

SCOPE & SEQUENCE

Bilingual Grammar Curriculum

Level 2

ASL

English

SUBJECTS

- Deepen concept of Subjects (using nouns in a series or using AND as a conjunction).
- Identify and differentiate between simple and compound subjects.
- Decompose compound subjects into simple subjects.
- Independently compose sentences using compound subjects.

- Identify, create, and repair compound subjects in a sentence.
- Compose more complex sentences by using the conjunction "and" to separate compound subjects.
- Produce compound "subject pairs" that would and would not be expected together.

PREDICATES

- Deepen concept of Predicates (using verbs in a series, describing/evaluating when "AND" can be applied as a conjunction) .
- Identify and differentiate between simple and compound forms of WHAT HAPPENED, HAS, and DESCRIBE predicates.
- Extend concept of HAS predicates to include **part-to-whole relationships**.
- Appropriately conjugate and evaluate HAS predicates.
- Decompose compound predicates into simple predicates.
- Independently compose sentences using compound predicates.

- Identify, compose, and repair compound predicates in sentences using all three predicate types.
- State that HAS predicate now extend to include **part-to-whole relationships**.
- Indicate that compound HAS predicates must be comprised of nouns.
- Repair sentences containing ungrammatical or nonsense compound predicates.
- Independently compose sentences using compound predicates.

COMPLETE IDEAS

- Generate compound subjects for given predicates.
 - Produce compound predicates for given subjects.
 - Evaluate complete sentences for semantic appropriateness.
 - Diagram sentences that use compound subjects and predicates.
 - **Foundations of literacy**
 - Compose sentences from diagram models.
 - Evaluate and repair sentences using compound subjects and predicates.
 - Articulate that the components of a compound predicate must include two of the same type of predicate.
 - Independently analyze sentences for completeness and appropriateness (all sentences must include Subjects and Predicates).
 - **Foundations of literacy**
 - Repair ungrammatical or incomplete sentences.
 - Independently compose sentences with compound subjects and predicates, given various prompts.
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SYNTAX STUDY

- Describe SUBJECT - PREDICATE sequence as default syntax.
 - Recognize that PREDICATE- SUBJECT sequence can be grammatical syntax.
 - Compose equivalent sentences using SUBJECT - PREDICATE and PREDICATE- SUBJECT syntax.
 - Evaluate syntax rules for conjunctions (AND and PLUS).
 - Compare and contrast word order in ASL and English for sentences including all three predicate types.
 - Diagram English sentences identifying sentence components (Subjects/Predicates).
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NOUNS

- Expand Noun concepts (singular and plural forms, semantic relationships, word families).
 - Define and identify singular and plural nouns.
 - Describe strategies for conjugating plural nouns.
 - Identify and categorize plural strategies in context.
 - Generate both singular and plural noun forms in isolation and in sentences.
 - Identify deeper semantic relationships between nouns.
 - Determine whether given nouns "go together."
 - **Foundations of literacy**
 - Anticipate and evaluate nouns that are likely to occur in a given context.
 - Identify singular nouns as quantities of "1."
 - Identify plural nouns as any quantities of "1+."
 - Describe that a noun phrase modified by a number as a "1+" (plural) quantity.
 - Given noun prompts, provide examples of other, related nouns (e.g., given "dog" provide "bone").
 - Revise sentences by replacing nouns in subjects and predicates so that the new sentence makes sense.
 - Differentiate between common and proper nouns.
 - Appropriately capitalize proper nouns.
 - **Foundations of literacy**
 - Compose increasingly complex English sentences including nouns in both the subject and predicate.
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PRONOUNS

- Establish concepts about Pronouns (signs that replace nouns).
 - Identify pronouns and the noun to which they refer.
 - Generate appropriate pronouns given noun referents.
 - Define pronouns
 - State their function in grammar.
 - State rules for plural indexing
 - State rules for 9-or-less index referents, and 10-or-more.
 - Apply pronouns to given target sentences.
 - Analyze and repair incorrect pronoun uses in sentences.
 - **Foundations of literacy**
 - Compose 2 ASL sentences where sentence #2 includes an appropriate pronoun that refers to a noun from sentence #1.
 - State that the word, "I" refers to oneself.
 - State that the words, "he, she, and it " can refer to various entities (people, animals, and inanimate objects).
 - State that the word "we" refers to human Subjects, includes the speaker, and is plural (1+).
 - State that the word "they" can refer to various plural entities (people, animals, and inanimate objects), and is plural (1+).
 - State the subject pronoun "you" can represent 1 (singular) or 1+ (plural) depending on the context of the sentence.
 - Identify that the words "I, he, she, it, we, they, and you" replace nouns and are called "Pronouns."
 - **Foundations of literacy**
 - Compose 2 English sentences where the subject noun in sentence #1 is referred to using an appropriate pronoun in sentence #2 (e.g., The boy is fast. He is a good runner.).
 - Compose 2 English sentences where the predicate noun sentence #1 is referred to using an appropriate pronoun in sentence #2 (Dad bought a dog. It barked all night)
 - Respond to a question using written English sentences that apply the appropriate perspective (i.e., 1st, 2nd or 3rd person conjugation) to subject pronouns.
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ADJECTIVES

- Broaden concepts about Adjectives (signs that provide more information about nouns).
 - Expand adjective lexicon.
 - Antonyms
 - Synonyms
 - Rank the intensity of various adjectives.
 - Expand the definition of adjectives (including numbers).
 - Identify and analyze the semantic relationships between adjectives.
 - **Foundations of literacy**
 - Compose sentences where nouns are modified by adjectives.
 - Anticipate and evaluate adjectives that are likely to occur in a given context.
 - Provide antonyms and synonyms for given adjectives
 - Form and use comparative adjectives ("er")
 - Form and use superlative adjectives ("est")
 - Sequence pictures/words according to levels of intensity (plain adjective, "er," "est")
 - Write sentences with adjectives that use the three forms of intensity (plain adjective, "er," "est")
 - Define the word class that provides more information about nouns as ADJECTIVES.
 - State that adjectives can only appear before nouns in noun phrases.
 - Identify the semantic relationship between two adjectives and related nouns (e.g., cold and sweet-ice cream)
 - **Foundations of literacy**
 - Given a topic, anticipate adjectives that will likely appear in a story about that topic.
 - Repair syntax error with nouns and adjectives
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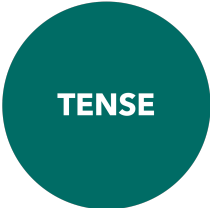
ADVERBS

- Broaden concepts of Adverbs and the inventory of options available.
 - Explore semantic relationships between adjectives and verbs.
 - Identify, define, and produce examples of:
 - adverbs as lexical signs or 2nd floor non-manuals.
 - A wider inventory of 2nd floor adverbs
 - Expand lexicon by generating synonyms and antonyms for adverbs.
 - Independently diagram more sophisticated sentences.
 - Compose ASL sentences given diagrammed representations of these sentences.
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VERBS

- Articulate the semantic relationships that exist between various nouns and verbs.
 - Expand the lexicon by generating examples of synonymous verbs.
 - Evaluate sentences for grammaticality based on the required presence of a verb in the predicate.
 - Review the relationship between verbs and all three predicate types.
 - Recognize the presence and function of 2nd floor "VERBS" in describing predicates (i.e., recognize the purpose of state of being verbs).
 - Diagram sentences highlighting how verbs are realized in all three predicate types.
 - Identify, define, and evaluate how negation is used in ASL sentences.
 - Articulate the syntax options for negation in ASL.
 - Compose sentences in ASL that apply negation.
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TENSE

- Demonstrate command of simple tense in ASL.
 - Categorize events/sentences as occurring before now, right now, or after now.
 - Generate and classify tense markers in ASL.
 - Articulate and evaluate the grammatical rules for marking tense in ASL.
 - Appropriately compose sentences marking tense in grammatical ways.
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