

Oral Language Development Checklist

- Grade Two

Name: _____ Date: _____

Language for Social Relationships

• listens and responds appropriately in conversations and small-group discussions	
• initiates conversations with classmates, teachers, members of the school community, and visitors	
• takes turns in conversations without interrupting others	
• begins to ask for clarification/help (e.g., “What does that mean?”)	
• uses appropriate non-verbal behaviours when listening and speaking (e.g., turns towards the speaker, makes eye contact in conversations, and does not put off a speaker with inappropriate facial expressions)	
• joins in appropriately in small-group and whole-class discussions	
• sustains extended conversations on a topic	
• disagrees without inciting arguments	
• uses appropriate social register (tone, intonation, and volume) for the playground and classroom	
• uses language to help to diffuse conflict and to think of solutions	
• uses social language conventions (e.g., <i>please, thank you, excuse me, could we..., sorry...</i>)	
• begins to use language that is sensitive to the feelings of others	

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- Grade Two (cont.)

Language for Learning

<ul style="list-style-type: none"> listens attentively when a wide range of texts of increasing length and complexity is read aloud (e.g., books, poetry, newspaper articles, directions, letters, and flyers) 	
<ul style="list-style-type: none"> uses phrases and vocabulary from stories read aloud, shared reading, guided reading, and independent books 	
<ul style="list-style-type: none"> uses ideas from books and links them to personal experiences, other curriculum areas, and other texts, including media (e.g., favourite movies and TV shows) 	
<ul style="list-style-type: none"> retells stories maintaining a clear sequence of ideas 	
<ul style="list-style-type: none"> retells factual materials from non-fiction books and links details to the main topic (e.g., “Some of the things it says about crocodiles are...”) 	
<ul style="list-style-type: none"> asks questions to request information and clarify details 	
<ul style="list-style-type: none"> responds to questions by providing appropriate details 	
<ul style="list-style-type: none"> listens attentively in familiar whole-class and small-group settings 	
<ul style="list-style-type: none"> explains events and actions experienced in present and past experiences 	
<ul style="list-style-type: none"> problem solving becoming more internal but uses self-talk when encounters difficulty 	
<ul style="list-style-type: none"> understands concrete humour and jokes 	
<ul style="list-style-type: none"> is more aware that words and expressions may mean more than one thing 	
<ul style="list-style-type: none"> follows directions involving several steps 	
<ul style="list-style-type: none"> provides directions for others in games, projects, and other classroom activities (may need prompts to clarify steps) 	
<ul style="list-style-type: none"> talks about cause-and-effect relationships (e.g., “It happened because...”) 	
<ul style="list-style-type: none"> compares people, objects, and events but sometimes in parallel ways 	

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- Grade Two (cont.)

Language Structures

<ul style="list-style-type: none"> • uses speech that is understood by most children and adults 	
<ul style="list-style-type: none"> • has clear speech that is readily understandable, with only occasional articulation errors related to later developing sounds (e.g., <i>s, z, th, sh, ch, j, r, l</i>) 	
<ul style="list-style-type: none"> • uses a variety of simple, compound, and complex sentences and is learning to monitor their use for different purposes (e.g., short, clear sentences to give a quick response and more complex structures in discussions) 	
<ul style="list-style-type: none"> • uses a wide range of vocabulary and learns new word concepts from classroom content 	
<ul style="list-style-type: none"> • controls most verb tenses, with only occasional errors for irregular past tenses (e.g., “I seen it.”) 	
<ul style="list-style-type: none"> • controls plural forms with only occasional overgeneralizations (e.g., <i>sheeps</i>) 	
<ul style="list-style-type: none"> • uses connectives to explain relationships between ideas (e.g., <i>so, when, next, before</i>) 	

Comments: