

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Reading/Literature</p>	<ol style="list-style-type: none"> 1. Reads a variety of materials with increasing fluency, participating daily in flexible groups under the guidance of a teacher to: <ul style="list-style-type: none"> - read second grade level texts used for class instruction - read developmentally appropriate materials - use appropriate shared reading and rereading activities such as buddy, echo, big book, and varied forms of choral reading - participate in cooperative group activities (L.A.A.1.1.3)(L.A.A.1.1.4) 2. Reads independently for a sustained period daily, selecting from diverse materials including multicultural literature and stories, as well as experience charts, books, and other writing by self and peers (L.A.A.2.1.2) 3. Reads at least one book per week from school, home, or public library (L.A.A.2.1.2) 4. Listens to a daily reading on or above grade level from a wide variety of genres with a special emphasis on folk tales from a variety of cultures, and stories of science and nature (L.A.C.1.1.2)(L.A.E.1.1.1) 5. Identifies and explores favorite authors, illustrators, and titles and engages in the study of the works of two or more authors or illustrators (L.A.C.1.1.2) 6. Relates reading to own experiences; makes predictions and sets purposes for reading by: <ul style="list-style-type: none"> - relating new information to prior knowledge - previewing illustrations and titles - scanning text (L.A.A.1.1.1)(L.A.E.1.1.1)(L.A.E.2.1.1) 	<p>A. After reading a grade-level story with the resolution omitted, the student will demonstrate an understanding of the relationship of characters, setting, and problem by:</p> <ol style="list-style-type: none"> a. identifying characters, setting, problem/ goal, and events using a graphic organizer such as a story map b. creating an original ending that is appropriate to the story elements identified (L.A.A.1.1.3)(L.A.A.2.1.1)(L.A.E.1.1.1) (L.A.E.1.1.2)(L.A.E.2.1.1) 	<p>After successfully completing this course, the student should be able to comprehend the elements of a grade level story by:</p> <p>Advanced: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution; (2) highlighting key elements; and (3) writing/illustrating story using information from graphic organizers/ story map to retell story and create an original ending.</p> <p>Intermediate: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution; (2) highlighting key elements; and (3) retelling what happened and creating an original ending through the use of role playing, illustrations, and written responses.</p> <p>Novice: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution) in a cooperative group with teacher’s assistance; (2) highlighting key elements; and (3) retelling what happened and create an original ending through the use of visuals, illustrations, role playing, teacher prompting, and simple written responses.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>7. Reads, identifies, and understands key vocabulary words and concepts encountered in instruction (L.A.A.1.1.2)(L.A.A.1.1.3)</p> <p>8. Maintains a reading response journal to show evidence of use of reading strategies</p> <p>9. Integrates context clues (both meaning and sentence structure), structural analysis, phonetic cues, and illustrations while reading (L.A.A.1.1.1)(L.A.A.1.1.2)(L.A.A.1.1.3)</p> <p>10. Monitors own reading by correcting miscues (e.g., house, horse) and rereading text; makes meaningful substitutions while reading (L.A.A.1.1.4)</p> <p>11. Demonstrates an understanding of story elements: setting, characters, problem/goal, events, and resolution (L.A.E.1.1.1)(L.A.E.1.1.2)</p> <p>12. Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theatre, Story Theatre, plays, writing, art, and music (L.A.A.1.1.4)(L.A.E.1.1.2)</p>	<p>B. After reading at least two versions of the same fairy or folk tale (e.g., Cinderella versions such as <i>Yeh Shen</i>, <i>Prince Cinders</i>, and <i>Vasilissa</i>), the student will compare and contrast story elements (L.A.A.1.1.4)(L.A.A.2.1.1)(L.A.E.1.1.1)(L.A.E.1.1.2)</p>	<p>After successfully completing this course, the student should be able to compare and contrast two versions of the same fairy or folktale by:</p> <p>Advanced: (1) using a Venn diagram, compare/contrast frames/graphic organizers; and (2) presenting information in an oral and/or written report.</p> <p>Intermediate: (1) using a Venn diagram, compare/contrast frames/graphic organizers; and (2) highlighting information to present oral and/or written report.</p> <p>Novice: (1) using a Venn diagram, visuals, drawings, pantomime, words same/ different ; and (2) developing a guided oral and/or written report in a cooperative group with teacher's assistance.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>13. Uses information presented in selections including content area reading:</p> <ul style="list-style-type: none"> - restating ideas in own words - identifying the theme or main idea - generating and responding to details such as who, what, where, when, and why - beginning to recognize and understand cause and affect relationships - drawing conclusions - placing events or steps in sequence using words that denote time (e.g., before, after, when; first, second, last) - creating and sharing mental images while reading as part of the comprehension process to gain information, perform task, and learn a new task <p>(L.A.A.1.1.4)(L.A.A.2.1.1)(L.A.A.2.1.3)(L.A.E.1.1.2)</p> <p>14. Uses critical thinking (questioning, comparing/contrasting, etc.) when participating in small group and whole class discussions about what has been read</p> <p>(L.A.A.2.1.4)(L.A.A.1.14)(L.A.E.1.1.1)(L.A.E.1.1.2)</p> <p>15. Recognizes and uses alliteration, simple idioms, and other forms of figurative language</p> <p>16. Develops an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Writes daily for a variety of purposes, both self-initiated and teacher-directed including journals, stories, poems, personal anecdotes, response logs, books, labels, titles, surveys, interviews, lists, questions, letters, invitations, personal notes, envelopes, observations of familiar topics and new experiences (L.A.B.2.1.1)(L.A.B.2.1.2) 2. Participates in various prewriting techniques such as reading, brainstorming, charting, listing, observing, drawing, imaging, and webbing to generate ideas for individual and/or shared writing (L.A.B.1.1.1) 3. Produces a first draft independently (L.A.B.1.1.2) 4. Participates in the revision process through conference with peers and/or teacher (L.A.B.1.1.2) 5. Edits a draft, moving from temporary to conventional spelling, using correct grammar and mechanics (L.A.B.1.1.2) 6. Participates in both peer and self-evaluation at all stages of the writing process, particularly during revision and editing (L.A.B.1.1.2) 7. Writes pieces where ideas are organized in a sequence (beginning, middle, end) that is logical, aids understanding, and incorporates concepts from teacher instruction (L.A.B.1.1.2) 	<p>A. After using a prewriting strategy such as clustering, listing, or drawing, the student will use stages of the writing process of drafting, revising, editing, and publishing to produce an expository piece of at least one paragraph:</p> <ol style="list-style-type: none"> a. demonstrating how to complete a simple process (e.g., how to make a peanut butter and jelly sandwich) b. including multiple steps properly sequenced c. using sequence transition words d. using conventions of standard written English (L.A.B.1.1.1)(L.A.B.1.1.2) (L.A.B.1.1.3) 	<p>After successfully completing this course, the student should be able to follow prewriting strategies and writing steps to produce at least one paragraph by:</p> <p>Advanced: (1) organizing information using frames/graphic organizers; (2) explaining a simple process properly sequenced; and (3) using transition words and conventions of standard written English (there may be occasional mistakes in mechanics).</p> <p>Intermediate: (1) organizing information using frames/graphic organizers in cooperative group; (2) explaining a simple process properly sequenced using illustrations and controlled sentences; and (3) using transition words and conventions of standard English (there may be mistakes in mechanics).</p> <p>Novice: (1) organizing information using frames/graphic organizers in cooperative group with teacher's assistance; (2) sequencing information using illustrations and controlled sentences; and (3) demonstrating awareness of transition words (there may be mistakes in mechanics)</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>8. Publishes writing in a variety of ways, including a class-made or individual book, mailings to pen pals or family members, public displays (L.A.B.1.1.3)(L.A.B.2.1.2)</p> <p>9. Uses handwriting appropriate for age and grade level consistently; produces legible work with correctly formed manuscript letters and evenly spaced words (L.A.B.1.1.2)</p> <p>10. Participates in all steps of the writing process creating experience charts, big books, cumulative stories, class books, research projects (L.A.B.1.1.1)(L.A.B.1.1.2)(L.A.B.1.1.3)</p> <p>11. Maintains a portfolio with teacher support which reflects a variety of writing genres; evaluates own writing progress when choosing pieces (L.A.B.1.1.3)</p> <p>12. Uses technology in the production of writing pieces with teacher assistance as needed (L.A.B.2.1.3)</p> <p>13. Writes pieces of at least one paragraph in narrative, expository, and persuasive modes (L.A.B.2.1.4)</p> <p>14. Produces pieces in response to a picture or to an oral or written prompt (L.A.B.1.1.1)(L.A.B.1.1.2)</p> <p>15. Uses correctly conventions of writing: - singular and plural nouns - pronouns - action and linking verbs (L.A.B.1.1.3)</p>	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio, which will include:</p> <p>a. a variety of self-selected writing (e.g., narrative, persuasive, expository, letters, story books, poems) with evidence of the writing process</p> <p>b. evidence of use of reading strategies (e.g., predicting, webbing, reflecting, noting difficult or interesting vocabulary) through a reading response journal, notebook, or other means</p> <p>c. a list or log of books read</p> <p>d. notes evaluating own progress for selected pieces (L.A.B.1.1.1)(L.A.B.1.1.2)(L.A.B.1.1.3) (L.A.B.2.1.3)(L.A.B.2.1.4)</p>	<p>After successfully completing this course, the student should be able to maintain a portfolio, which will include:</p> <p>Advanced: (1) a variety of self-selected writing samples (e.g., narrative, persuasive, expository, letters, poems) that evidence the writing process; (2) simple written reactions to reading (noting interesting vocabulary, reflecting); (3) a reading log; and (4) simple/reflective sentences to evaluate own progress.</p> <p>Intermediate: (1) a variety of self-selected writing samples (e.g., narrative, persuasive, expository, letters, poems) that evidence the writing process; (2) simple written or illustrated reactions to reading; (3) a reading log; and (4) teacher made checklist to evaluate own progress.</p> <p>Novice: (1) a variety of self-selected samples (e.g., narrative, persuasive, expository, letters, poems); (2) illustrations, words, and/or simple sentences in respond to the reading; (3) a reading log; and (4) teacher made checklist to evaluate own progress.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>16. Incorporates concepts from teacher instruction about the conventions of writing when editing drafts:</p> <ul style="list-style-type: none"> - capitals - end punctuation - subject/predicate - subject/verb agreement - commas separating city/state, month/year - apostrophes in contractions and possessives - periods in abbreviations - paragraph form including indentation <p>(L.A.B.1.1.3)</p> <p>17. Begins to use dialogue with appropriate punctuation</p> <p>18. Begins to manipulate writing by substituting words and expanding and joining sentences to improve the richness and flow of writing</p> <p>(L.A.D.2.1.1)</p> <p>19. Moves developmentally from temporary to conventional spelling:</p> <ul style="list-style-type: none"> - uses conventional spellings for high frequency and other known words - begins to recognize and/or self-correct misspelled words in drafts for publication - begins to incorporate words from literature 		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>III Vocabulary/Word Study</p>	<ol style="list-style-type: none"> 1. Expands print-related vocabulary through reading, listening, and viewing a variety of materials daily; maintains new words by recording activities such as vocabulary notebook/log, class lists, card file 2. Recognizes high frequency words and common decoding patterns: <ul style="list-style-type: none"> - 300 Fry Instant words - vowels: r-controlled, digraphs, diphthongs, and other irregular patterns (L.A.A.1.1.2) (L.A.A.1.1.3) 3. Categorizes and classifies pictures, words, and concepts; begins to understand and complete analogies (L.A.A.1.1.2) 4. Uses context of sentence to determine unfamiliar word meanings (L.A.A.1.1.2) 5. Participates in meaningful and rich word study when reading and writing that includes synonyms, antonyms, homonyms, compound words, contractions, and multiple meanings of words (L.A.A.1.1.2) 6. Uses knowledge of letter-sound correspondence: <ul style="list-style-type: none"> - applies knowledge of familiar patterns to generate other words in the family - compares words, discovering spelling patterns and relationships between spelling and meaning (L.A.A.1.1.2) (L.A.A.1.1.3) (L.A.D.2.1.2) (L.A.E.2.1.2) 7. Begins to use structural analysis to obtain meaning when reading and writing: <ul style="list-style-type: none"> - common prefixes and suffixes - inflected noun and verb endings (L.A.A.1.1.2) 	<p>A. Given a passage at second grade level, the student will demonstrate expanded vocabulary by:</p> <ol style="list-style-type: none"> a. rewriting identified words or phrases of each sentence using parallel substitutions (e.g., shouted, whispered, explained in place of said), but still following the structure of the original sentences b. expanding the new sentences to add additional information (e.g., when, where, how, what kind, why) (L.A.A.1.1.2) (L.A.A.1.1.3) (L.A.B.1.1.2) (L.A.D.1.1.1) 	<p>After successfully completing this course, the student should be able to use expanded vocabulary by:</p> <p>Advanced: (1) substituting common words or phrases to create parallel constructions; and (2) expanding the new sentences by adding additional information (e.g., when, where, how, what kind, why)</p> <p>Intermediate: (1) making substitutions of basic words or phrases to create parallel constructions; and (2) expanding the new sentences by adding additional information (e.g., when, where, how, what kind, why) in a cooperative group with teacher's assistance.</p> <p>Novice: (1) making substitutions of basic words using oral and visual prompts to create parallel constructions; and (2) highlighting new words to create word banks.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>8. Integrates the use of varied word recognition strategies: context, rhyme, and phonics (L.A.A.1.1.2)(L.A.D.2.1.2)(L.A.E.2.1.2)</p> <p>9. Reads and uses negative words (e.g., not any) with understanding</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>IV Listening/ Speaking/Viewing</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Increases level of language proficiency daily, using standard English, acceptable volume, rate, and body language, and vocabulary, sentence length and complexity appropriate to second grade level (L.A.C.2.1.2)(L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.C.3.1.4)(L.A.D.1.1.2) 2. Participates in oral language activities daily: <ul style="list-style-type: none"> - recites rhymes, poems, riddles, tongues twisters, nonsense verse, action and jump rope rhymes (III) - gives oral presentations including reports and story telling (setting, characters, problem/goal, events, solution) - gives and follows oral directions - develops questions for peer response - evaluates oral presentations by self and peers; begins to develop criteria for evaluation (L.A.C.1.1.1)(L.A.C.1.1.3)(L.A.C.1.1.4)(L.A.C.2.1.1)(L.A.D.1.1.1)(L.A.D.2.1.2) 3. Evaluates oral presentations of self and peers using teacher/student-developed criteria including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation and pronunciation, standard conventions of English (L.A.C.1.1.3)(L.A.C.1.1.4)(L.A.C.2.1.2)(L.A.C.3.1.4) 4. Uses active listening and courteous, appropriate responding during small group and whole class discussions; uses acceptable ways of gaining attention; contributes effectively in cooperative learning settings (L.A.C.1.1.3)(L.A.C.3.1.3) 	<p>A. After viewing a film or production, the student will, in a cooperative setting, analyze ideas by:</p> <ol style="list-style-type: none"> a. brainstorming several questions about the film or production b. helping to select a single question (considered to be the best from the group) to be used for class discussion c. independently evaluating the film or production (e.g., expressing and supporting opinions) by writing a paragraph or through other means (L.A.B.1.1.3)(L.A.C.1.1.1)(L.A.C.2.1.1)(L.A.C.3.1.2) 	<p>After successfully completing this course, the student should be able to, in a cooperative group, analyze ideas presented in a film by:</p> <p><i>Advanced:</i> (1) answering/asking questions about topic; (2) discussing points of view; and (3) making oral/written-supporting statements.</p> <p><i>Intermediate:</i> (1) answering/asking questions about topic; (2) discussing points of view; and (3) using basic vocabulary/illustrations to support statements.</p> <p><i>Novice:</i> (1) answering questions about topic; (2) using verbal and non-verbal communication; and (3) using basic vocabulary/illustrations/highlighted words to support statements.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>5. Gains an understanding of the relationships between self and others through reading, viewing, discussing, and listening to a variety of multicultural materials (L.A.C.1.1.3)(L.A.C.3.1.2)(L.A.C.3.1.3)</p> <p>6. Listens and speaks respectfully to gain and share information, ideas, values, and points of view reflecting other cultures (L.A.C.1.1.3)(L.A.C.3.1.2)</p> <p>7. Listens for a variety of purposes</p> <ul style="list-style-type: none"> - information - curiosity - pleasure - getting directions - performing tasks - solving problems - following rules <p>(L.A.C.1.1.1)</p>	<p>B. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <p>a. developing and delivering oral reports and presentations including reports, original stories, recitation of poetry/ plays/songs</p> <p>b. evaluating the oral presentations of self and peers using teacher/student-developed criteria (L.A.C.1.1.4)(L.A.C.2.1.2)(L.A.C.3.1.1) (L.A.C.3.1.4)</p>	<p>After successfully completing this course, the student should be able to deliver oral presentations that:</p> <p>Advanced: (1) include exposition, narration, and recitation (reports, original stories, poetry, plays, and songs); and (2) evaluate the presentations using teacher/student developed criteria.</p> <p>Intermediate: (1) demonstrate awareness of exposition, narration, and recitation (reports, original stories, poetry, plays, and songs); and (2) evaluate the presentations using checklists.</p> <p>Novice: (1) that use verbal and non-verbal cues in narration and recitation (reports, poetry, plays, and songs); and (2) complete evaluation checklists in a cooperative group with teacher's assistance.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>V Information Literacy/Study/ Test-taking Skills</p>	<ol style="list-style-type: none"> 1. Alphabetizes words through the third letter 2. Begins to use guide words to locate words or topics in a dictionary, glossary, or encyclopedia 3. Locates information in parts of a book: table of contents, title page, and index 4. Secures, handles, and uses with care books and other multimedia resources such as word processors, computers, film strips, audiotapes, interactive videos, newspapers, magazines, dictionaries, and encyclopedias (L.A.D.2.1.3)(L.A.D.2.1.4) 5. Begins to use a variety of reference materials to research answers to questions and seek information (e.g., dictionary, encyclopedia, map) (L.A.A.2.1.3)(L.A.A.2.1.4)(L.A.A.2.1.5)(L.A.D.2.1.3)(L.A.D.2.1.4) 6. Begins to use graphic organizers (research guides) to initiate planning and research (L.A.A.2.1.3) 7. Uses home study strategies such as setting aside a time and place for homework 8. Follows oral test directions 9. Reads written directions to complete daily assignments and as preparation for test-taking 10. Becomes familiar with testing formats such as multiple choice, fill in the blank, written responses, matching, and rank ordering including the use of grade level material in simulated testing situations 	<p>A. Working in a cooperative group, the student will demonstrate ability to access and use information by selecting a topic and material related to a current classroom theme in reading and:</p> <ol style="list-style-type: none"> a. prepare and present a multimedia presentation (e.g., computer, videotapes, drawings, books, dramatization) b. relate in discussions the various presentations to the class theme (L.A.A.2.1.3)(L.A.A.2.1.5)(L.A.D.2.1.3)(L.A.D.2.1.4) 	<p>After successfully completing this course, the student should be able to prepare and make presentations by:</p> <p>Advanced: (1) selecting a topic related to a class theme; (2) gathering information about the topic (computer, videotapes, drawings, books); (3) organizing the information using graphic organizers; and (4) presenting the information through reports, dramatization and role playing.</p> <p>Intermediate: (1) selecting a topic related to a class theme; (2) gathering information about the topic (computer, videotapes, drawings, books); (3) organizing the information using graphic organizers; and (4) presenting the information through reports, illustrations, dramatization and role playing.</p> <p>Novice: (1) demonstrating awareness of graphic organizers to organize the information about the given topic; (2) highlighting key words; and (3) delivering the information using verbal and non-verbal cues, illustrations, dramatization and role playing.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
VI Culture	<ol style="list-style-type: none"> 1. Recognizes and identifies national symbols of the U.S., and the students' native countries. 2. Understands traditional celebrations of American holidays and compares/contrasts them with own culture. 3. Recognizes traditional American stories, nursery rhymes, and songs (e.g., Square Dancing, Tall Tales, Rap, etc). 4. Listens to daily readings from a variety of multicultural literature, informational selections, magazines, fables, and tall tales. 5. Identifies American foods, meals, and menu items, and compares to their own cultures. 6. Recognizes American currency in relation to currency in other countries. 7. Develops awareness of famous Americans from different ethnic groups and their contributions to American society. 8. Understands the role of community workers, including school-related personnel, within the context of both the American society and other countries' societies. 9. Compares and contrasts the configuration of town and city in relation to their native country. 10. Interacts with peers in a variety of cultural activities. 	<p>A. The student will be able to participate in a variety of cultural activities to gain and share information reflecting different cultures.</p>	<p>After selecting an appropriate song, story, poem or folktale the student should be able to:</p> <p>Advanced: (1) orally discuss the meaning of the selection independently; (2) share favorite part through illustrations and captions; (3) highlight key terms/phrases that reveal meaning; and (4) make oral presentation.</p> <p>Intermediate: (1) orally discuss meaning of the selection in a cooperative group; (2) share favorite part through illustrations and captions; (3) highlight key terms/phrases that reveal meaning; and (4) make oral presentations.</p> <p>Novice: (1) illustrate the meaning of the selection; and (2) share favorite part of the story through illustrations and simple captions.</p>