

## 2<sup>ND</sup> GRADE SPEAKING AND LISTENING STANDARDS BREAKDOWN

**Anchor Standard/ Domain Name:** Speaking & Listening

Comprehension and Collaboration SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

**Standard Text:**

**SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- a) **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).**
- b) **Participate in conversations by linking their comments to the remarks of others.**
- c) **Ask for clarification and further explanation as needed about the topics and texts under discussion.**

**Students who can demonstrate understanding can:**

- take turns speaking with others.
- respectfully gain the floor to speak.
- actively listen to others.
- respond to a teacher or peer in conversation about grade level text or topics.
- connect to another's response in conversation, building appropriately.

**Vertical Alignment to Previous Grades:**

SL.K.1, SL.1.1

**Vertical Alignment to Future Grades:**

SL.3.1, SL.4.1

**Clarification Statement:**

Students discuss grade-level appropriate topics and texts with different peers and adults in small group and whole class settings.

- Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion.
- Students add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment.
- Students ask questions to clarify any confusing areas or to gain further information.

	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>clarify</b> – explain one’s meaning</li> <li>• <b>discussion or discuss</b>-to speak with a partner or a group about a specific topic</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Standard Text:</b></p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• retell or summarize important details from a text they have listened to, received through other methods of oral comprehension, or from different forms of multimedia.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.2, SL.1.2</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.2, SL.4.2</p>	<p><b>Clarification Statement:</b></p> <p>Students tell about or explain the important details and ideas in a text that is read aloud to them or from information presented in various ways.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>key ideas</b> – most important thoughts addressed in a text or discussion</li> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	

<p><b>Standard Text:</b></p> <p>SL.2.3 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>ask questions using words like who, what, where, when, why and how in order to get clarification on questions they may have.</li> <li>answer questions in order to explain their meaning, thinking, or understanding of what is being asked.</li> <li>gather information using important details or facts.</li> <li>deepen their understanding and knowledge of a topic or idea.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.3, SL.1.3</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.3, SL.4.3</p>	<p><b>Clarification Statement:</b></p> <p>Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker's presentation.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li><b>presentation</b> – giving information to others in a formal way</li> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Standard Text:</b></p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>retell a story or experience using descriptive details and important facts.</li> <li>speak clearly and use appropriate voice levels for all to hear.</li> <li>speak using complete sentences that follow a clear order or sequence.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.4, SL.1.4</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.4, SL.4.4</p>	<p><b>Clarification Statement:</b></p> <p>Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>• <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>Standard Text:</b></p> <p>SL.2.5 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use technology (computer, iPad, tape recorder, etc.) to create audio recordings of a story or poem.</li> <li>• add drawings, or other visual displays (diagrams, posters, magazine clippings, dioramas, etc.) to clarify/enhance their ideas, thoughts, or feelings.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.5, SL.1.5</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.5, SL.4.5</p>	<p><b>Clarification Statement:</b></p> <p>Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should help clarify ideas, thoughts, or feelings.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English, when indicated or appropriate.</p>	
<p><b>Standard Text:</b></p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• speak in complete sentences.</li> <li>• respond to questions with responses that align to the topic.</li> <li>• provide additional detail or clarification when asked.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.6, SL.1.6</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.6, SL.4.6</p>	<p><b>Clarification Statement:</b></p> <p>Students participate in classroom discussions using important facts and vivid details. Teacher asks follow-up questions, and students respond with relevant details or clarifications.</p>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> Grade 2 students will describe events related to the students' experiences, nations, and cultures.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• events having to do with the students' nations, and cultures</li> <li>• Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>1.a</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students should speak and listen to others about events related to their experiences, nations, and cultures</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p>

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|  | <ul style="list-style-type: none"><li>• <b><u>culture</u></b>- the customs, arts, social institutions, and achievements of a particular nation, people, or other social group</li><li>• <b><u>nation</u></b>- a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience</li></ul> |
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