
SPEECH AND LANGUAGE DEVELOPMENTAL MILESTONES

GRADE 2 (AGE 7-8)

RECEPTIVE LANGUAGE (COMPREHENSION)

- Follows 3-4 oral directions in a sequence
- Understands direction words (e.g. location, space, and time words)
- Correctly answers questions about a grade-level story
- Understands some words have multiple meanings



EXPRESSIVE LANGUAGE (SPEAKING)

- Answers more complex “yes/no” questions
- Asks and answers “wh” questions (e.g. who, what, where, when, why)
- Uses increasingly complex sentence structures
- Clarifies and explain words and ideas
- Give directions with 3-4 steps
- Uses language to inform, to persuade, and to entertain
- Stays on topic, takes turns, and uses appropriate eye contact during conversation
- Opens and closes conversation appropriately
- Uses pronouns for nouns previously named (e.g. “My cat’s name is Ginger. She ...”)
- Begins to understand and produce figurative language and jokes
- Tells complete stories with internal goals, motivations, and reaction of characters
- Easily understood (no pronunciation errors)



READING

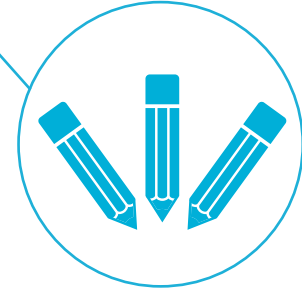
- Has proficient phonological awareness skills (identifying and manipulating individual sounds in words)
- Uses meaning clues when reading (e.g. pictures, titles/headings, information in the story)
- Rereads and self-corrects when necessary
- Locates information to answer questions
- Explains key elements of a story (e.g. main idea, main characters, plot)
- Uses own experience to predict and justify what will happen in grade-level stories
- Reads, paraphrases/retells a story in sequence
- Recognizes many words by sight
- Decoding becomes more automatic; recognizes spelling patterns (e.g. silent “e” rule)
- More attention is focused on comprehension of the material than decoding the text
- Reads grade level stories fluently
- Understands word structure (morphological awareness) and uses knowledge in reading and spelling (e.g. knows root words, prefixes, suffixes –s, -ing)





WRITING

- Writes clearly and neatly
- Uses a variety of sentence types (e.g. questions, statements, etc.)
- Uses punctuation and capitalization correctly
- Organizes writing to include beginning, middle and end
- Learns spelling patterns
- Writes to send messages
- Spells frequently used words correctly
- Increases vocabulary of known spellings
- Writing is similar in complexity to speech



RED FLAGS

Please refer to Speech and Language Services if you notice any of the following:

- Difficulty in telling or re-telling a coherent story (producing narrative)
- Difficulty in understanding what is read or listened to
- Marked difficulty in following or remembering spoken instructions
- Talking a lot but very poor at engaging in reciprocal conversation
- Many instances of over-literal interpretation, missing the point of what was meant
- Uses short utterances with grammatical errors (e.g. “me go there” for “I went there”)
- Omits grammatical suffixes (e.g. past tense –ed “He walk_ to school yesterday”, third person singular –s “She walk_ to school everyday”, or copular form of the verb to be “I eating chocolate”)
- Difficulties producing and responding to “wh” questions
- Slow to learn new words
- Appears to have an immature communication style relative to peers
- Pronounces words incorrectly



References

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