

PK-2: Respectful - Caring enough to consider how words and actions impact others. Treating others how you want to be treated.
Key Vocabulary: Respectful, impact, interrupting, actions, personal space, boundaries, participating, redirect/prompt, respectful language, gesture, intentional

GOLD or Speaking & Listening Standards:	GOLD 10b GOLD 8b GOLD 3a	SL.K.1 SL.K.2 SL.K.3 SL.K.6	SL.1.1 SL.1.4	SL.2.1 SL.2.4 SL.2.6
	<u>Preschool</u>	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>
Exceptional (4)	<p>Consistently:</p> <ul style="list-style-type: none"> * Participates in class discussions and activities without interrupting others. (GOLD 10b) * Follows 2-step directions from teachers or peers with no prompting/redirection. * Demonstrates awareness of personal space boundaries but may unintentionally invade others' space. * Uses school and others' property for its intended purpose with modeling. * Uses respectful language and gestures in interactions with others. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Participates in class discussions and activities without interrupting others. * Follows at least 3-step directions from teachers or peers with no prompting. * Demonstrates understanding of others' personal space and usually respects personal space boundaries. * Uses school and others' property for its intended purpose with no prompting/redirection. * Uses respectful language and gestures in interactions with others. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Listens without interrupting during discussions or activities. * Follows 4-step directions from teachers or peers with no prompting. * Demonstrates understanding and respect for personal space boundaries. * Uses school and others' property for its intended purpose and asks clarifying questions to expand understanding. * Uses respectful language and gestures, serving as a positive role model for peers. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> * Listens without interrupting during discussions or activities. * Follows at least 5-step directions from teachers or peers. * Demonstrates understanding and respect for personal space boundaries. * Uses school and others' property for its intended purpose and asks clarifying questions to expand understanding. * Uses respectful language and gestures, serving as a positive role model for peers.
Proficient (3)	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates self-correction when interrupting others during discussions or activities. * Follows 1-2 step directions from teachers or peers with 1-2 prompts/redirections. * Demonstrates awareness of personal space but occasionally gets too close to others. * Demonstrates awareness of school and others' property with prompting and support. * Uses respectful language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates self-correction when interrupting others during discussions or activities. * Follows at least 3-step directions from teachers or peers with 1-2 prompts/redirections. * Demonstrates awareness of personal space boundaries but may unintentionally invade others' space. * Demonstrates awareness of school and others' property but may need 1-2 prompts to handle it with care. * Uses respectful language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Participates in class discussions and activities without intentionally interrupting others. * Follows 4-step directions from teachers or peers with 1-2 prompting/redirections. * Demonstrates understanding of others' personal space and usually respects personal space boundaries * Uses school and others' property for its intended purpose with 1-2 prompts/redirections. * Uses respectful language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Participates in class discussions and activities without interrupting others. * Follows at least 5-step directions from teachers or peers with 1-2 prompts/redirections. * Demonstrates understanding of others' personal space and usually respects personal space boundaries * Uses school and others' property for its intended purpose with 1-2 prompts/redirections. * Uses respectful language and gestures in interactions with others.
Minimally Proficient (2)	<p>Sometimes:</p> <ul style="list-style-type: none"> * Interrupts others but usually stops on their own. * Directions have to be given 3 or more times by teachers or classmates. * Demonstrates awareness for personal space boundaries and intentionally invades others' space. * Demonstrates awareness of school and others' property with prompting and support. * Uses disrespectful language but listens/stops when told not to. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Interrupts others but usually stops on their own. * Directions have to be given 3 or more times by teachers or peers. * Is aware of personal space but occasionally gets too close to others. * Careless with school or others' property. * Uses disrespectful language or gestures but is responsive to correction. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Interrupts others during discussions or activities. * Directions have to be given 3 or more times by teachers or peers. * Awareness of personal space boundaries but may still unintentionally invade others' space. * Demonstrates awareness of school and others' property but may forget to handle it with care. * Uses disrespectful language or gestures but is responsive to correction. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Interrupts others during discussions or activities. * Directions have to be given more than 2 times by teachers or peers. * Demonstrates awareness of personal space boundaries but may still unintentionally invade others' space. * Demonstrates awareness of school and others' property but may forget to handle it with care. * Uses disrespectful language or gestures but is responsive to correction.
Not Yet Proficient (1)	<p>Frequently:</p> <ul style="list-style-type: none"> * Interrupts or talks over others during discussions or activities. * Ignores instructions from teachers or peers. * Demonstrates limited awareness of personal space boundaries and intentionally invades others' space. * Demonstrates limited awareness of school and others' property and intentionally mishandles. * Uses disrespectful language or gestures regularly without understanding their impact. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Interrupts or talks over others during discussions or activities. * Ignores directions from teachers or peers. * Demonstrates limited awareness for personal space boundaries and intentionally invades others' space without permission. * Demonstrates limited awareness for school and others' property and intentionally mishandles. * Uses disrespectful language or gestures regularly without understanding their impact. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Interrupts or talks over others during discussions or activities. * Ignores directions from teachers or peers intentionally. * Demonstrates limited awareness of personal space boundaries and may invade others' space without permission. * Demonstrates limited awareness of school and others' property and intentionally mishandles. * Uses disrespectful language or gestures regularly without understanding their impact. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Interrupts or talks over others during discussions or activities. * Ignores directions from teachers or peers intentionally. * Demonstrates limited awareness of personal space boundaries and may invade others' space without permission. * Demonstrates limited awareness for school and others' property and intentionally mishandles. * Uses disrespectful language or gestures regularly without understanding their impact.

PK-2: Responsible - Doing what you are expected to do when you are expected to do it.

Key Vocabulary: integrity, belongings, organizational skills (specific skills added here), actions, consequences, responsibility, solutions, problems, productive learner, initiative, materials, intentional, on purpose, accident, blaming, expected & unexpected behaviors

GOLD or Speaking & Listening Standards:	GOLD 1c GOLD 11c			
	<u>Preschool</u>	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>
Exceptional (4)	<p>Consistently:</p> <ul style="list-style-type: none"> * Chooses appropriate materials for play and asks for any missing materials. * Returns materials to proper location independently * With support, takes responsibility for their actions. * Identifies problems independently and chooses a solution to try. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Locates necessary materials for learning. * Completes tasks during the time allotted with 1-2 prompts/redirections. * Attempts to seek solutions to problems. * Uses organization skills to be a productive learner. * Independently identifies expected versus unexpected behaviors in others and in self. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Brings necessary materials. * Completes tasks during the time allotted with 1 prompt/redirection. * Takes responsibility for their actions. * Actively seeks solutions to problems. * Uses organization skills to be a productive learner. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> * Brings necessary materials. * Completes tasks during the time allotted without prompts/redirections. * Takes responsibility for their actions. * Actively seeks solutions to problems. * Uses organization skills to be a productive learner.
Proficient (3)	<p>Usually:</p> <ul style="list-style-type: none"> * Chooses appropriate materials for play. * Returns materials to proper location within 3-4 prompts * When given a choice, identifies responsibility in others. * When prompted, can identify a problem and choose from possible solutions. 	<p>Usually:</p> <ul style="list-style-type: none"> * With support locates necessary materials for learning. * Completes tasks during the time allotted with no more than 3 prompts/redirections. * With support, takes responsibility for their actions. * With support, seeks solutions to problems. * With support, identifies expected versus unexpected behaviors in self. * With support, identifies expected versus unexpected behaviors in others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Brings necessary materials. * Completes tasks during the time allotted with no more than 2 prompts/redirections. * Takes responsibility for their actions by connecting actions to consequences. * Attempts to seek solutions to problems. * Uses organization skills to be a productive learner. 	<p>Usually:</p> <ul style="list-style-type: none"> * Brings necessary materials. * Completes tasks during the time allotted with 1-2 prompts/redirections. * Takes responsibility for their actions by connecting actions to consequences. * Actively seeks solutions to problems. * Uses organization skills to be a productive learner.
Minimally Proficient (2)	<p>Sometimes:</p> <ul style="list-style-type: none"> * Chooses appropriate materials for play. * Returns materials to proper location within 3-4 prompts. * When given a choice, can choose which of two acts is expected and which is unexpected. * Understands there is a problem but needs adult to find a solution. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * With support, locates necessary materials for learning. * Completes tasks during the time allotted with no more than 4 prompts/redirections. * With support, identifies expected versus unexpected behaviors in self. * With support, seeks solutions to problems. * With support, identifies expected versus unexpected behaviors in self. * With support, identifies expected versus unexpected behaviors in others. * Loses or misplaces belongings. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Forgets to bring necessary materials. * Takes initiative to complete tasks but requires more than 2 prompts and/or extra time. * With support, identifies expected versus unexpected behaviors in self. * Identifies expected versus unexpected behaviors in others. * With support can start to connect actions and consequences. * With support uses organization skills to be a productive learner. * Loses or misplaces belongings. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Forgets to bring necessary materials. * Takes initiative to complete tasks but requires more than 2 prompts and/or extra time. * Identifies expected versus unexpected behaviors in self. * Starting to connect actions and consequences. * Uses organization skills to be a productive learner. * Loses or misplaces belongings.
Not Yet Proficient (1)	<p>Frequently:</p> <ul style="list-style-type: none"> * Struggles to choose appropriate materials for play * Moves from activity to activity frequently without completing a task (such as: cleaning up or putting things away) * Cannot distinguish between expected and unexpected choices * Needs adult support to identify a problem and generate a solution 	<p>Frequently:</p> <ul style="list-style-type: none"> * Cannot locate necessary materials, even with support. * Shows little to no awareness of the relationship between actions and consequences. * Leaves tasks incomplete even with prompts/redirection. * Loses or misplaces belongings. * Demonstrates unexpected behaviors. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Forgets to bring necessary materials. * Shows little to no awareness of the relationship between actions and consequences. * Leaves tasks incomplete even with prompts/redirection. * Loses or misplaces belongings. * Demonstrates unexpected behaviors. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Forgets to bring necessary materials. * Identifies expected versus unexpected behaviors in others. * Shows little to no awareness of the relationship between actions and consequences. * Leaves tasks incomplete even with prompts/redirection. * Loses or misplaces belongings. * Demonstrates unexpected behaviors.

PK-2: Safe - Keeping hands, feet, and other objects to yourself (KAHFOOTY).

Key Vocabulary: safe body, safe choices, encourage, risks, KAHFOOTY (keep all hands, feet, and other objects to yourself)

GOLD or Speaking & Listening Standards:	GOLD 1a GOLD 2c GOLD 3b			
	<u>Preschool</u>	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>
Exceptional (4)	<p>Consistently:</p> <ul style="list-style-type: none"> * Has a safe body in most environments with minimal prompts/redirections. * Demonstrates awareness of safety among peers * Makes safe choices. * Participates in safety discussions and understanding of safety concepts. * Uses safe language and gestures in interactions with others. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Has a safe body in all environments with minimal prompts/redirections. * Encourages safety among peers. * Makes safe choices. * Uses safe language and gestures in interactions with others. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Has a safe body in all environments with minimal prompts/redirections. * Encourages safety among peers. * Makes safe choices. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> * Has a safe body in all environments. * Actively encourages safety among peers. * Makes safe choices, considering potential risks and taking appropriate precautions.
Proficient (3)	<p>Usually:</p> <ul style="list-style-type: none"> * Has a safe body in some environments with no more than 2 prompts/redirections * Demonstrates awareness of safety among peers * Makes safe choices * Participates in safety discussions and understanding of safety concepts. * Uses safe language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Has a safe body in most environments with no more than 2 prompts/redirections * Demonstrates awareness of safety among peers * Makes safe choices * Participates in safety discussions and understanding of safety concepts. * Uses safe language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Has a safe body in most environments with no more than 2 prompts/redirections * Demonstrates awareness of safety among peers * Makes safe choices * Participates in safety discussions and understanding of safety concepts. * Uses safe language and gestures in interactions with others. 	<p>Usually:</p> <ul style="list-style-type: none"> * Has a safe body in all environments with 1 to 2 prompts/redirections * Encourages safety among peers * Makes safe choices * Participates in safety discussions and understanding of safety concepts. * Uses safe language and gestures in interactions with others.
Minimally Proficient (2)	<p>Sometimes:</p> <ul style="list-style-type: none"> * Has a safe body in few environments with 3-4 prompts/redirections * Makes safe choices * Participates in safety discussions to build an understanding of safety concepts. * Demonstrates little to no awareness of the risk of unsafe behaviors in self. * Demonstrates limited awareness of the risk of unsafe behaviors in others. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Has a safe body in some environments with more than 2 prompts/redirections * Makes safe choices * Participates in safety discussions to build an understanding of safety concepts. * Demonstrates limited awareness of the risk of unsafe behaviors in self. * Demonstrates limited awareness of the risk of unsafe behaviors in others. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Has a safe body in some environments with more than 2 prompts/redirections * Makes safe choices * Participates in safety discussions to build an understanding of safety concepts. * Demonstrates limited awareness of the risk of unsafe behaviors in self. * Demonstrates limited awareness of the risk of unsafe behaviors in others. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Has a safe body in some environments with more than 2 prompts/redirections * Makes safe choices * Participates in safety discussions to build an understanding of safety concepts. * Demonstrates limited awareness of the risk of unsafe behaviors in self.
Not Yet Proficient (1)	<p>Frequently:</p> <ul style="list-style-type: none"> * Demonstrates unsafe behaviors * Has a consistent need for prompts/redirections from teachers or adults to engage in safe behaviors. * Demonstrates little to no awareness of the risk of unsafe behaviors in others. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Demonstrates unsafe behaviors but is attempting to understand the importance of safety rules. * Has a consistent need for prompts/redirections from teachers or adults to engage in safe behaviors. * Demonstrates little to no awareness of the risk of unsafe behaviors in self. * Demonstrates little to no awareness of the risk of unsafe behaviors in others. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Demonstrates unsafe behaviors but is attempting to understand the importance of safety rules. * Has a consistent need for prompts/redirections from teachers or adults to engage in safe behaviors. * Demonstrates little to no awareness of the risk of unsafe behaviors in self. * Demonstrates little to no awareness of the risk of unsafe behaviors in others. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Demonstrates unsafe behaviors but is attempting to understand the importance of safety rules. * Has a consistent need for prompts/redirections from teachers or adults to engage in safe behaviors. * Demonstrates little to no awareness of the risk of unsafe behaviors in self.

PK-2: Kind - Being nice, helpful, and considerate to self and others, showing care and concern for their feelings and well-being.

Key Vocabulary: empathy, compassion, apology (promise to not do it again), inclusion, conflict

GOLD or Speaking & Listening Standards:	GOLD 1a GOLD 2b GOLD 2c GOLD 3b			
	<u>Preschool</u>	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>
Exceptional (4)	<p>Consistently:</p> <ul style="list-style-type: none"> * Demonstrates kindness through small acts of helpfulness, such as picking up toys without being asked. * Demonstrates a beginning understanding of the concept of fairness and tries to ensure everyone gets a turn. * Recognizes that other's feelings may be different from one's self. * Demonstrates empathy for others' emotions, such as giving a hug to a friend who is sad. * Carries out an apology with modeling and/or adult prompting. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Compassion and support for self and others. * Respect and consideration for the feelings and well-being of others. * Ability to resolve conflicts peacefully and respectfully with adult support. * Inclusion of others in activities and shows a willingness to help those in need with prompting and support. * Understanding the need for apologies but may need prompting or support to carry out proper apologies. 	<p>Consistently:</p> <ul style="list-style-type: none"> * Demonstrates compassion for self and others. * Respectful and considerate for the feelings and well-being of others * Able to resolve conflicts peacefully and respectfully. * Includes others in activities and shows willingness to help those in need. * Able to initiate an apology for actions or words and carry out a proper apology. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> * Demonstrates compassion and support for self and others * Respectful and considerate for the feelings and well-being of others * Able to resolve conflicts peacefully and respectfully. * Includes others in activities and shows willingness to help those in need. * Able to initiate an apology for actions or words and carry out proper apologies.
Proficient (3)	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates an ability to name one's own emotions accurately. * Demonstrates a concern about the feelings of others. * Demonstrates a willingness to share toys or materials when prompted. * Demonstrates an ability to take turns with peers with support or prompting. * Uses simple polite words like "please" and "thank you." * Includes others in activities and helps others when prompted. * Carries out an apology with modeling and/or adult prompting. 	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates compassion for self and others with prompting and support. * Shares toys or materials. * Takes turns with peers. * Is respectful and considerate for the feelings and well-being of others with prompting and support. * Able to resolve conflict peacefully and respectfully with prompting and support. * Includes others in activities and shows a willingness to help those in need with prompting and support. * Understands an apology, may need prompting or support to carry out an apology. 	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates compassion and support for self and others. * Is respectful and shows consideration for the feelings and well-being of others. * Demonstrates an ability to resolve conflicts peacefully and respectfully with adult support. * Includes others in activities and shows a willingness to help those in need with prompting and support. * Demonstrates an understanding of an apology but may need prompting or support to carry out a proper apology. 	<p>Usually:</p> <ul style="list-style-type: none"> * Demonstrates compassion for self and others * Respectful and considerate for the feelings and well-being of others. * Able to resolve conflicts peacefully and respectfully with adult support. * Includes others in activities and shows a willingness to help those in need with minimal prompting and support. * Understands the need for an apology but may need minimal prompting or support to carry out a proper apology.
Minimally Proficient (2)	<p>Sometimes:</p> <ul style="list-style-type: none"> * Is able to identify emotions accurately. * Engages in unkind behavior * Shows some empathy towards others but still struggles to consider their feelings. * Initiates conflict with others. * Carries out an apology with modeling and/or adult prompting. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Engages in unkind behavior but is starting to understand the importance of being kind. * Shows empathy towards others but may still struggle to consistently consider their feelings. * Initiates conflict with others. * Includes others in activities and helps others when directed. * Needs modeling to carry out an apology. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Engages in unkind behavior but is starting to understand the importance of being kind. * Shows empathy towards others but may still struggle to consistently consider their feelings. * Initiates conflict with others. * Able to resolve conflicts with adult support. * Includes others in activities and helps others when directed. * Understands the need for apologies but needs modeling or support to carry out an apology. 	<p>Sometimes:</p> <ul style="list-style-type: none"> * Engages in unkind behavior but is starting to understand the importance of being kind. * Shows empathy towards others but may still struggle to consistently consider their feelings. * Initiates conflict with others. * Able to resolve conflicts with adult support. * Includes others in activities and helps others when directed. * Understands the need for apologies but needs modeling or support to carry out an apology.
Not Yet Proficient (1)	<p>Frequently:</p> <ul style="list-style-type: none"> * Is unable to identify emotions accurately. * Engages in unkind behavior, such as teasing, excluding others, or name-calling. * Seeks conflict with others. * Does not empathize with others' feelings or perspectives. * Does not acknowledge their role in harming another. * Does not carry out an apology with modeling and/or adult prompting. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Engages in unkind behavior, such as teasing, excluding others, or name-calling. * Seeks conflict with others. * Struggles to empathize with others' feelings or perspectives. * Disregards the feelings or needs of their peers. * Resists apologizing for or acknowledging their role in harming another. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Engages in unkind behavior, such as teasing, excluding others, or name-calling. * Seeks conflict with others. * Struggles to empathize with others' feelings or perspectives. * Disregards the feelings or needs of their peers. * Resists apologizing for or acknowledging their role in harming another. 	<p>Frequently:</p> <ul style="list-style-type: none"> * Engages in unkind behavior, such as teasing, excluding others, or name-calling. * Seeks conflict with others. * Struggles to empathize with others' feelings or perspectives. * Disregards the feelings or needs of their peers. * Resists apologizing for or acknowledging their role in harming another.

Preschool

Teaching Strategies GOLD Objectives

Social Emotional

- 1a. Manages feelings
- 1c. Takes care of own needs appropriately
- 2b. Responds to emotional cues
- 2c. Interacts with peers
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems

Language

- 8b. Follows directions
- 10b. Uses social rules of language

Cognitive

- 11c. Solves Problems

Kindergarten

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - 1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - 2. Continue a conversation through multiple exchanges. (SL.K.1) (DOK 2)
- 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. (SL.K.2) (DOK 2)
- 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) (DOK 2)

Presentation of Knowledge and Ideas

- 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4) (DOK 1)
- 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5) (DOK 2)
- 6. Speak audibly and express thoughts, feelings, and ideas clearly when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (SL.K.6) (DOK 1,2)

1st Grade

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - 1. 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).
 - 2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - 3. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1) (DOK 2,3)
- 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2) (DOK 1,2)
- 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3) (DOK 1,2)

Presentation of Knowledge and Ideas

- 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) (DOK 1,2)
- 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5) (DOK 2,3)
- 6. Produce complete sentences when appropriate to task and situation when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (See grade 1 Language standard 1 for specific expectations) (SL.1.6) (DOK 1)

2nd Grade

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - 1. 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).
 - 2. Build on others' talk in conversations by linking their comments to the remarks of others.
 - 3. Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1) (DOK 2,3)
- 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2) (DOK 1,2)
- 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3) (DOK 2)

Presentation of Knowledge and Ideas

- 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4) (DOK 1,2)
- 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. (SL.2.5) (DOK 1,2)
- 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (See grade 2 Language standards 1 and 3 specific expectations) (SL.2.6) (DOK 1,2)