



## GRADE 2 FOUNDATIONS OF ENGLISH FRAMEWORK

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### EXPECTATIONS

The Foundations Program is for students who are working towards meeting the performance indicators for their grade and are also acquiring other skills. To be fairly assessed on the appropriate indicators, students will have an individualized plan denoting which skills they will be assessed on by the specialist teacher in conjunction with the ELA teacher. As language acquisition and skills improve, students will be assessed on more indicators until such time as they are fully mainstreamed. If a student is new to English, parents are informed of their child's progress according to the categories PASS and FAIL. Students in the Foundations course who are not beginners in English will receive achievement levels based on appropriate work. Each student will receive a detailed

narrative report highlighting individual progress and skills developed or developing. Reading and listening selections may be alternative or adapted texts or excerpts from texts listed in this document as appropriate.

### **WRITING EXPECTATIONS**

Students will be expected to:

- Participate in shared research and writing projects
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **LANGUAGE USAGE EXPECTATIONS**

To strengthen language skills, students are expected to complete grammar exercises, based on appropriate level, on a daily basis.

### **SPEAKING AND LISTENING EXPECTATIONS**

Students will be expected to:

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### **READING EXPECTATIONS**

By the end of the year students will be expected to:

- Read and comprehend literature, including stories and poetry with scaffolding as needed.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, , with scaffolding as needed.

### **IT EXPECTATIONS**

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/2019-2020/IT\\_Skills\\_Scope\\_and\\_Sequence\\_by\\_Grade.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf)

### **READING LIST**

#### **WHOLE CLASS NOVELS**

- Amelia Bedelia, Parish, P

- Amelia Bedelia Bookworm, Parish, P
- Charlotte's Web, E. B. White
- The Giving Tree, Shed Silverstein

### **LIT CIRCLE BOOKS**

- Alexander and the Wind-Up Mouse – Leo Leonnie
- Andy Shane and the Queen of Egypt – Jennifer Jacobson
- Freckle Juice – Judy Blume
- Barker Twins Series – Tomie de Paola
- Bear Feels Sick – K. Wilson
- A Bedtime Story – Mem Fox
- Biscuit Series – Alyssa Capucilli
- Bringing the rain to Kapiti Pain – Verna Aardema
- A Chair for my Mother – Vera Williams
- Cowgirl, Kate, and Cocoa – Erica Silverman
- Diary of a Wombat – Jackie French
- The Elves and the Shoemaker – Freya Littledale
- Edward the Emu – Sheena Knowles
- Handa's Surprise – Eileen Brown
- Sinbad Series
- Kermy and Pepper – Leslie Ellen
- Great Skate Race – Tisha Hamelton
- Junie B. Jones Has a Beep in her Pocket – Barbara Park
- A House is a House for Me – Mary Ann Hoberman
- Ibis: A True Whale Story – John Himmelman
- Jack and the Beanstalk
- Koala Lou – Mem Fox
- The Magic Hat - Mem Fox
- Poppleton Series – Cynthia Rylant
- Second Grade Friends – Miriam Cohen
- Stone Soup – Ann McGovern
- Swimmy – Leo Leonnie
- When Dinosaurs Came with Everything – Elise Broach
- Where the Wild Things Are – Maurice Sendak
- Fly Away Home – Eve Bunting
- Friends – Helme Heine
- The Hippo Ate the Teacher – Mike Thaler
- If the Dinosaurs Came Back – Bernard Most
- The Reason for a Flower – Ruth Heller

### **SHORT STORIES**

- Stellanluna – Janell Canon

- The True Story of the Three Little Pigs – Jon Scieszka
- Three Little Wolves and the Big Bad Pig – Eugene Trivizas
- Cloudy with a Chance of Meatballs – Judy Barrett
- Go to Sleep Groundhog – Judy Cox
- Adelita: A Mexican Cinderella Story
- A House for Hermit Crab – Eric Carle
- The Three Little Pigs
- The Three Little Pigs a British folktale
- The Rough Faced Girl - Rafe Martin
- Sootface – Robert D. San
- The Hat by Jan Brett
- The Mitten by Jan Brett
- That Awful Cinderella – Dr. Alvin Granowsky
- Cinderella Bigfoot – Mike Thaler
- The Korean Cinderella – Shirley Climo
- The Persian Cinderella – Shirley Climo
- The Egyptian Cinderella – Shirley Climo
- Mud Pony – Caron Lee Cohen
- Dr. Seuss – The Cat in the Hat; Green Eggs and Ham; Oh, the Places You'll Go;
- Sneetches; Horton Hears a Who; There's a Wocket in my Pocket; Did I Ever Tell You How Lucky You Are; Hooray for Diffendoofer Day; I can read with my eyes shut
- Cam Jansen and the Mystery Television Dog

### **HOOKED ON BOOKS**

- Henry and Mudge Series – Cynthia Rylant

### **POEMS READ AS PART OF THE CURRICULUM**

- Scott Foresman Vol.1 and Vol.2 (My Time to Shine; New Beginnings)
- Poetry Time with Dr. Seuss Rhyme
- All the Small Poems and Fourteen More, Valerie Worth
- Animal Poems, Valerie Worth
- Here's a Little Poem: A Very First Book of Poetry
- Poetry Builder E-book Series
- Poetry for Young People: Rudyard Kipling
- Behold the Bold Umbrellaphant and Other Poems, Jack Prelutsky
- The Big, Little Golden Book of Funny Poems
- Bees to Trees: Reading, Writing, and Reciting Poems About Nature, Susan Freese

### **DRAMA/PLAYS**

- Poppelton, Rylant, Cynthia
- Stone Soup (Taken from the textbook My Time to Shine – Foresman, Scott)

### **INFORMATIONAL TEXTS (USED IN ELA)**

- Tornadoes! Hopping, L. J.
- Abe Lincoln – The Boy who loved books – K. Winters
- Busy Beavers – Lydia Dobcovich
- At Home on the Coral Reef – Ellen Sternhell
- Next Stop Mars – Judy Nayer
- Giants Alive – Teresa Jeffries
- Living your Dream – Elaine Kule
- Get Ready for Robots – Howard Gutner
- Why do Horses Neigh – Joan Holub
- Ruby Bridges – Ruby Bridges & Grace Maccarone

### **PERFORMANCE INDICATORS**

#### **READING LITERATURE**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. DOK 1, 2 E

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. DOK 2 E

Describe how characters in a story respond to major events and challenges. DOK 2 E

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. DOK 2 E

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. DOK 2 E

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. DOK 2 E

Compare and contrast two or more versions of the same story by different authors or from different cultures. DOK 3 E

#### **READING INFORMATIONAL TEXT**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. DOK 1, 2 E

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. DOK 2 E

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. DOK 2 E

Know and use various text features to locate key facts or information in a text efficiently. DOK 1 E

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. DOK 2 E

Explain how specific images contribute to and clarify a text. DOK 2 E

Describe how reasons support specific points the author makes in a text. DOK 2 E

Compare and contrast the most important points presented by two texts on the same topic. DOK 3 E

## **READING FOUNDATIONAL SKILLS**

Know and apply phonics and word analysis skills in decoding words. DOK 1 E

Read with sufficient accuracy and fluency to support comprehension. DOK 1 E

## **WRITING**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. DOK 2, 3 E

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. DOK 2, 3 E

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. DOK 2, 3 E

Recall information from experiences or gather information from provided sources to answer a question. DOK 1, 2 E

## **SPEAKING AND LISTENING**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. DOK 1, 2

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. DOK 2

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. DOK 1, 2 E

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. DOK 1, 2

## **LANGUAGE**

Demonstrate acquisition of the conventions of standard English grammar and usage when writing or speaking. DOK 1, 2 E

Demonstrate acquisition of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. DOK 2

Demonstrate understanding of word relationships. DOK 2

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. DOK 2