CURRICULUM OUTLINE

COURSE: ENGLISH

GRADE LEVEL: 1st

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. express ideas on paper, including pictures, scribbling and invented spelling and verbalize what was "written".
2. use three connected words to ask a question.
3. relate personal experiences to teacher.
4. retell events from experience stories, connecting four to five words in order.
5. respond to "Wh-?" questions with a short answer.
6. demonstrate comprehension of location words (i.e., *over, under, in, on, behind*).
7. perform a three-step task according to teacher direction.
8. demonstrate knowledge of 200+ words.

LEARNING OBJECTIVES--The student will:

1. write captions for own pictures using a combination of correct and invented spellings.
2. write a friendly letter including salutation, body and signature.
3. refer to charts, calendar and books to find correct spelling for personal writing.
4. spell selected words from personal vocabulary bank from memory.
5. use "who-verb-what" sentence construction in original language.
6. use "who-verb-whom" "what" sentence construction in original language.
7. state verb to indicate progressive action in experience stories.
8. use "*how many*" or "*which one*" in total communication.

9. use prepositional phrases to describe where and when.
10. ask "Wh-?" questions.
11. arrange adjectives in correct order preceding nouns.
12. use "*and*" correctly in compound elements of a sentence.
13. fingerspell letters of the alphabet correctly and recite in the correct order.
14. expand signed vocabulary to 350+ words.

EXIT SKILLS--The student will:

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

ASSESSMENT TOOLS:

1. Teacher observation of recitation of alphabet
2. Teacher assessment of child-written letter, a copy to be placed in child's portfolio at year end
3. Teacher assessment of a picture story project, a copy to be placed in child's portfolio at year end
4. Teacher analysis of linguistic accuracy in the retelling of experience story
5. Teacher observation of child's spontaneous communication attempts
6. Teacher devised assessment of language comprehension
7. Teacher devised assessment of language comprehension
8. Teacher observation of student's spontaneous question asking skills
9. "Expressive One-Word Picture Vocabulary Test" by Morrison F. Gardner
10. Teacher recorded language sample at beginning and end of year to be placed in child's portfolio for comparison. (exit skills 5, 6, 7)