

# Speaking and Listening Standards

# Grades K – 2

Kindergarten	Grade 1	Grade 2
<p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ol>	<p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> </li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>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.</li> </ol>
<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol>	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.).</li> </ol>	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>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.</li> <li>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</li> </ol>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>• The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></li> <li>• <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i></li> </ul>		