

2nd Grade Literacy

SL.2.1 – Speaking and Listening

Vertical Progression:

Kindergarten	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>listening to others and taking turns speaking about the topics and texts under discussion</i>). b. Continue a conversation through multiple exchanges.
1st grade	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>listening to others and taking turns speaking about the topics and texts under discussion</i>). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and the texts under discussion.
2nd grade	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and the texts under discussion.
3rd grade	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). c. Ask questions to check for understanding or information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

Students will demonstrate command of the Standard by:

- Taking turns speaking about the topics and texts under discussion
- Discussing ideas and working with others to create new thinking
- Increasing vocabulary usage in social and academic conversations in a growing range of topics, texts, and ideas
- Articulating their own ideas

- Listening and responding to others with care
- Agreeing or disagreeing respectfully with others
- Building on what others have said to effectively participate in a conversation
- Using textual evidence to support an idea they have about a text, topic or idea
- Asking questions to clear up any confusion

Vocabulary:

- Ask for clarification
- Conversation
- Discussion
- Examples
- Explanation
- Expressing own ideas
- Linking comments
- Listening
- Rules for discussions
- Speaking
- Text
- Topic

Discussion Questions/Sentence Stems:

Agreement

- “I agree with ____ because ____.”
- “I like what ____ said because ____.”
- “I agree with ____; but on the other hand, ____.”
- “Why do you agree with ____?”

Disagreement

- “I disagree with ____ because ____.”
- “I’m not sure I agree with what ____ said because ____.”
- “I can see that ____; however, I disagree with (or can’t see) ____.”
- “Why do you disagree with ____?”

Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said _____. Could you say more about that?”
- “Why do you think that?”
- “What’s your evidence?”
- “How does that support our work at _____?”

Confirmation

- “I think ____.”
- “I believe ____.”

Confusion

- “I don’t understand ____.”
- “I am confused about ____.”

Extension

SL.2.1 – Speaking and Listening

- “I was thinking about what _____ said, and I was wondering what if _____.”
- “This makes me think _____.”
- “I want to know more about _____.”
- “Now I am wondering _____.”
- “Can you tell me more about _____?”
- “Can you tell me more about what _____ is thinking?”

Review

- “I want to go back to what _____ said.”
- “How did your understanding of the topic deepen?”
- “What key ideas did you learn?”

*Adapted from Institute for Learning: http://ifl.pitt.edu/index.php/educator_resources/accountable_talk

Additional Questions:

- What do you do so you can really understand your classmates’ comments?
- What do you do before you share your ideas?
- Does what you have to say relate to the text or topic the class is discussing?
- What can you do when you do not understand?
- Why do you think I asked you this question?

Sample Instructional Strategies

- 1) Create a specific plan for introducing students to habits of discussions. Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.
- 2) Create opportunities by discussing books, artifacts, and experiences that relate to content area topics the class is studying. Model the discussion competencies you expect students to demonstrate.
- 3) Encourage students to respond to other students’ comments before they offer any new comments of their own.
- 4) Use various strategies (i.e. Stop and Jot, Turn and Talk, Fishbowl Discussions, Socratic Seminar, etc.) that require students work with different people in various contexts to solve problems, develop ideas, or improve each other’s work.
- 5) Help students explore complex issues and engage in discussions by asking open-ended text-dependent questions.
- 6) Provide students with sentence stems to respond to a comment or to clear up confusion such as “I agree with what _____ said about _____, but disagree that _____.”
- 7) Use rubrics and checklists to show what success looks like in a discussion and have students reflect and analyze on how effectively they participated in the discussion. (Examples provided below.)
- 8) Use the rubric for ongoing progress monitoring and provide students with individual feedback for improvement.

Collaborative Discussion Rubric - Assessed Standard(s): SL.2.1/SL.2.3

Comprehension and Collaboration

	2-Point Participation	1-Point Participation	0-Point Participation
Collaboration SL.2.1.a	Student collaborates well with peers to promote discussions, often following agreed-upon rules for discussions.	Student collaborates with peers, occasionally following agreed-upon rules for discussions.	Student does not collaborate with peers, rarely following agreed-upon rules for discussions.
Response to Others SL.2.1.b /SL.2.3	Student responds well to others by often engaging in the following: builds on others' talk by linking their comments to the comments of others; asks and answers questions about what a speaker says in order to clarify or deepen understanding.	Student responds to others, occasionally engaging in the following: builds on others' talk by linking their comments to the comments of others; asks and answers questions about what a speaker says in order to clarify or deepen understanding.	Student does not respond to others, rarely engaging in the following: builds on others' talk by linking their comments to the comments of others; asks and answers questions about what a speaker says in order to clarify or deepen understanding.
Response to Evidence SL.2.1c	Student responds thoughtfully to evidence by often engaging in the following: asks for clarification and further explanation, as needed, about the topics and texts being discussed.	Student responds occasionally to evidence by engaging in the following: asks for clarification and further explanation, as needed, about the topics and texts being discussed.	Student does not respond to evidence, rarely engaging in the following: asks for clarification and further explanation, as needed, about the topics and texts being discussed.

Speaking and Listening Checklist
Assessed Standard: SL.2.1/SL.2.3

Comprehension and Collaboration in Discussion

Collaboration	Did I follow the rules for discussion?	<input type="checkbox"/>
Response to Others	Did I build on others’ talk by linking my comments to their comments?	<input type="checkbox"/>
	Did I ask and answer questions about what the speaker said?	<input type="checkbox"/>
	Did I gather additional information to deepen my understanding of the topic?	<input type="checkbox"/>
Response to Evidence	Did I ask for clarification and further explanation, as needed, about the topics and texts being discussed?	<input type="checkbox"/>