

Course Syllabus

Language Arts, Grade 2

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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- * Word Analysis
- * Vocabulary
- * Language Mechanics
- * Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Terra Nova Complete Battery assesses students in second grade (Level 12).

The Tennessee Language Arts Curriculum Standards provide standards, performance indicators, and accomplishments for students in second grade.

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, British literature, and multicultural literature.

- The learner will be able to identify favorite stories, informational text, authors, and illustrators.
- The learner will be able to evaluate the author's purpose in a given work.
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to read and understand folk tales and fables.
- The learner will be able to explore a variety of literature through read-alouds, tapes, and independent reading.
- The learner will be able to identify the use of different genres in reading materials (e.g., folktales, fables, fairy tales).
- The learner will be able to read independently for a variety of purposes including for literary experience, to gain information, to purposes a task, for enjoyment, to expand vocabulary, and to build fluency.
- The learner will be able to share storybooks, poems, environmental print, and own writing.

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- The learner will be able to evaluate how author point of view influences reading materials.

Information Processing

- The learner will be able to alphabetize to the second letter of a word.
- The learner will be able to identify parts of a book (e.g., title, author, illustrator, table of contents, and glossary).
- The learner will be able to identify resources available outside the classroom(e.g., family, community) family and community.
- The learner will be able to visit various libraries and check out materials.
- The learner will be able to identify characters, plot, and setting in print and nonprint materials.
- The learner will be able to identify print sources of information (e.g., books, magazines, maps, charts, and graphs).
- The learner will be able to read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
- The learner will be able to understand the purpose of using different reference materials (e.g., dictionary, encyclopedia).
- The learner will be able to understand the main idea in a visual message (e.g., pictures, cartoons, posters).

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 correctly use adjectives (e.g., descriptive, comparative, descriptive).

- The learner will be able to identify and use statements, questions, and exclamatory sentences in writing and speaking.
- The learner will be able to identify incomplete sentences.
- The learner will be able to apply knowledge of oral language structure.
- The learner will be able to edit writing for noun forms.
- The learner will be able to use nouns correctly (e.g., singular and plural, common and proper, possessives).
- The learner will be able to edit written works for correct use of pronouns.
- The learner will be able to use pronouns in sentences correctly(e.g., pronoun case, subject and object agreement).
- The learner will be able to identify run-on sentences.
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to combine simple sentences to create compound sentences.
- The learner will be able to use coherent sentence structure.
- The learner will be able to distinguish between complete and incomplete sentences.
- The learner will be able to write grammatically correct, effective sentences.
- The learner will be able to identify complete sentences.
- The learner will be able to use correct sentence structure.
- The learner will be able to use correct subject-verb agreement.
- The learner will be able to use verbs correctly (e.g., past and present tense, agreement, action and linking, irregular).

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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 capitalize the first word of a sentence, names, pronoun "I", and proper nouns.
- The learner will be able to use capitalization correctly.
- The learner will be able to use commas correctly with items in a series of one-word items (e.g., apples, oranges, and pears).
- The learner will be able to show an understanding of the use of apostrophes in contractions.
- The learner will be able to use correct punctuation at the end of declarative sentences, exclamatory sentences, and questions.
- The learner will be able to apply fundamental punctuation rules to written works.

Listening/Speaking

- The learner will be able to create awareness of sounds of language by frequent exposure to various auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- The learner will be able to derive meaning while reading by employing self-correction (e.g. rereading, asking for meaning), participating in discussion about text and relating meaning to personal experiences, predicting and adjusting outcomes during reading.
- The learner will be able to recognize common abbreviations and contractions.
- The learner will be able to understand, follow, and give oral directions.
- The learner will be able to participate in group discussions.

The learner will be able to develop listening skills by listening for a specific purpose, using appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions), following oral questions, recognizing the difference between formal and informal language, and listening and responding to a variety of media (e.g., books, audio tapes, videos).

- The learner will be able to extend oral language skills by implementing rules for conversation, responding to questions from teacher and peers, and narrating a personal story.

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 how the main character and other characters interact with each other.
- The learner will be able to make comparisons between reading material.
- The learner will be able to display comprehension skills.
- The learner will be able to use graphic organizers to understand text.
- The learner will be able to use a variety of strategies to decode words including sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- The learner will be able to identify details from reading passages.

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- The learner will be able to draw conclusions about reading materials.
- The learner will be able to recognize that groups of sentences make a paragraph and paragraphs make a story.
- The learner will be able to demonstrate an understanding of the structural relationship in letters, words, and signs.
- The learner will be able to use word families, word walls, and word sorts.
- The learner will be able to distinguish between fact and opinion.
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to make inferences from information in written material.
- The learner will be able to apply an understanding of punctuation to clarify written works (e.g., period, question mark, exclamation mark).
- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to make predictions from information in written material.
- The learner will be able to apply a variety of prereading strategies including making predictions, using illustrations, participating in activities to build background knowledge, creating graphic organizers (e.g., KWL, webs, lists, story maps, charts), determining events which are real and which are fantasy, comparing and contrasting, connecting life experiences to events in the text, and determining the problem and solution in a story.
- The learner will be able to establish a purpose for reading specific materials before engaging in reading.
- The learner will be able to generate questions to aid understanding while reading.
- The learner will be able to read text aloud with fluency, expression, accuracy, and confidence by reflecting punctuation within written text while reading orally, participating in guided, oral readings, reading a variety of texts, and demonstrating the automatic recognition of high frequency words.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to apply meaning while reading.
- The learner will be able to improve reading comprehension by reading independently on a daily basis.
- The learner will be able to relate literary experiences to others (e.g., book reports, sharing favorite stories).
- The learner will be able to make connections among reading materials.
- The learner will be able to respond creatively to written material (e.g., choral reading, discussion, and dramatization).
- The learner will be able to participate in various literacy activities voluntarily (e.g. self-select books and stories).
- The learner will be able to read on his/her own for pleasure.
- The learner will be able to take part in shared reading.
- The learner will be able to identify story elements, such as characters.
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- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to apply critical thinking when reading materials.

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- The learner will be able to extend information beyond passage ideas while reading.
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to know of a variety of strategies which aid comprehension.
- The learner will be able to develop skills to facilitate reading to learn across the curriculum by developing content specific vocabulary, and using text features to locate information (e.g. charts, maps, and illustrations).
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to use text structure to increase understanding of reading materials.
- The learner will be able to summarize the content of what has been learned in the classroom.
- The learner will be able to summarize material while he/she reads.
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to check for understanding after reading by recalling the sequence of events, drawing conclusions, restating story events, recognizing cause and effect, and recognizing the main idea.

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 spell basic short and long vowel words and consonant blend patterns.
- The learner will be able to spell regular and irregular plural nouns correctly (e.g., boy/boys, child/children).

- The learner will be able to regularly spell high frequency words correctly.
- The learner will be able to use correct spelling for words that are appropriate to his/her grade level.
- The learner will be able to use a dictionary to check his/her spelling and to spell words correctly.

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 add suffixes to base words (e.g., -ed, -ing, -es).
- The learner will be able to identify simple multi-meaning words based on the appropriate meaning for the context.
- The learner will be able to expand vocabulary by reading out loud.
- The learner will be able to develop vocabulary by listening to orally read literature, participating in discussions, and reading self-selected and assigned texts.
- The learner will be able to use structural analysis and knowledge of letter-sound correspondence to decode words.
- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to apply syllabication to aid in reading unfamiliar words.
- The learner will be able to use known words to decode unfamiliar words.
- The learner will be able to identify and produce rhyming words.

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- The learner will be able to determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, structural analysis).
- The learner will be able to read, identify, and understand grade specific 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 understand the relationship between sounds and symbols.
- The learner will be able to demonstrate developmentally appropriate word analysis skills.
- The learner will be able to comprehend that words are made up of sounds.
- The learner will be able to add, remove, or modify target sounds to change words.

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 summarize information learned in science.
- The learner will be able to write in math journals, compose math stories, and write explanations for problem solving.
- The learner will be able to take part in shared writings about the arts and classroom activities.
- The learner will be able to compose stories using information learned in social studies.

- The learner will be able to identify words or phrases that could enhance clarification after writing a story.
- The learner will be able to include relevant information in his/her writing.
- The learner will be able to experience publishing opportunities by sharing completed work, using technology to publish writing, incorporating photographs/illustrations, and preparing a variety of written works (e.g., individual, classroom, published books, stories, and book reports).
- The learner will be able to use a conclusion in a written work.
- The learner will be able to dictate or write a story (e.g., tape recorder, adult, older student).
- The learner will be able to use the writing process to compose first drafts.
- The learner will be able to reread drafts.
- The learner will be able to edit for correct use of adverbs and adjectives.
- The learner will be able to edit sentences for capitalization errors.
- The learner will be able to edit for the use of complete sentences.
- The learner will be able to use classroom sources when proofreading (e.g. word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books).
- The learner will be able to edit for correct use of punctuation.
- The learner will be able to edit written works for correct verb forms.
- The learner will be able to evaluate his/her own written products and the written products of others by using a simple rubric, small group discussion and shared work, reviewing personal collection to determine progress.

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- The learner will be able to express opinion and judgments through writing.
- The learner will be able to write an expository essay.
- The learner will be able to sharpen the focus of a written work.
- The learner will be able to write in a variety of modes and genres including friendly notes, invitations, messages, stories, poems, descriptive sentences, reports, and journals.
- The learner will be able to use the elements of language when writing and editing (e.g., endmarks, capitalization, and commas in a series).
- The learner will be able to use legible manuscript when writing.
- The learner will be able to with teacher's aid, maintain samples of writings and illustrations expressing opinions and judgements (e.g., portfolio, journals, student-made books).
- The learner will be able to use a variety of prewriting strategies including brainstorming, selecting a focus, constructing graphs organizers, writing key thoughts and questions, recording reactions and observations, and using a variety of informational sources.
- The learner will be able to revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.
- 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 literature including describing characters, setting, events, writing a different ending, writing about favorite character or art of story, composing a note or questions for a favorite author, and summarizing.
- The learner will be able to apply a variety of prewriting strategies.
- The learner will be able to order events logically and sequentially when writing.
- The learner will be able to order ideas sequentially when writing.
- The learner will be able to identify correct sentence sequence.
- The learner will be able to write narrative account with a beginning, middle, end, write accounts of personal experience, write group stories with a beginning, middle, end, and use legible handwriting.
- The learner will be able to write for a variety of purposes including to acquire and exhibit knowledge (e.g., sentences, answers to sentences), to sentences (e.g., stories, poems, riddles), and to inform (e.g., friendly letters, two or three step directions, journals).
- The learner will be able to use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
- The learner will be able to apply knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor spelling.
- The learner will be able to understand how to use an outline as a prewriting strategy.
- The learner will be able to understand how to use information sources as a prewriting strategy.
- The learner will be able to write a supported text.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to use transitional conjunctions in his/her writing.
- The learner will be able to use transitional phrases in his/her writing.
- The learner will be able to use effective transitions (and, but, or) in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to take part in writing when provided with time, place, and materials.