



Resources for the Illinois Speaking and Listening Standards in 2nd Grade



The speaking and listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

Standard #1: Tips and Resources

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.

SL.2.1.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).

SL.2.1.b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c – Ask for clarification and further explanation as needed about the topics and texts under discussion.

ISBE Collaboration Kit

Collaborative Technique Cards – 29 Classroom Activities

- Discussion Guide with Sentence Stems
- Role Identifiers for Classroom Grouping Ideas
- Student Sorting Sticks



<http://www.ilclassroomsinaction.org/classroom-collaboration.html>

Strategy Guide for Think-Pair-Share

In this strategy guide, teachers will learn how to organize students' and classroom topics to encourage a high degree of classroom participation and assist students in developing a conceptual understanding of a topic through the use of the Think-Pair-Share technique.



<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#strategy-practice>

Standard #2: Tips and Resources

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Strategies: Read-Alouds to Build Listening Comprehension



Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. ***This is best done through frequent read-alouds.***



Children's ability to understand what they hear far outpaces their ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding.

Lesson Plans



10 Read-Aloud Lesson Plans are provided for 2nd Grade Teachers. Each lesson provides multiple opportunities for students to recount or describe key ideas/details.

<http://www.readworks.org/lessons/comprehension/2>

Strategy Guide: Teacher Read-Aloud That Models Reading for Deep Understanding



Teacher read-alouds demonstrate the power of stories. By showing students the ways that involvement with text engages us, we give them energy for learning how reading works.

<http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html>

Standard #3: Tips and Resources

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/issue.

Strategy: Questioning the Author

Questioning the author is a strategy that engages students actively with a text. This can easily be adapted to a **Questioning the Speaker** strategy. Click on the Reading Rockets link to access details.

http://www.readingrockets.org/strategies/question_the_author

Classroom Activities

Conversation Station - Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. Provide question starters so students have a prompt to use if needed.

Question Toss - Teach children to answer a question while staying active with “question toss”. Ask a question then throw the ball or wadded up paper to a student. The student answers the question then asks a related follow-up question. The student throws the ball/wad to another student and follows the same procedure. This continues until someone is unable to think of an answer, a question, or an on-topic response to a question.

Strategy: Question Starters

Click the following link for questions starters from *Tulare County Office of Education*, that are standards aligned.

http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_2.pdf



Standard #4: Tips and Resources

SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Lesson Plans

Fanciful Story Hats

Help students identify the key elements of a story and then allow them to create a colorful story hat to demonstrate their learning. Summarize and retell a story orally to a friend, using the story hat as a prop.



<http://www.scholastic.com/browse/lessonplan.jsp?id=1567>

Science Lesson Plan: Water

This lesson serves as an introduction to a water unit. The featured nonfiction text, *A Cool Drink of Water*, portrays people around the world gathering, storing, and drinking water. Within the lesson, students have an opportunity to recount an experience.

<http://commoncore.scholastic.com/resources/science-lesson-plan-water-grades-2-3>

Map It Out

Students will explore picture books (without words) and discuss the specific elements of the illustrations that "tell" the story. They will learn to "read" illustrations as they look at the ways in which pictures reveal information about the characters, setting, and plot of a story.



http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Map_it_Out.aspx

Classroom Instructional Routines

Florida Center for Reading Research provides examples of instructional routines that promote 2nd Grade students' abilities to sequence events in text, an important skill in retelling. Click the link to access the instructional routine.



http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_2SOE.pdf

Standard #5: Tips and Resources

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.

Lesson Plan

Weather: A Journey in Nonfiction

After completing research, groups of students create an illustration to reflect a topic. The student then publishes the research in a print or digital format.

<http://www.readwritethink.org/classroom-resources/lesson-plans/weather-journey-nonfiction-219.html>

Resources

Storybird

Storybird allows students to make visual stories in seconds. Using artwork from illustrators and animators around the world writers of any age can turn those images into fresh stories. <http://storybird.com/>



Giggle Poetry

This site provides students with funny poems, summaries, suggestions for presentation, props, and delivery tips.

<http://www.gigglepoetry.com/poetrytheater.aspx>



Best Free Children's eBooks Online

This website hosts a large listing of stories that can be read online and audio books for listening. Students can use these stories for examples of recordings as well as in exercises that will require them to add drawings to clarify ideas.

<http://www.techsupportalert.com/best-free-childrens-ebooks-online.htm>



Standard #6: Tips and Resources

SL.2.6

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 for specific expectations.)

Language Standards

L.2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.A - Use collective nouns (e.g., *group*).

L.2.1.B - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.1.C - Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.1.D - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.E - Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.A - Compare formal and informal uses of English

Lesson Plan

Weather: A Journey in Nonfiction

This lesson plan is designed for primary students to engage in nonfiction text. Students construct sentences that are then combined with others in their topic group to form a "report" (paragraph length). Emphasize the language standards listed above.

<http://www.readwritethink.org/classroom-resources/lesson-plans/weather-journey-nonfiction-219.html>



Classroom Evidence of Speaking and Listening in 2nd Grade

Comprehension and Collaboration (Standards #1-#3)

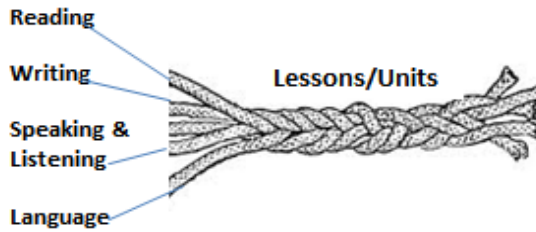
- Students demonstrate how to have good conversations with friends and teachers. (SL.2.1)
- Students listen, wait to take turns and are respectful when having conversations. (SL.2.1)
- Students make conversations better by making connections between others' comments. (SL.2.1)
- Students ask questions during conversations to help understand what is being shared. (SL.2.1)
- Students talk about the important ideas and details after listening to someone read or speak. (SL.2.2)
- Students ask and answer questions about what a speaker says to help understand the information better. (SL.2.3)

Presentation of Knowledge and Ideas (Standards #4-#6)

- Students tell or share a story with important details to help others understand. (SL.2.4)
- Students speak loudly, clearly and in complete sentences when telling or sharing a story. (SL.2.4)
- Students make a recording of a story or poem. (SL.2.5)
- Students use drawings or other ways to help others understand better. (SL.2.5)
- Students speak and share ideas in complete sentences when someone asks a question. (SL.2.6)



Connecting Speaking & Listening to the Other ELA Strands



Although reading, writing, and speaking and listening are articulated separately in the standards, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

“Must Haves” for Lessons



1. Focus each lesson on a high-quality text (or multiple texts).



2. Employ questions and tasks, both oral and written that are text specific and reflect the standards.



3. Provide all students with opportunities to engage in the work of the lesson.

Additional Resources

Second Grade Speaking and Listening Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/SL/2/>

Speaking and Listening Appendix A – pg.26-27

http://www.corestandards.org/assets/Appendix_A.pdf

Second Grade Language Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/L/2/>

Language Standards Appendix A – pg. 28-31

http://www.corestandards.org/assets/Appendix_A.pdf

Sparklebox Website: Speaking and Listening Teaching Resources - All resources on this site are free and downloadable.

<http://www.sparklebox.co.uk/literacy/other/speaking-and-listening.html#.Vv1FMvkrK02>

Rhode Island's Speaking and Listening Module

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx#13552-educators>

Notes