



LOS ANGELES UNIFIED SCHOOL DISTRICT –OFFICE OF EARLY LANGUAGE AND LITERACY
PRE K -2nd GRADE PROGRESSIONS - SPEAKING AND LISTENING STANDARDS

| At about 48 months | At around 60 months | By the end of Kindergarten | By the end of 1st Grade | By the end of 2nd Grade |
|--|--|--|--|--|
| <p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p> | <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p> | <p>Comprehension & Collaboration</p> <p>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> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges</p> <p>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.</p> <p>a. <u>Understand and follow one and two-step oral directions.*</u></p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <p>Comprehension & Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>first grade topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>a. <u>Give, restate, and follow simple two-step directions.*</u></p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Comprehension & Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>second grade topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details in a text read aloud or information presented orally or through other media</p> <p>a. <u>Give and follow three and four step oral directions.*</u></p> <p>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.</p> |
| <p>1.4 Use language to construct short narratives that are real or fictional.</p> | <p>1.4 Use language to construct extended narratives that are real or fictional.</p> | <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. <u>Memorize and recite poems, rhymes, and songs with expression.*</u></p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. <u>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.*</u></p> <p>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.</p> |
| <p>1.2 Speak clearly enough to be understood by familiar adults and children</p> | <p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p> | <p>Presentation of Knowledge and Ideas</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>Presentation of Knowledge and Ideas</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> | <p>Presentation of Knowledge and Ideas</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> |

*ADDED BY CALIFORNIA TO THE CCSS