correct grammar, spelling, punctuation, capitalization and structure.
2. 3.B. - Compose well-organized and coherent writing for specific purposes and audiences.
3. 3.C. - Communicate ideas in writing to accomplish a variety of purposes.
4. 4.A. - Listen effectively in formal and informal situations.
5. 4.B. - Speak effectively using language appropriate to the situation and audience.
6. 5.A. - Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
7. 5.B. - Analyze and evaluate information acquired from various sources.
8. 5.C. - Apply acquired information, concepts and ideas to communicate in a variety of formats.

ENTRY SKILLS--The student will:

1. fingerspell letters of the alphabet correctly and recite in the correct order.
2. write a friendly letter including salutation, body and signature.
3. write with purpose using correct and invented spellings, such as writing captions for own pictures using a combination of correct and invented spellings.
4. state verbs to indicate progressive action in experience stories.
5. relate personal experiences using four to five sentences in chronological order.
6. include "who-verb-what" sentence construction in original language.
7. include "who-verb-whom" "what" sentence construction in original language.
8. attempt "Wh-?" questions.
9. demonstrate knowledge of 350+ words.

LEARNING OBJECTIVES--The student will:

1. write sentences using a personal word bank to increase vocabulary and check spelling.
2. write a three-sentence paragraph on a single topic with appropriate title.
3. combine information from more than one source and give a verbal report.
4. incorporate simple punctuation and capitalization in written language.
5. answer the "Wh-?" questions with a complete sentence.
6. answer "How?" and "Why?" questions.
7. substitute personal pronouns for nouns in original writing.

8. use positive, comparative, and superlative adjectives to describe nouns and pronouns.
9. use compound sentences and causal clauses in communication.
10. use linking and auxiliary verbs in original language.
11. compose sentences using the expletives *it*, *here*, and *there*.
12. describe a person or thing using specific details.
13. describe an event using connected language and including some detail.
14. ask questions using a model.

EXIT SKILLS--The student will:

1. write sentences using words from a personal word bank. (3.A., 3.B., 3.C.)
2. write a three-sentence paragraph with appropriate title. (3.A, 3.B., 3.C., 5.A., 5.B., 5.C.)
3. incorporate simple punctuation and capitalization in written language. (3.A.)
4. answer “Wh-?” questions with a complete sentence. (3.A., 4.A., 4.B., 5.A.)
5. combine information from more than one source and give a verbal report. (3.A, 3.B., 3.C., 4.B., 5.A., 5.B., 5.C.)
6. include linking and auxiliary verbs in original language. (3.A., 3.B., 3.C., 4.B.)
7. include a variety of adjectives to describe nouns and pronouns. (3.A., 3.B., 3.C., 4.B.)
8. include compound sentences and causal clauses in communication. (3.A., 3.B., 3.C., 4.B.)
9. ask questions using a model. (3.A., 4.A., 4.B.)

ASSESSMENT TOOLS:

1. Write captions for six pictures chosen by the teacher
2. Sample of paragraph written by child to be placed in the portfolio
3. Analyze same paragraph as in #2 for punctuation
4. Teacher devised assessment of language comprehension related to “Wh-?” questions
5. Teacher observation of verbal report rated on standards developed as a rubric
6. Teacher observation of spontaneous communication and written assessment of language comprehension related to linking and auxiliary verbs
7. Teacher observation of spontaneous communication and written assessment of language comprehension related to the use of pronouns
8. Teacher observation of language use related to compound sentences and causal clauses
9. Teacher observation of child’s questioning skills
10. Formal assessment of language by the speech and language specialist
11. Teacher recorded language sample at beginning and end of year to be placed in child's portfolio for comparison