

Wisconsin Foundations of English Language Arts

The Common Core State Standards break English Language Arts into four distinct areas: Reading, Writing, Speaking/Listening, and Language. In addition, Wisconsin has some broad foundations of English language arts to consider. They are:

- **English language arts is an integrated discipline;**
 - Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts. (CCSS, p.4)
- **English language arts instruction builds an understanding of the human experience;**
 - The discipline of English language arts celebrates the richness and complexity of literature, drama, speech and language while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical and aesthetic facets of humanity, which inform, persuade and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career, but also ready to be thinking and feeling world citizens.
- **Literacy is an evolving concept, and becoming literate is a lifelong learning process;**
 - As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view and represent. Students begin the process of becoming literate long before entering the classroom, and continue this process in every classroom throughout their formal schooling, and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what learners know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners. (CCSS, p.4)
- **Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English education and attributes of Wisconsin graduates;**
 - Wisconsin's commitment to ensuring that 21st century skills are embedded aspects of English language arts is ongoing. This skill development strengthens English instruction, and student mastery of these skills is important to Wisconsin's conception of college and career readiness, and to ensuring students access the discipline of English language arts in rich and meaningful ways. (CCSS, p. 7)
- **Literacy, language and meaning are socially constructed and are enhanced by multiple perspectives.**
 - A rich diversity of texts, language uses, viewpoints and critical discussions are important for building knowledge in Wisconsin English classrooms. Exposure to different genres and text types, and access to multiple and global perspectives provide a venue to explore and analyze the world. (CCSS, p. 7)

Major Emphases in English Language Arts: The Common Core State Standards for English Language Arts as compared to the 1998 Wisconsin Model Academic Standards

The following chart provides Wisconsin educators with a broad understanding of the major emphases in the field of English language arts now that the state has adopted the Common Core State Standards (CCSS) as Wisconsin’s standards. In each section of the CCSS (Reading, Writing, Speaking/Listening, and Language) and accompanying appendices, there are general changes in the overall approach to the discipline articulated below, and within each grade band (K-2, 3-5, 6-8, 9-12) there are more specific changes to note. The specific grade-band changes are detailed in the subsequent document.

This document does not seek to formally “align” the 1998 standards with the CCSS, nor does it call out every single change. Instead, these emphases provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents.

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| <p>General READING emphases</p> <ol style="list-style-type: none"> 1. Informational text must be studied in addition to literature. 2. Foundational reading skills are more specifically defined K-5. 3. Text complexity is more specifically defined to ensure consistency and rigor. 4. Technology is viewed as more than a tool; it changes reading and reading instruction. | <p>General SPEAKING and LISTENING emphases</p> <ol style="list-style-type: none"> 1. Discussion is viewed as a key component of learning and building shared knowledge. 2. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom. 3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs. |
| <p>General WRITING emphases</p> <ol style="list-style-type: none"> 1. Narrative, informative/explanatory and opinion writing are emphasized. 2. Writing exemplars are included to ensure consistent rigorous expectations for student writing. 3. Research and inquiry are emphasized as processes rather than a text type. 4. Technology is viewed as more than a tool; it changes writing and writing instruction. | <p>General LANGUAGE emphases</p> <ol style="list-style-type: none"> 1. Punctuation and grammar instruction must occur in embedded and authentic contexts. 2. Vocabulary instruction must be intentional and occur in authentic contexts. |

General READING emphases

1. Informational text must be studied in addition to literature.
2. Foundational reading skills are more specifically defined K-5.
3. Text complexity is more specifically defined to ensure consistency and rigor.
4. Technology is viewed as more than a tool; it changes reading and reading instruction.

| 1998 Wisconsin Model Academic Standards | 2010 Common Core State Standards for English Language Arts |
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| <p>Reading</p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> <p>Wisconsin Department of Public Instruction</p> | <p>Specific PK-2</p> <ol style="list-style-type: none"> 1. Informational text must be studied in addition to literature. <ul style="list-style-type: none"> • There are 10 literature (p. 11) and 10 informational text (p. 13) standards within the Reading section. • The way we read informational texts differs from the way we read literature. Therefore, the way we instruct must also be different. 2. Foundational reading skills are more specifically defined K-5. <ul style="list-style-type: none"> • There are specific grade by grade level indicators articulated around Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency (p. 15-16). 3. Text complexity is more specifically defined to ensure consistency and rigor. <ul style="list-style-type: none"> • Reading Standard 10 for both literature (p. 11) and informational text (p. 13) outlines the expectation that students should engage with a diverse range of increasingly complex texts as they move through grade levels. • Page 31 provides an overview of the measures for measuring text complexity (Qualitative, Quantitative, and Reader and Task considerations). • The range of text types used K-5 “should include texts selected from a broad range of cultures and periods,” and should include both informational text and literature (p. 31). Pages 31-32 provide exemplars to illustrate the range of text types for K-5 for both literature and informational text. Page 33 provides a sample progression for building knowledge K-5 using informational texts thematically. • Appendix A provides research and greater explanation of the process used to determine text complexity of student reading. • Appendix B provides Text Exemplars and Sample Performance Tasks at each grade level to illustrate the concept of building increasing text complexity across a broad range of texts. This appendix is <i>not a required</i> book list. It is provided as a resource. 4. Technology is viewed as more than a tool; it changes reading and reading instruction <ul style="list-style-type: none"> • Beginning in Grade 2, standard 7 in both Literature (p. 11) and Informational Text (p. 13) asks students to access digital text and consider the impact of embedded text features such as illustrations, hyperlinks, graphs, and diagrams. <p>3-5</p> |

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| <p>Reading</p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <ol style="list-style-type: none"> 1. Informational text must be studied in addition to literature. <ul style="list-style-type: none"> • There are 10 literature (p. 12) and 10 informational text (p. 14) standards within the reading section. 2. Foundational reading skills are more specifically defined K-5. <ul style="list-style-type: none"> • There are specific grade by grade level indicators articulated around Phonics and Word Recognition, and Fluency (p. 17). 3. Text complexity is more specifically defined to ensure consistency and rigor. <ul style="list-style-type: none"> • Reading Standard 10 for both Literature (p. 12) and Informational Text (p. 14) outlines the expectation that students should engage with a diverse range of increasingly complex texts as they move through grade levels. • Page 31 provides an overview of the measures for measuring text complexity (Qualitative, Quantitative, and Reader and Task considerations). • The range of text types used K-5 should include “texts selected from a broad range of cultures and periods,” and should include both informational text and literature (p. 31). Pages 31-32 provide exemplars to illustrate the range of text types for K-5 for both literature and informational text. Page 33 provides a sample progression for building knowledge K-5 using informational texts thematically. • Appendix A provides research and greater explanation of the process used to determine text complexity of student reading. • Appendix B provides Text Exemplars and Sample Performance Tasks at each grade level to illustrate the concept of building increasing text complexity across a broad range of texts. This appendix is <i>not a required</i> book list. It is provided as a resource. 4. Technology is viewed as more than a tool; it changes reading and reading instruction. <ul style="list-style-type: none"> • In grades 3 and 4, Standard 7 in both Literature (p. 12) and Informational Text (p. 14) asks students to consider how graphic elements impact the mood of a story, or contribute to a better understanding of an informational text. • By grade 5, Standard 7 for Informational Text (p. 14) asks students to draw from multiple print and digital sources to efficiently locate an answer or solve a problem. |
| | <p>6-8</p> <ol style="list-style-type: none"> 1. Informational text must be studied in addition to literature. <ul style="list-style-type: none"> • There are 10 literature (p. 36-37) and 10 informational text (p. 39) standards within the reading section. 2. N/A 3. Text complexity is more specifically defined to ensure consistency and rigor. <ul style="list-style-type: none"> • Reading Standard 10 for both literature (p. 37) and informational text (p. 39) outlines the expectation that students should engage with a diverse range of increasingly complex texts as they move through grade levels. • Page 57 provides an overview of the measures for measuring text complexity (Qualitative, Quantitative, and Reader and Task considerations). • The range of text types used 6-12 “should include texts selected from a broad range of cultures and periods,” and should include both informational text and literature (p. 57). Pages 57-58 provide exemplars to illustrate the range of text types for grades 6-12 for both literature and informational text. • Appendix A provides research and greater explanation of the process used to determine text complexity of student reading. • Appendix B provides Text Exemplars and Sample Performance Tasks at each grade level to illustrate the concept of building increasing text complexity across a broad range of texts. This appendix is <i>not a required</i> book list. It is provided as |

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| <p>Reading</p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>a resource.</p> <p>4. Technology is viewed as more than a tool; it changes reading and reading instruction.</p> <ul style="list-style-type: none"> • In grades 6-8, Standard 7 in Literature (p. 37) asks students to reflect on how the presentation of a story (audio, video, print text, digital text) impact their experience interpreting the story, and to consider the decisions made by actors, readers, and producers when altering a text format. • In grades 6-7, Standard 7 in Informational Text (p. 39) asks students to consider how the integration of graphic elements (visual and quantitative) contributes to a better understanding of an informational text, and by grade 8, to consider the advantages and disadvantages of using different mediums to convey information. <hr/> <p>9-12</p> <p>1. Informational text must be studied in addition to literature.</p> <ul style="list-style-type: none"> • There are 10 literature (p. 38) and 10 informational text (p. 40) standards within the reading section. <p>2. N/A</p> <p>3. Text complexity is more specifically defined to ensure consistency and rigor.</p> <ul style="list-style-type: none"> • Reading Standard 10 for both Literature (p. 38) and Informational Text (p. 40) outlines the expectation that students should engage with a diverse range of increasingly complex texts as they move through grade levels • Page 57 provides an overview of the measures for measuring text complexity (Qualitative, Quantitative, and Reader and Task considerations). • The range of text types used 6-12 should include “texts selected from a broad range of cultures and periods,” and should include both informational text and literature (p. 57). Pages 57-58 provide exemplars to illustrate the range of text types for grades 6-12 for both literature and informational text. • Appendix A provides research and greater explanation of the process used to determine text complexity of student reading. • Appendix B provides Text Exemplars and Sample Performance Tasks at each grade level to illustrate the concept of building increasing text complexity across a broad range of texts. This appendix is <i>not a required</i> book list. It is provided as a resource. <p>4. Technology is viewed as more than a tool; it changes reading and reading instruction.</p> <ul style="list-style-type: none"> • In grades 9-12, Standard 7 in Literature (p. 38) asks students to and to consider the decisions made by actors, readers, and producers when altering a text format, and to compare different treatments of the same production. • In grades 9-12, Standard 7 in Informational Text (p. 40) asks students to integrate print and digital texts to contribute to solve a problem, and to compare different accounts and treatments of the same information. |
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| General WRITING emphases | |
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| <ol style="list-style-type: none"> 1. Narrative, Informative/Explanatory and Opinion/Argument writing are emphasized. 2. Writing exemplars are included to ensure consistency and rigor for student writing. 3. Research and Inquiry are emphasized as processes rather than a text type. 4. Technology is viewed as more than a tool; it changes writing and writing instruction. | |
| 1998 Wisconsin Model Academic Standards | 2010 Common Core State Standards for English Language Arts |
| <p>Writing</p> <p>Students in Wisconsin will write clearly and effectively share information and knowledge, to influence and persuade, to create and entertain.</p> <p>Research and Inquiry</p> <p>Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>Specific PK-2</p> <ol style="list-style-type: none"> 5. Narrative, Informative/Explanatory and Opinion writing are emphasized. <ul style="list-style-type: none"> • Writing standards 1-3 (p. 19) progress from using a mix of dictation, pictures and writing in kindergarten, to writing short pieces with a logical sequence, plot or opinion in grade 2. 6. Writing exemplars are included to ensure consistent rigorous expectations for student writing. <ul style="list-style-type: none"> • Appendix C provides exemplar student writing texts at each grade level and across the three featured text types of narrative, informative/explanatory and opinion/argument. A discussion of the strengths of the exemplar text is included. 7. Research and Inquiry are emphasized as processes rather than a text type. <ul style="list-style-type: none"> • Writing standards 7 and 8 (p. 19) highlight the process of research and inquiry, and students K-2 are encouraged to participate in shared research projects, and to gather information from a variety of sources first with support from adults (K-1), and independently by grade 2. 8. Technology is viewed as more than a tool; it changes writing and writing instruction. <ul style="list-style-type: none"> • Writing standard 6 (p. 19) emphasizes the need to use digital tools and processes beginning in kindergarten to write and express information and knowledge in a variety of ways. |
| | <p>3-5</p> <ol style="list-style-type: none"> 1. Narrative, Informative/Explanatory and Opinion writing are emphasized. <ul style="list-style-type: none"> • Writing standards 1-3 (p. 20) offer a clear progression of grade by grade level expectations for text features to emphasize within instruction on narrative, informative/explanatory and opinion writing. The expectations create a clear trajectory of developing skillful writing for a variety of purposes in grades 3-5. • Beginning in grade 3, writing standards 4-5 (p. 21) emphasize the writing process, including drafting, revising and peer review. • Beginning in grade 3, standards 1-3 from the Language section that focus on grammar and punctuation should be incorporated into authentic writing instruction. Writing standard 5 (p. 21) ensures that grammar and punctuation instruction are incorporated into writing, rather than a stand-alone exercise. The language instruction progression chart on page 30 helps to illustrate the progression of developing language skills. 2. Writing exemplars are included to ensure consistency and rigor for student writing. <ul style="list-style-type: none"> • Appendix C provides exemplar student writing texts at each grade level and across the three featured text types of narrative, informative/explanatory and opinion/argument. A discussion of the strengths of the exemplar text is included. |

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| <p>Writing</p> <p>Students in Wisconsin will write clearly and effectively share information and knowledge, to influence and persuade, to create and entertain.</p> | <ul style="list-style-type: none"> • Writing standard 10 (p. 21) ensures that a diverse range of text types and writing tasks are a part of every grade level 3-12. <p>3. Research and Inquiry are emphasized as processes rather than a text type.</p> <ul style="list-style-type: none"> • Writing standards 7 and 8 (p. 21) highlight the process of research and inquiry in a digital age, and students 3-5 are encouraged to participate in shared research projects, and to gather and summarize information from a variety of print and digital sources. • Beginning in grade 4, writing standard 9 (p. 21) references grade appropriate reading standards for literature and informational texts and the strategies developed as important tools for research and inquiry processes. <p>4. Technology is viewed as more than a tool; it changes writing and writing instruction.</p> <ul style="list-style-type: none"> • Writing standard 6 (p. 21) emphasizes the need to use digital tools and processes to write and to collaborate with others around expressive tasks. • Beginning in grade 4, standard 6 (p. 21) establishes the expectation that students will use the internet and will develop the capacity to type a minimum of one page of text in a single setting (2 pages in grade 5). |
| <p>Research and Inquiry</p> <p>Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>6-8</p> <p>1. Narrative, Informative/Explanatory and Argument writing are emphasized.</p> <ul style="list-style-type: none"> • Writing standards 1-3 (p. 42-3) offer a clear progression of grade by grade level expectations for text features to emphasize within instruction on narrative, informative/explanatory and argument writing. The expectations create a clear trajectory of developing skillful writing for a variety of purposes in grades 6-8. • Beginning in grade 6, writing standard 1 (p. 42) shifts focus from opinion writing (K-5) to argument writing (6-12). • Writing standards 4-5 (p. 43) emphasize the writing process, including drafting, revising for tone, grammar and punctuation, and utilizing peer review processes. • Writing standard 5 (p. 43) ensures that grammar and punctuation instruction are incorporated into writing, rather than stand-alone exercises. Standards 1-3 from the Language section (p. 52-3) that focus on grammar and punctuation should be incorporated into authentic writing instruction. The language instruction progression chart on page 56 helps to understand the progression of developing language skills. <p>2. Writing exemplars are included to ensure consistency and rigor for student writing.</p> <ul style="list-style-type: none"> • Appendix C provides exemplar student writing texts at each grade level and across the three featured text types of narrative, informative/explanatory and argument. A discussion of the strengths of the exemplar text is included. • Writing standard 10 (p. 44) ensures that a diverse range of text types and writing tasks are a part of every grade level 3-12. <p>3. Research and Inquiry are emphasized as processes rather than a text type.</p> <ul style="list-style-type: none"> • Writing standards 7 and 8 (p. 44) highlight the process of research and inquiry in a digital age, and students 6-8 are encouraged to conduct independent research projects (using self-generated questions by grade 8), and to assess the credibility and accuracy of information gathered from a variety of print and digital sources. • Writing standard 9 (p. 44) references grade appropriate reading standards for literature and informational texts and the strategies developed as important tools for research and inquiry processes. <p>4. Technology is viewed as more than a tool; it changes writing and writing instruction.</p> <ul style="list-style-type: none"> • Writing standard 6 (p. 43) emphasizes the need to use digital tools and processes to write and to collaborate with others around expressive tasks. • Writing standard 6 (p. 43) establishes the expectation that students will use the internet and will develop the skills to cite |

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| <p>Writing</p> <p>Students in Wisconsin will write clearly and effectively share information and knowledge, to influence and persuade, to create and entertain.</p> <p>Research and Inquiry</p> <p>Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.</p> <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>sources (grade 7-8) and to publish and link to sources to share information (grade 7-8).</p> <p>9-12</p> <ol style="list-style-type: none"> 1. Narrative, Informative/Explanatory and Argument writing are emphasized. <ul style="list-style-type: none"> • Writing standards 1-3 (p. 45-6) offer a clear progression of grade by grade level expectations for text features to emphasize within instruction on narrative, informative/explanatory and argument writing. The expectations create a clear trajectory of developing skillful writing for a variety of purposes in grades 9-12. • Writing standards 4-5 (p. 46) emphasize the writing process, including drafting, revising for tone, grammar and punctuation, and utilizing peer review processes. • Writing standard 5 (p. 46) ensures that grammar and punctuation instruction are incorporated into writing, rather than stand-alone exercises. Standards 1-3 from the Language section (p. 54) that focus on grammar and punctuation should be incorporated into authentic writing instruction. The language instruction progression chart on page 56 helps to illustrate the progression of developing language skills. 2. Writing exemplars are included to ensure consistency and rigor for student writing. <ul style="list-style-type: none"> • Appendix C provides exemplar student writing texts at each grade level and across the three featured text types of narrative, informative/explanatory and argument. A discussion of the strengths of the exemplar text is included. • Writing standard 10 (p. 47) ensures that a diverse range of text types and writing tasks are a part of every grade level 3-12. 3. Research and Inquiry are emphasized as processes rather than a text type. <ul style="list-style-type: none"> • Writing standards 7 and 8 (p. 46) highlight the process of research and inquiry in a digital age, and students 9-12 are encouraged to conduct independent research projects of varying lengths, synthesize ideas, and to assess the credibility and accuracy of information gathered from a variety of print and digital sources. • Writing standard 9 (p. 47) references grade appropriate reading standards for literature and informational texts and the strategies developed as important tools for research and inquiry processes. 4. Technology is viewed as more than a tool; it changes writing and writing instruction. <ul style="list-style-type: none"> • Writing standard 6 (p. 46) emphasizes the need to use digital tools and processes to write and to collaborate with others around expressive tasks. • Writing standard 6 (p. 46) establishes the expectation that students will use technology’s capacity to present new information dynamically and flexibly (grade 9-10) and to produce, publish, respond and update information collaboratively and strategically (grade 11-12). |
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General SPEAKING and LISTENING emphases

4. Discussion is viewed as a key component of learning and building shared knowledge.
5. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom.
6. Technology is viewed as more than a tool; it changes the way speaking and listening occurs.

| 1998 Wisconsin Model Academic Standards | 2010 Common Core State Standards for English Language Arts |
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| <p>Oral Language</p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> | <p>Specific PK-2</p> <ol style="list-style-type: none"> 1. Discussion is viewed as a key component of learning and building shared knowledge. <ul style="list-style-type: none"> • Speaking and listening standards 1-3 (p. 23) highlight the importance of discussion for building understanding collaboratively, focusing on participation in discussions about grade-level texts and topics. 2. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom. <ul style="list-style-type: none"> • All six speaking and listening standards (p. 23) emphasize the importance of these skills as critical aspects of every grade-level and classroom. Speaking and listening skills must be taught and assessed in the same ways reading and writing is. 3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs. <ul style="list-style-type: none"> • Speaking and listening standard 5 (p. 23) encourages students to use digital tools such as audio (grade 2) to clarify thoughts and feelings in a story. Technology changes the way a text is interpreted or felt and students must understand the role of technology in changing the way we interpret text. |
| <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>3-5</p> <ol style="list-style-type: none"> 1. Discussion is viewed as a key component of learning and building shared knowledge. <ul style="list-style-type: none"> • Speaking and listening standards 1-3 (p. 24) highlight the importance of discussion for building understanding collaboratively, focusing on participation in discussions about grade-level texts and topics. • Standard 1 (p. 24) sets clear and progressive indicators of expectations for speaking and listening skill development. 2. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom. <ul style="list-style-type: none"> • All six of the speaking and listening standards (p. 24) emphasize the importance of these skills as critical aspects of every grade-level and classroom. Speaking and listening skills must be taught and assessed in the same ways reading and writing is. • Standard 6 (p. 24) builds on speaking clearly to beginning (grade 4) to adjust speech appropriately for different contexts, audiences, or purposes. 3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs. <ul style="list-style-type: none"> • Speaking and listening standard 5 (p. 24) encourages students to use digital tools such as audio and visual components (grade 4-5) to clarify main ideas, themes and feelings. <p>6-8</p> |

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| <p>Oral Language</p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> | <ol style="list-style-type: none"> 1. Discussion is viewed as a key component of learning and building shared knowledge. <ul style="list-style-type: none"> • Speaking and listening standards 1-3 (p. 49) highlight the importance of discussion for building understanding collaboratively, focusing on participation in discussions about grade-level texts and topics. • Standard 1 (p. 49) sets clear and progressive indicators of expectations for speaking and listening skill development. 2. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom. <ul style="list-style-type: none"> • All six of the speaking and listening standards (p. 49) emphasize the importance of these skills as critical aspects of every grade-level and classroom. Speaking and listening skills must be taught and assessed in the same ways reading and writing is. • Standard 6 (p. 49) emphasizes the need to adjust speech appropriately for different contexts, audiences, or purposes and to use grade level appropriate formal English in appropriate situations. 3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs. <ul style="list-style-type: none"> • Standard 2 (p. 49) emphasizes the need for students to interpret, understand and analyze the main ideas presented in diverse media formats (grade 7) and the purpose of the presented information (grade 8). • Speaking and listening standard 5 (p. 49) encourages students to use digital tools such as audio and visual components strategically (grade 5-6) to clarify claims and findings. |
| <p>Media and Technology</p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> | <p>9-12</p> <ol style="list-style-type: none"> 1. Discussion is viewed as a key component of learning and building shared knowledge. <ul style="list-style-type: none"> • Speaking and listening standards 1-3 (p. 50) highlight the importance of discussion for building understanding collaboratively, focusing on participation in discussions about grade-level texts and topics. • Standard 1 (p. 50) sets clear and progressive indicators of expectations for speaking and listening skill development. 2. Speaking and listening are viewed as embedded aspects of every English Language Arts classroom. <ul style="list-style-type: none"> • All six of the speaking and listening standards (p. 50) emphasize the importance of these skills as critical aspects of every grade-level and classroom. Speaking and listening skills must be taught and assessed in the same ways reading and writing is. • Standard 6 (p. 50) emphasizes the need to adjust speech appropriately for different contexts, audiences, or purposes and to use grade level appropriate formal English in appropriate situations. 3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs. <ul style="list-style-type: none"> • Standard 2 (p. 50) emphasizes the need for students to evaluate, critique and assess the credibility of the information presented in diverse media formats. • Speaking and listening standard 5 (p. 50) encourages students to use digital tools strategically to enhance understanding, support claims and add interest. |

General LANGUAGE emphases

3. Punctuation and grammar instruction must occur in embedded and authentic contexts.
4. Vocabulary instruction must be intentional and occur in authentic contexts.

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| <p>Language</p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar and variations of American English.</p> | <p>Specific PK-2</p> <ol style="list-style-type: none"> 1. Punctuation and grammar instruction must occur in embedded and authentic contexts. <ul style="list-style-type: none"> • Page 26 explicitly states that the study and use of language is inseparable from the authentic contexts of reading, writing, speaking and listening through which language instruction is best delivered. 2. Vocabulary instruction must be intentional and occur in authentic contexts. <ul style="list-style-type: none"> • Language standard 4 (p. 27) explicitly connects the study of vocabulary and word meaning to appropriate grade-level authentic content and reading. • Language standard 6 (p. 27) affirms the role of conversation and discussion in assisting in the study and use of vocabulary. |
| | <p>3-5</p> <ol style="list-style-type: none"> 1. Punctuation and grammar instruction must occur in embedded and authentic contexts. <ul style="list-style-type: none"> • Writing standard 5 (p. 20) connects explicitly to the expectations for conventions development articulated in language standards 1-2 (p. 27). Students should develop language skills within the connected contexts of authentic reading, writing, speaking and listening. Language skills may become embedded expectations of student writing and language analysis through reading. • Page 25 explicitly states that the study and use of language is inseparable from the authentic contexts of reading, writing, speaking and listening through which language instruction is best delivered. • The language instruction progression chart on page 30 helps to illustrate the progression of developing language skills. 2. Vocabulary instruction must be intentional and occur in authentic contexts. <ul style="list-style-type: none"> • Language standard 4 (p. 29) explicitly connects the study of vocabulary and word meaning to appropriate grade-level authentic content and reading. • Language standard 6 (p. 29) affirms the role of conversation and discussion in assisting in the study and use of vocabulary and, beginning in grade 3, evokes the concept of teaching conversational, general academic, and domain specific words and phrases. |

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| <p>Language</p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar and variations of American English.</p> | <p>6-8</p> <ol style="list-style-type: none"> 1. Punctuation and grammar instruction must occur in embedded and authentic contexts. <ul style="list-style-type: none"> • Writing standard 5 (p. 43) connects explicitly to the expectations for conventions development articulated in language standards 1-2 (p. 52). Students should develop language skills within the connected contexts of authentic reading, writing, speaking and listening. Language skills may become embedded expectations of student writing and language analysis through reading. • Page 51 explicitly states that the study and use of language is inseparable from the authentic contexts of reading, writing, speaking and listening through which language instruction is best delivered. • The language instruction progression chart on page 30 helps to illustrate the progression of developing language skills. 2. Vocabulary instruction must be intentional and occur in authentic contexts. <ul style="list-style-type: none"> • Language standard 4 (p. 53) explicitly connects the study of vocabulary and word meaning to appropriate grade-level authentic content and reading. • Language standard 6 (p. 53) evokes the concept of teaching conversational, general academic, and domain specific words and phrases in context of authentic text and content. |
| | <p>9-12</p> <ol style="list-style-type: none"> 1. Punctuation and grammar instruction must occur in embedded and authentic contexts. <ul style="list-style-type: none"> • Writing standard 5 (p. 46) connect explicitly to the expectations for conventions development articulated in language standards 1-2 (p. 54). Students should develop language skills within the connected contexts of authentic reading, writing, speaking and listening. Language skills may become embedded expectations of student writing and language analysis through reading. • Page 51 explicitly states that the study and use of language is inseparable from the authentic contexts of reading, writing, speaking and listening through which language instruction is best delivered. • The language instruction progression chart on page 30 helps to illustrate the progression of developing language skills. 2. Vocabulary instruction must be intentional and occur in authentic contexts. <ul style="list-style-type: none"> • Language standard 4 (p. 55) explicitly connects the study of vocabulary and word meaning to appropriate grade-level authentic content and reading. • Language standard 6 (p. 55) evokes the concept of teaching conversational, general academic, and domain specific words and phrases in context of authentic text and content, and in grade 9, establishes the expectation that students demonstrate independence in locating vocabulary important to comprehension. |