

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

<p>Reading Literature</p>	<p><u>Reads literature using key ideas and details</u></p> <ul style="list-style-type: none"> ● 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. ● Describe how characters in a story respond to major events and challenges. <p><u>Reads literature using craft and structure</u></p> <ul style="list-style-type: none"> ● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <p><u>Reads literature integrating knowledge and ideas</u></p> <ul style="list-style-type: none"> ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p><u>Range of reading and level of text complexity</u></p> <ul style="list-style-type: none"> ● 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.
<p>Reading Informational Text</p>	<p><u>Reads informational text using key ideas and details</u></p> <ul style="list-style-type: none"> ● 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. ● Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. ● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <p><u>Reads informational text using craft and structure</u></p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <p><u>Reads informational text integrating knowledge and ideas</u></p> <ul style="list-style-type: none"> ● Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

<p>Reading Informational Text continued</p>	<ul style="list-style-type: none"> ● Describe how reasons support specific points the author makes in a text. ● Compare and contrast the most important points presented by two texts on the same topic. <p><u>Range of reading and level of text complexity</u></p> <ul style="list-style-type: none"> ● By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<p>Reading Foundational Skills</p>	<p><u>Demonstrates foundational skills by applying phonics & word recognition</u></p> <ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one-syllable words. ○ Decode words with common prefixes and suffixes. <p><u>Demonstrates foundational skills with sufficient accuracy and fluency in grade level text</u></p> <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read grade-level text with purpose and understanding. ○ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>Writing</p>	<p><u>Uses text types for various purposes to compose a written piece</u></p> <ul style="list-style-type: none"> ● Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● 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. <p><u>Produces and shares writing pieces through a variety of tools</u></p> <ul style="list-style-type: none"> ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <p><u>Collects research to build & present knowledge through various pieces</u></p> <ul style="list-style-type: none"> ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

<p>Writing continued</p>	<ul style="list-style-type: none"> ● Recall information from experiences or gather information from provided sources to answer a question.
<p>Speaking and Listening</p>	<p><u>Uses speaking and listening skills to comprehend and collaborate with others</u></p> <ul style="list-style-type: none"> ● 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"> ○ 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). ○ Build on others' talk in conversations by linking their comments to the remarks of others. ○ Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● 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. <p><u>Uses speaking and listening skills to present knowledge and ideas</u></p> <ul style="list-style-type: none"> ● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p>Language</p>	<p><u>Demonstrates understanding of conventions of standard English grammar when writing and speaking</u></p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Use collective nouns (e.g., <i>group</i>). ○ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). ○ Use reflexive pronouns (e.g., <i>myself, ourselves</i>). ○ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). ○ Use adjectives and adverbs, and choose between them depending on what is to be modified. ○ Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Capitalize holidays, product names, and geographic names. ○ Use commas in greetings and closings of letters.

**Language
continued**

- o Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Acquire and use grade-appropriate vocabulary and phrases

- 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.
 - o Use sentence-level context as a clue to the meaning of a word or phrase.
 - o Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - o Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - o Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - o Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - o Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- 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., *When other kids are happy that makes me happy*).