

**Listening and Speaking  
Grade 2**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> <li>▪Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>▪Determines the purpose of listening to a message and responds appropriately to obtain information, solve problems, enjoy a story, or various other purposes/applications. <i>Comprehension 1.1</i></li> <li>▪Paraphrases comments made by others, and asks for clarification or explanation as needed to enhance understanding during daily academic conversations. <i>Comprehension 1.2, 1.3</i></li> <li>▪Follows, plans and gives classroom directions/routines. <i>Comprehension 1.4</i></li> <li>▪Organizes presentations for delivery with a clear focus and supportive facts/details. <i>Organization/Delivery 1.5, 1.9</i></li> <li>▪Logically recounts stories and experiences and articulates the impact of characters, setting and plot. <i>Organization/Delivery 1.7, 1.8</i></li> </ul>	<ul style="list-style-type: none"> <li>▪May confuse the purpose of a spoken messages or read-aloud text (i.e., fictitious, factual, explanatory).</li> <li>▪May be hesitant to speak during whole class, small group or partner discussions. May give formulaic responses rather than engaging in authentic conversation and problem-solving.</li> <li>▪May require multiple repetitions, extended time, and additional visual supports to negotiate classroom routines.</li> <li>▪May present information as random facts.</li> <li>▪May omit important information in recounting stories or experiences. May be limited to a simple sequential retell.</li> </ul>	<ul style="list-style-type: none"> <li>▪Does not speak in class.</li> <li>▪Does not attend to speaker.</li> </ul>
<i>Applications</i>	<ul style="list-style-type: none"> <li>▪Demonstrates applications of a proficient listener and speaker and self-initiates unique, authentic applications.</li> </ul>	<ul style="list-style-type: none"> <li>▪Logically recounts experiences and presents stories. <i>Applications 2.1a</i></li> <li>▪Describes/discusses/analyzes character(s) within a story in a way that shows understanding of the story and the role of the character(s). <i>Applications 2.1b</i></li> <li>▪Describes setting(s) and plot(s) within stories in a way that shows relevance of setting(s) to plot(s) in grade level texts. <i>Applications 2.1b</i></li> <li>▪Reports on a topic with facts and details drawn from several sources of information. <i>Applications 2.2</i></li> </ul>	<ul style="list-style-type: none"> <li>▪May tell part of an experience or story with insufficient information for the listener to understand.</li> <li>▪May identify character(s) or give a literal retell of a character's actions/words with insufficient understanding or interpretation of the character.</li> <li>▪May identify setting without recognizing relevant connections to the plot. May not recognize complexities of plots/sub-plots in grade-level texts.</li> <li>▪May report from a single source representing a limited perspective about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>▪Does not participate in classroom discussions.</li> <li>▪Does not deliver oral reports.</li> </ul>
<i>Conventions</i>	<ul style="list-style-type: none"> <li>▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▪Uses appropriate pragmatic features of discourse (i.e., pacing, volume, gestures, expression, etc.) <i>Organization/Delivery 1.6</i></li> <li>▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i></li> </ul>	<ul style="list-style-type: none"> <li>▪Confusions with standard English conventions interfere with understanding.</li> <li>▪Speech/language may be difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>▪Does not use English language conventions.</li> </ul>