

Course Syllabus

Language Arts, Grade 2

Grade 2 Language Arts, Final
Guardian Angels School

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course, Guardian Angels students explore the world of reading, writing, speaking, and listening. Students engage in activities which foster excitement for language learning and an intuitive sense of language structure. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary in speaking and writing, applying word analysis strategies to spell and define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and thoughts to others through speaking, emergent writing, and drawings.

The Standards for the English Language Arts provide

twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, classical literature, and multicultural literature.

- The learner will be able to identify favorite authors.
- The learner will be able to analyze short stories.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to identify and understand grade specific idioms.
- The learner will be able to identify singular noun.
- The learner will be able to identify the sentence with the correctly used noun.
- The learner will be able to understand subject-verb agreement.
- The learner will be able to identify the appropriate pronoun.
- The learner will be able to indent a paragraph.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to identify the correct form of a plural noun within a given sentence.

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- The learner will be able to identify the simple subject of a given sentence.
- The learner will be able to identify the main or simple predicate of a given sentence.

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to correctly use a period at the end of a sentence.
- The learner will be able to use a comma between a city and state.
- The learner will be able to correctly use a comma in dates.
- The learner will be able to use apostrophes in possessives.
- The learner will be able to show an understanding of the use of apostrophes in contractions.
- The learner will be able to correctly use a period at the end of an abbreviation.
- The learner will be able to identify the correct punctuation.
- The learner will be able to apply capitalization rules in his/her written work.
- The learner will be able to use capitalization correctly.

Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to listen to and follow directions.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications)

- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to identify the main idea from a short passage.
- The learner will be able to draw conclusions from a short reading passage.
- The learner will be able to predict the outcome based on relating new information to prior knowledge.
- The learner will be able to understand facts in a reading selection.
- The learner will be able to summarize a reading passage in his/her own words.
- The learner will be able to write an original ending to a story incorporating appropriate elements consistently.
- The learner will be able to make inferences about the elements of a story.
- The learner will be able to identify and use alliteration.
- The learner will be able to recognize and correct his/her own reading mistakes.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to identify the sequence in a short passage.
- The learner will be able to make a generalization based on passage elements.

Speaking

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The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to clearly pronounce words common to grade level.
- The learner will be able to orally give directions.

Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to correctly spell vowel digraphs without reversing the order of the vowels.
- The learner will be able to correctly substitute vowel digraphs for diphthong sounds.
- The learner will be able to correctly spell words that have double letters.
- The learner will be able to correctly spell words which have a schwa sound.
- The learner will be able to spell words correctly.
- The learner will be able to correctly spell words that have a prefix.

Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

- The learner will be able to develop the following research skills: alphabetize words to the third letter (to look up the words in a reference text), find materials in a library, and describe parts of a book (title page, index, table of contents).

- The learner will be able to determine the best set of dictionary guide words for a given word.
- The learner will be able to complete assignments at home.
- The learner will be able to locate page numbers for specific topics when given an index.
- The learner will be able to classify pictures and objects.
- The learner will be able to classify properties of objects.
- The learner will be able to alphabetize a series of words to the third letter.
- The learner will be able to read and identify topics and page numbers from a given table of contents.
- The learner will be able to understand written test directions.
- The learner will be able to be familiar with various testing formats, such as multiple choice, essay, fill in the blank, and matching.
- The learner will be able to follow test directions read aloud by the teacher.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to identify the meaning of a word containing a prefix.
- The learner will be able to define a word containing a suffix as it is used in a sentence.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to use the context of a sentence to determine the meaning of a specified word.

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- The learner will be able to apply an understanding of vocabulary words.

Word Analysis

The Word Analysis Unit focuses on examining word structure and sound. It includes topics such as consonants, vowels, rhyming, and word building.

- The learner will be able to identify the final sound of a word given the written form.
- The learner will be able to recognize the long and short sounds of vowels.
- The learner will be able to recognize the correct sound of digraphs and diphthongs given in context.
- The learner will be able to identify the final sound of a word, which is both written and orally read.
- The learner will be able to identify the initial sound of an orally read word, given the written form of the word.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to revise a first draft based on suggestions and comments from the teacher.
- The learner will be able to write a response to either an oral, visual, or written stimulus.
- The learner will be able to write individual works to be added to his/her portfolio.
- The learner will be able to write a story which contains a beginning, middle and end.
- The learner will be able to write a passage which contains organized ideas, with a clear beginning, middle, and end.

- The learner will be able to write an expository paragraph.
- The learner will be able to write a brief narrative.
- The learner will be able to write a persuasive paragraph.
- The learner will be able to describe a process which involves a familiar activity (making a sandwich, making a bed, cleaning a room, giving directions to get to school or the bus stop, etc.).