



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

### III. Language Development and Communication

#### A. Listening and Understanding

##### *Developmental Expectation*

*Children in Wisconsin will convey and interpret meaning through listening and understanding.*

##### **Performance Standard**

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

(A.EL.1) Derives meaning through listening to communications of others and sounds in the environment

(A.EL.2) Listens to and responds to communications with others

(A.EL.3) Follows directions of increasing complexity

##### **Program Standard**

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop their abilities to listen and understand.

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: Listening

<b>Comprehension and Collaboration</b>	
<b>CCR Anchor Standard 2:</b>	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<i>Grade</i>	<i>Grade-Specific Standard</i>
<b>Kindergarten</b>	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.
<b>Grade 1</b>	<b>Ask and answer questions about key details</b> in a text read aloud or information presented orally or through other media.
<b>Grade 2</b>	<b>Recount or describe</b> key <b>ideas</b> or details from a text read aloud or information presented orally or through other media.
<b>Grade 3</b>	<b>Determine the main ideas and supporting details</b> of a text read aloud or information presented in <b>diverse media and formats, including visually, quantitatively,</b> and orally.
<b>Grade 4</b>	<b>Paraphrase portions of</b> a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Grade 5</b>	<b>Summarize a written text read aloud</b> or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Grade 6</b>	<b>Interpret information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) <b>and explain how it contributes to a topic, text, or issue under study.</b>
<b>Grade 7</b>	<b>Analyze the main ideas and supporting details</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) <b>and explain how the ideas clarify</b> a topic, text, or issue under study.
<b>Grade 8</b>	Analyze the <b>purpose of information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <b>evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>
<b>Grades 9-10</b>	<b>Integrate multiple sources of information</b> presented in diverse media or formats (e.g., visually, quantitatively, orally) <b>evaluating the credibility and accuracy of each source.</b>
<b>Grades 11-12</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <b>in order to make informed decisions and solve problems,</b> evaluating the credibility and accuracy of each source and <b>noting any discrepancies among the data.</b>

## Comprehension and Collaboration

### CCR Anchor Standard 3:

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>Grade 1</b>	Ask and answer questions <b>about what a speaker says in order to gather additional information</b> or clarify something that is not understood.
<b>Grade 2</b>	Ask and answer questions about what a speaker says in order <b>to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</b>
<b>Grade 3</b>	Ask and answer questions <b>about information from a speaker, offering appropriate elaboration and detail.</b>
<b>Grade 4</b>	<b>Identify the reasons and evidence a speaker provides to support particular points.</b>
<b>Grade 5</b>	<b>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>
<b>Grade 6</b>	<b>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>
<b>Grade 7</b>	Delineate a speaker's argument and specific claims, <b>evaluating the soundness of the reasoning</b> and the <b>relevance and sufficiency of the evidence.</b>
<b>Grade 8</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and <b>identifying when irrelevant evidence is introduced.</b>
<b>Grades 9-10</b>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>
<b>Grades 11-12</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, <b>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>