



Grade 2

Speaking and Listening Achievement Standards

These standards, curriculum documents, and descriptors in K – 2 “Look Fors” provide guidance to support the development of speaking and listening skills in K - 2. Oral language learning requires instruction and adequate opportunities for communication development and practice. Often this will be integrated with reading, viewing, writing, and representing, and across content areas. The following guidelines support the development of oral language skills:

- Instructional time reflects that Speaking and Listening outcomes are 30% of English Language Arts
- Time is planned throughout each day for children to talk, question, and think through their understandings (Aim for: 80% student talk, 20% adult talk)
- Expectations for sustained listening reflect 1 minute/year of age

Notes: Language norms differ from community to community and how individuals address others, wait in conversation, or interrupt, are culturally dependent. It is important to value language variation while supporting children to meet the speaking and listening standards by the end of Grade 2. These standards apply to all modes of communication (e.g., voice, basic and digital technologies, gestures, and sign).

Strategies and Behaviours

Speaking

Speaker **thinks** what to say:

- activates memory by recalling topic (information gathered from personal experiences, imaginative play, listening, reading, viewing, and hands-on learning)
- retrieves and organizes details through personal connections
- considers needs and interests of listener; determines listener familiarity with the subject and if topic is appropriate for listener

Speaker **decides** how to say it:

- considers context (i.e., formal vs. informal)
- accesses language specific to topic and audience
- matches appropriate nonverbal cues (i.e., gestures, facial expressions) for communication

Speaker **says** the message:

- uses appropriate and varied words (a growing vocabulary)
- uses grammatically correct sentences appropriate to context
- varies sentence forms and complexity (e.g., simple, and complex statements, asks questions, and expresses emotions)
- adjusts pace, volume, and tone, as the situation demands

Listening

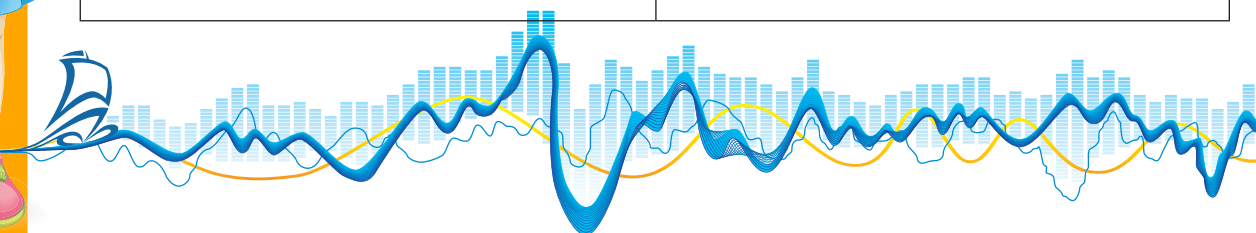
Listener **attends to** and **processes** what is being communicated:

- discriminates sounds (e.g., pitch, sequence, location, source of sound)
- recognizes individual sounds, syllables, and words
- uses: sequence, quantity, number, and size, time and spatial prepositions
- interprets and responds to language and tone of speaker (e.g., nod, laugh, speak, remain silent)
- uses context clues and body language (e.g., facial expressions, gestures) to understand unfamiliar vocabulary
- recognizes when meaning is lost and signals confusion (e.g., asks questions, gestures, uses visual cues)

Interacting

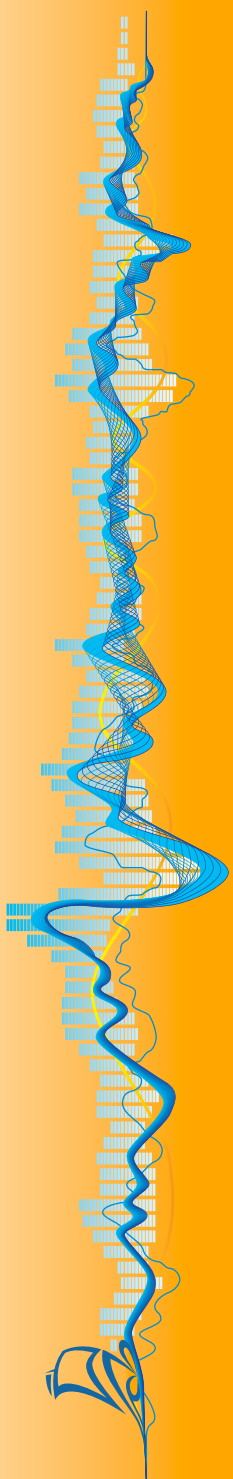
Speaker/listener:

- balances self and other: takes turns; stays on the topic; monitors and shifts or extends topic; asks questions
- is sensitive to the feelings of others
- interrupts using appropriate social conventions
- uses language imaginatively/playfully
- uses language to solve problems





Grade 2



Content Vocabulary and concepts

Speaker/listener

- uses descriptive words/symbols/signs
- uses sequence (e.g., beginning, middle, end), time words (e.g., before and after, first, next, last, serial order), quantity, number, and size words (e.g., more, wee, three) and spatial prepositions (e.g., behind, beside, between) with everyday events and simple texts they have read/viewed
- talks about uses of objects (e.g., a pen writes) and makes associations between words (e.g. pens and pencils are to write with)
- categorizes words within larger concepts and explains relationships (e.g., pens, crayons, pencils are school supplies)
- follows multi-step directions
- synthesizes the overall idea of a message

Content Prompts

- What does it _____ (look like? Sound? Taste? Feel like? Smell like?)
- Tell me more about... (Who went there? Where was it? Was it behind _____? What time was it? What happened first, next...?)
- Tell me how _____ (you brush your teeth, make a cheese sandwich, build a snowman, a sandcastle)?
- Describe where is _____.
- Tell us about your object: What do you do with it? What do you use it for? Who uses it?
- How are these things similar? Different?
- Repeat the first three steps to do/for _____? What would help you remember the steps?
- Explain to your partner how to _____?
- What message did you get? What did the speaker want you to know? What clues helped you understand?

Form Grammar and sentence structure

Speaker/listener

- uses pronouns (subjective: I, you, he/she; possessive: yours, mine; and objective: his, her)
- uses past, present, and future verb tense of common verbs
- uses statements, negatives, and questions
- uses complete sentences (compound and complex) to convey full thoughts
- organizes ideas and connects events/information in a logical sequence (i.e., identifies the main message and supports with key details)

Form Prompts

- Was it a boy or a girl? Whose book was it?
- Tell me about yesterday? Today? Tomorrow?
- Turn that statement into a question. Turn that question into a statement.
- Tell me more. Tell us in a sentence? You could start with...
- Add a detail/phrase to help us picture/understand it better?
- What is the most important thing you want to say? What do you want us to know about what happened?

“reading and writing float on a sea of talk”

James Britton



Grade 2

Use Social conventions of language

Speaker/listener

- communicates needs and wants, shares ideas, expresses opinions, and introduces topics
- shows awareness of audience, able to rephrase (i.e., recognize gaps in understanding and adjusts to ensure listener understanding)
- uses conventions of conversation (i.e., topic maintenance: ask questions, seek clarification, make predictions, express interest, comment; topic shift, turn taking: initiation, termination and balance comments and questions) in small and large groups
- respects ideas of others and tries to understand what is meant
- adjusts volume and tone according to situation and audience
- engages in imaginative scenarios and real topics; acknowledges the difference between imagination and reality

Use Prompts

- If you don't like _____, how do you explain it? To your friend? The principal? Your family?
- If you are _____ (embarrassed, angry, excited) how do you express this?
- Who is around you? How might your words make them feel? Can you say it another way?
- How do you share your idea?
- How do you know when to listen? When to respond?
- How would you tell your friend you are _____ (grateful for his help when you are sad? Your mom, if you are annoyed that she...?)
- How do you ask for help?
- How can you tell if you are talking too loudly? Too fast? Too softly? What do you do?
- Is that a real event that happened or is that a story from your imagination?

Phonological Awareness Word and sound play

Speaker/listener

Phonological Awareness

- identifies and produces rhyme
- segments sentences into words and compound words into component words
- segments words into syllables, onset rime, and sounds
- deletes and substitutes sounds and syllables (beginning, middle, ending)
- blends sounds, onset rime, syllables, and words to make compound words

Phonological Awareness Prompts

- What rhymes with hire?
- What words do you hear in strawberry? (straw - berry)
- What are the sounds you hear in (crash: /k/ /r/ /a/ /sh/)?
- Say the word winter, now say it without /t/.
- Tell me what word this makes: pi-an-o?
- Tell me what word these sounds make: /p/ /i/ /n/ /k/.

General Prompts

- Synthesis: arrange/sort..., retell..., tell...
- Evaluative: compare/contrast..., choose..., describe..., explain..., predict..., select..., support...





Oral Language Functions

The following is a framework of cues and behaviours recognized as conventional and important for language development for a variety of purposes and contexts.

Function	Purpose	Contexts	Features
Instrumental	To communicate wants, preferences, choices, to satisfy needs	<ul style="list-style-type: none"> Ask for an object(s) Ask for help Ask for information/ clarification Participate in role play 	<ul style="list-style-type: none"> Make specific requests and use "I messages" (ex. I want a blue crayon) Use questions to convey wants and needs (ex. Can you get a blue crayon for me?) May use politeness markers (please, thank you)
Mediate/ Regulate	To control or instruct self and others	<ul style="list-style-type: none"> Self-talk Make rules Gather directions Convince 	<ul style="list-style-type: none"> Use declarative and imperative statements (factual and command statements) Provide reasons Provide details and sequence Use intonation to denote urgency
Maintain Relationships	To interact and plan, develop, or maintain play or group activity	<ul style="list-style-type: none"> Participate in interactive play Participate in discussions Show interest in others 	<ul style="list-style-type: none"> Negotiate, compromise, and share Use respectful and appropriate tone, volume, gestures, and body language Listen attentively
Personal	Express thoughts, feelings, and opinions	<ul style="list-style-type: none"> Participate in: <ul style="list-style-type: none"> One-to-one conversations Small and large group discussions Casual conversations 	<ul style="list-style-type: none"> May use politeness markers (please, thank you) Use informal language Use local expressions and experienced-based examples Sustain conversation Adjust voice volume according to situations
Explore (Heuristic)	To find things out, wonder or hypothesize	<ul style="list-style-type: none"> Brainstorming Think/talk ideas through Gather information Inquire/discover 	<ul style="list-style-type: none"> Use think time Feel safe to create and share Ask questions (e.g., why?) Make predictions
Represent	To explain or describe (e.g., convey a message, tell about the real world)	<ul style="list-style-type: none"> Present informally in sharing situations Describe or discuss an experience 	<ul style="list-style-type: none"> Use details (tell who, what, where, when, why and how and common adjectives) Use a sequence
Imagine	To create, explore, and entertain	<ul style="list-style-type: none"> Tell stories, jokes, and riddles Make songs, rhymes, poems, and games Play with words and be nonsensical Participate in role play 	<ul style="list-style-type: none"> Be creative Wonder Invent Use props

Examples of Formal Contexts	Examples of Informal Contexts
Role Play (demonstrations) Talking Stick/ Circle Time Guest Speakers Author's Chair/ Poetry Reading/ Story Telling Choral Reading/ Reader's Theatre Book Talks Oral Presentations	Play (interactive, imaginative) Group work Discovery activities/ experiments Brainstorming Transition times Elbow buddies/ Think-Pair-Share

