

**Willington Public Schools  
Grade 2  
End of Trimester 1  
Language Arts Expectations**

<p style="text-align: center;"><b>Reading Literature</b></p>	<p><b><u>Reads literature using key ideas and details</u></b></p> <ul style="list-style-type: none"> <li>● Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>● Describe how characters in a story respond to major events and challenges.</li> </ul> <p><b><u>Reads literature using craft and structure</u></b></p> <ul style="list-style-type: none"> <li>● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul> <p><b><u>Reads literature integrating knowledge and ideas</u></b></p> <ul style="list-style-type: none"> <li>● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul> <p><b><u>Range of reading and level of text complexity</u></b></p> <ul style="list-style-type: none"> <li>● By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>
<p style="text-align: center;"><b>Reading Foundational Skills</b></p>	<p><b><u>Demonstrates foundational skills by applying phonics &amp; word recognition</u></b></p> <ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ Identify words with inconsistent but common spelling-sound correspondences.</li> <li>○ Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> </ul> <p><b><u>Demonstrates foundational skills with sufficient accuracy and fluency in grade level text</u></b></p> <ul style="list-style-type: none"> <li>● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>

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<b>Writing</b>	<p><b><u>Uses text types for various purposes to compose a written piece</u></b></p> <ul style="list-style-type: none"><li>● 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.</li></ul> <p><b><u>Produces and shares writing pieces through a variety of tools</u></b></p> <ul style="list-style-type: none"><li>● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li><li>● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li></ul>
<b>Speaking and Listening</b>	<p><b><u>Uses speaking and listening skills to comprehend and collaborate with others</u></b></p> <ul style="list-style-type: none"><li>● Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.<ul style="list-style-type: none"><li>○ Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>○ Build on others' talk in conversations by linking their comments to the remarks of others.</li><li>○ Ask for clarification and further explanation as needed about the topics and texts under discussion.</li></ul></li><li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li><li>● 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.</li></ul> <p><b><u>Uses speaking and listening skills to present knowledge and ideas</u></b></p> <ul style="list-style-type: none"><li>● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li><li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li></ul>

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<b>Language</b>	<p><b><u>Demonstrates understanding of conventions of standard English grammar when writing and speaking</u></b></p> <ul style="list-style-type: none"><li>o Capitalize holidays, days of the week, months of the year, names, places and the word “I”.</li><li>o Use commas in greetings and closings of letters.</li><li>o Use an apostrophe to form contractions and frequently occurring possessives.</li></ul> <p><b><u>Acquire and use grade-appropriate vocabulary and phrases</u></b></p> <ul style="list-style-type: none"><li>● 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.<ul style="list-style-type: none"><li>o Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>o Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li></ul></li><li>● Demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none"><li>o Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li><li>o Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li></ul></li><li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</li></ul>
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