

**Ark Community Charter School
ELA Curriculum Framework – Grade 2**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles?	When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold	What specific tools will be used to assess which content standard or skills standard at this grade level?
Unit 1, 2		Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	Locate and use library media resources to acquire information, with assistance	Teacher Observation
Unit 1				• Read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance	Unit Benchmark Test; Fluency and Comprehension Test; Guided Reading Observation and Fresh Reads
Unit 1, 2				• Read and understand written directions	Scott Foresman Selection Test and Unit Benchmark Assessment
Unit 2				• Locate information in a text that is needed to solve a problem, with assistance	
Unit 1, 2				• Identify main ideas and supporting details in informational texts, with assistance	Guided Reading Observation; Scott Foresman Selection Test; Scott Foresman Unit Benchmark Test

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				<ul style="list-style-type: none"> • Recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance 	
Unit 2				<ul style="list-style-type: none"> • Relate data and facts from informational texts to prior information and experience, with assistance 	
Unit 1				<ul style="list-style-type: none"> • Compare and contrast information on one topic from two different sources, with assistance 	Guided Reading Observation; Scott Foresman Benchmark
Unit 1				<ul style="list-style-type: none"> • Identify a conclusion that summarizes the main idea, with assistance 	Guided Reading Observation; Scott Foresman Selection Tests and Unit Benchmark Test
				<ul style="list-style-type: none"> • Select books to meet informational needs, with assistance 	
Unit 2				<ul style="list-style-type: none"> • Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance 	
Unit 1				<ul style="list-style-type: none"> • Use graphic organizers to record significant details from informational texts, with assistance 	Teacher Observation of Graphic Organizers
Unit 1, 2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance	Teacher Observation
Unit 1, 2				<ul style="list-style-type: none"> • Engage in purposeful oral reading in small and large groups 	Guided Reading Observations
Unit 1, 2				<ul style="list-style-type: none"> • Read print-based and electronic literary texts silently on a daily basis for enjoyment 	Teacher Observation (DEAR)
Unit 1, 2				<ul style="list-style-type: none"> • Recognize differences among the genres of 	Teacher Observation

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				stories, poems, and plays, with assistance	
Unit 1, 2				• Relate characters in literature to own lives, with assistance	Guided Reading Observation
Unit 1				• Explain the difference between fact and fiction, with assistance	Scott Foresman Selection Test; Guided Reading Observation
Unit 2				• Use previous reading and life experiences to understand literature, with assistance	Scott Foresman Selection Test; Guided Reading Observation
Unit 1, 2				• Make predictions and draw conclusions and inferences about characters, with assistance	Guided Reading Observation; Scott Foresman Selection Test
Unit 1				• Recognize the value of illustration in literary text	Guided Reading Teacher Observation
Unit 1, 2				• Use specific evidence from stories to describe characters and relate sequences of events, with assistance	Guided Reading Observations
Unit 1, 2				• Use knowledge of story structure and story elements to interpret stories, with assistance	Teacher Observation; Scott Foresman Selection Test and Unit Benchmark; Graded Reading Response Sheet
				• Use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance	
Unit 1, 2				• Summarize main ideas and supporting details from literary text, both orally and in writing, with assistance	Guided Reading Observation; Graded Reading Response Sheet
Unit 1, 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	• Evaluate the content by identifying, with assistance - the author's purpose - important and unimportant details - whether events, actions, characters, and/or setting are realistic	Guided Reading Observation; Scott Foresman Selection Test; Scott Foresman Unit Benchmark

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Unit 1				<ul style="list-style-type: none"> • Compare characters in literary works 	Guided Reading Observation; Scott Foresman Unit Benchmark
				<ul style="list-style-type: none"> • Judge the accuracy of content, with assistance from teachers and parents/caregivers 	
Unit 1, 2			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud 	Teacher Observation
				<ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the writer 	
				<ul style="list-style-type: none"> • Recognize the types of language (e.g., formal and informal vocabulary) that are appropriate to social communication 	
Writers Workshop/ Dinosaur Research paper		WRITING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Use two sources of information in writing a report 	Teacher Observation
Unit 2 Writers Workshop/ Science & Social Studies Read Alouds				<ul style="list-style-type: none"> • Take notes to record facts by following teacher directions, with assistance 	Teacher Observation Checklist/ Dinosaur Rubric
				<ul style="list-style-type: none"> • State a main idea and support it with facts, with assistance 	
				<ul style="list-style-type: none"> • Use organizational patterns, such as time/order, for expository writing 	
				<ul style="list-style-type: none"> • Connect personal experiences to new information from school subject areas, with assistance 	
Unit 1, 2				<ul style="list-style-type: none"> • Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly 	Teacher Observation; Weekly Spelling Test

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				<ul style="list-style-type: none"> • Produce clear, well-organized, short reports to demonstrate understanding of a topic 	
				<ul style="list-style-type: none"> • Support explanations with evidence from text 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance 	
Unit 1			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Develop original literary texts that - create characters, simple plot, and setting, with assistance - use rhythm and rhyme to create short poems and songs, with assistance - use descriptive language 	Writing Workshop Rubric
				<ul style="list-style-type: none"> • Write interpretive and responsive essays that - identify the title, author, and illustrator - describe literary elements, such as plot and characters, with assistance - express a personal response to literature 	
Unit 1, 2				<ul style="list-style-type: none"> • Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance 	Graded Reading Response Sheet
Unit 1, 2				<ul style="list-style-type: none"> • Create imaginative stories and personal narratives that show development and organization, with assistance 	Writing Sample with scored Rubric; Graded Graphic Organizers
				<ul style="list-style-type: none"> • Use resources such as personal experiences to stimulate own writing 	
				<ul style="list-style-type: none"> • Use a computer to create, research, and interpret literary texts 	
Unit 1				<ul style="list-style-type: none"> • Maintain a portfolio that includes imaginative writing as a method of reviewing 	Student Selected Portfolio Response Sheet

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				work with teachers and parents/caregivers	
Unit 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information 	Graphic Organizer Observation
				<ul style="list-style-type: none"> • State a main idea and provide supporting details from the text 	
				<ul style="list-style-type: none"> • Use relevant examples, such as reasons to support ideas, with assistance 	
				<ul style="list-style-type: none"> • Express opinions and make judgments that demonstrate a personal point of view, with assistance 	
Unit 2				<ul style="list-style-type: none"> • Analyze and evaluate the author’s use of plot and character in written and visual text 	
				<ul style="list-style-type: none"> • Use effective vocabulary in expository writing, with assistance 	
				<ul style="list-style-type: none"> • Use details from stories or informational texts to predict events 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers 	
Unit 1			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner 	
				<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the recipient 	
				<ul style="list-style-type: none"> • Use the tone, vocabulary, and sentence structure of informal conversation, with assistance 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers 	

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		LISTENING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Acquire information and/or understand procedures 	
				<ul style="list-style-type: none"> • Identify essential details, with assistance 	
				<ul style="list-style-type: none"> • Determine a sequence of steps given, with assistance 	
				<ul style="list-style-type: none"> • Identify main ideas and supporting details, with assistance 	
Unit 1, 2				<ul style="list-style-type: none"> • Interpret information by drawing on prior knowledge and experience, with assistance 	Teacher Observation; Guided Reading Observations
				<ul style="list-style-type: none"> • Collect information, with assistance 	
Unit 1			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message, with assistance 	Teacher Observation of Guided and Shared Reading/Read-Aloud; Scott Foresman Selection Test/Unit Benchmark
				<ul style="list-style-type: none"> • Connect literary texts to previous life experiences to enhance understanding 	
Unit 1				<ul style="list-style-type: none"> • Identify the author’s use of repetition and rhyme 	Guided Reading Observation; Teacher Observation
				<ul style="list-style-type: none"> • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance 	
			Standard 3: Students will read, write, listen, and speak for critical analysis and	<ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot 	

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			evaluation.		
				<ul style="list-style-type: none"> • Form an opinion about the message of advertisements, on the basis of the language used 	
				<ul style="list-style-type: none"> • Distinguish between fact and opinion, with assistance 	
				<ul style="list-style-type: none"> • Evaluate the speaker’s style of delivery by using criteria such as volume and tone of voice 	
Unit 1			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Respect the age, gender, social position, and culture of the speaker 	Teacher Observation
				<ul style="list-style-type: none"> • Listen to friendly notes, cards, longer letters, and narratives read aloud to get to know the writer and/or classmates and fellow listeners 	
				<ul style="list-style-type: none"> • Listen for the tone of voice and content that signal friendly communication 	
Unit 2		SPEAKING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Provide simple directions 	
				<ul style="list-style-type: none"> • Express an opinion 	
				<ul style="list-style-type: none"> • Ask questions 	
				<ul style="list-style-type: none"> • Summarize, with assistance 	
Unit 2				<ul style="list-style-type: none"> • Provide a sequence of steps 	
				<ul style="list-style-type: none"> • Describe a problem and suggest a solution 	
				<ul style="list-style-type: none"> • State a main idea with supporting examples and details,with assistance 	
Unit 1, 2				<ul style="list-style-type: none"> • Present a short oral report, using at least one source of information, such as a person, book, magazine article, television program, or 	Guided Reading Observation; Science Research Project (Rubric)

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				electronic text	
Unit 1, 2				• Use complete sentences, using age- and content-appropriate vocabulary	Teacher Observation
Unit 1, 2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	• Present original works, such as stories, poems, and plays, to classmates	Reader Theater Rubric
				• Describe characters	
Unit 1, 2				• Compare literary texts and performances to personal experiences and prior knowledge, with assistance	Graded Reader Response; Teacher Observation
				• Identify cultural and ethnic features in literary texts	
				• Ask questions to clarify literary texts and performances	
Unit 1, 2				• Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation	Teacher observation
Unit 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	• Explain the reasons for a character's actions, considering the situation	
				• Express an opinion or judgment about a character and plot in a variety of works, with assistance	
				• Discuss the impact of illustrations and titles in evaluating ideas, information, and experiences	
				• Use personal experience and knowledge to analyze new ideas	
				• Role-play to communicate an interpretation of real or imaginary people or events	

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Unit 1				<ul style="list-style-type: none"> • Ask and respond to questions 	Teacher Observation
				<ul style="list-style-type: none"> • Speak with appropriate rate and volume for the audience 	
				<ul style="list-style-type: none"> • Take turns speaking in a group 	
Unit 2			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener when speaking 	
				<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or small group, in order to get to know the writer and each other 	
				<ul style="list-style-type: none"> • Avoid interrupting in social conversation 	