



## Wisconsin Model Early Learning Standards Speaking and Listening: Collaboration

### II. Social and Emotional Development

#### C. Social Competence

##### *Developmental Expectation*

*Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.*

##### **Performance Standard**

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

(C.EL.2) Engages in social interaction and plays with others

(C.EL.3) Demonstrates understanding of rules and social expectations

(C.EL.4) Engages in social problem solving behavior and learns to resolve conflict

##### **Program Standard**

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop social competence.

The Wisconsin Model Early Learning Standards (WMELS) apply to Wisconsin's youngest learners (from birth through age five). Each performance standard above includes a developmental continuum and corresponding sample behaviors of children and for adults.

The continuum and sample behaviors can be accessed:

[http://www.collaboratingpartners.com/documents/WMELS4thEdition\\_web\\_edit2.pdf](http://www.collaboratingpartners.com/documents/WMELS4thEdition_web_edit2.pdf)



# Wisconsin Standards for English Language Arts K-12 Vertical Articulation of Skills Speaking and Listening: Collaboration

<b>Comprehension and Collaboration</b>	
<b>College and Career Readiness (CCR) Anchor Standard 1:</b>	
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>
<b>Grade 1</b>	<p>Participate in collaborative conversations with diverse partners about <b>grade 1</b> topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others <b>with care, speaking one at a time</b> about the topics and texts under discussion).</li> <li>b. <b>Build on others' talk</b> in conversations by <b>responding to the comments of others</b> through multiple exchanges.</li> <li>c. <b>Ask questions to clear up any confusion about the topics and texts under discussion.</b></li> </ol>
<b>Grade 2</b>	<p>Participate in collaborative conversations with diverse partners about <b>grade 2</b> topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., <b>gaining the floor in respectful ways</b>, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by <b>linking their comments to the remarks of others.</b></li> <li>c. Ask for <b>clarification and further explanation</b> as needed about the topics and texts under discussion.</li> </ol>

<p><b>Grade 3</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>
<p><b>Grade 4</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>
<p><b>Grade 5</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>

<p><b>Grade 6</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by <b>referring to evidence</b> on the topic, text, or issue to <b>probe and reflect on ideas under discussion</b>.</li> <li>Follow rules for <b>collegial</b> discussions, <b>set specific goals and deadlines</b>, and <b>define individual roles as needed</b>.</li> <li>Pose and respond to specific questions with <b>elaboration and detail</b> by making comments that contribute to the <b>topic, text, or issue under discussion</b>.</li> <li>Review the key ideas expressed and <b>demonstrate understanding of multiple perspectives through reflection and paraphrasing</b>.</li> </ol>
<p><b>Grade 7</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or <b>researched material under study</b>; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, <b>track progress toward specific goals and deadlines</b>, and define individual roles as needed.</li> <li>Pose questions <b>that elicit elaboration</b> and respond to others' questions and comments with <b>relevant observations and ideas that bring the discussion back on topic as needed</b>.</li> <li><b>Acknowledge new information expressed by others</b> and, <b>when warranted, modify their own views</b>.</li> </ol>
<p><b>Grade 8</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions <b>and decision-making</b>, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that <b>connect the ideas of several speakers</b> and respond to others' questions and comments with relevant <b>evidence</b>, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, <b>qualify or justify</b> their own views <b>in light of the evidence presented</b>.</li> </ol>

<p><b>Grades 9-10</b></p>	<p><b>Initiate and participate</b> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly <b>and persuasively</b>.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <b>from texts and other research</b> on the topic or issue <b>to stimulate a thoughtful, well-reasoned exchange of ideas</b>.</li> <li>b. <b>Work with peers to set rules for</b> collegial discussions and decision-making (e.g., <b>informal consensus, taking votes on key issues, presentation of alternate views</b>), <b>clear goals and deadlines</b>, and individual roles as needed.</li> <li>c. <b>Propel conversations</b> by posing and responding to questions <b>that relate the current discussion to broader themes or larger ideas</b>; <b>actively incorporate others into the discussion</b>; and <b>clarify, verify, or challenge ideas and conclusions</b>.</li> <li>d. <b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement</b>, and, when warranted, qualify or justify their own views <b>and understanding</b> and <b>make new connections</b> in light of the evidence <b>and reasoning</b> presented.</li> </ul>
<p><b>Grades 11-12</b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to <b>promote civil, democratic discussions</b> and decision-making, set clear goals and deadlines, and <b>establish</b> individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that <b>probe reasoning and evidence</b>; <b>ensure a hearing for a full range of positions on a topic or issue</b>; clarify, verify, or challenge ideas and conclusions; and <b>promote divergent and creative perspectives</b>.</li> <li>d. Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and evidence made on all sides of an issue</b>; <b>resolve contradictions when possible</b>; and <b>determine what additional information or research is required to deepen the investigation or complete the task</b>.</li> </ul>