



## Wisconsin Model Early Learning Standards Speaking and Listening: Presentation of Knowledge and Ideas

### III. Language Development and Communication

#### B. Speaking and Communicating

##### *Developmental Expectations*

*Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.*

##### **Performance Standard**

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

(B.EL.1) Uses gestures and movements (*non-verbal*) to communicate.

(B.EL.2a) Uses vocalizations and spoken language to communicate: Language Form\*

(B.EL.2b) Uses vocalizations and spoken language to communicate: Language Content\*

(B.EL.2c) Uses vocalizations and spoken language to communicate: Language Function\*

##### **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.

\*Language form, content, and function include the following:

- Language Form: Syntax (rule system for combining words, phrases, and sentences, including parts of speech, word order, and sentence structure)
- Language Content: Semantics (rule system for establishing meaning of words, individually and in combination)
- Language Function: Pragmatics (rules governing the use of language in context)

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: Presentation of Knowledge  
 and Ideas

<b>Presentation of Knowledge and Ideas</b>	
<b>CCR Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<i>Grade</i>	<i>Grade-Specific Standard</i>
<b>Kindergarten</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>Grade 1</b>	Describe people, places, things, and events with <b>relevant details, expressing ideas and feelings clearly.</b>
<b>Grade 2</b>	<b>Tell a story or recount an experience with appropriate facts</b> and relevant, <b>descriptive details, speaking audibly in coherent sentences.</b>
<b>Grade 3</b>	<b>Report on a topic or text,</b> tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking <b>clearly at an understandable pace.</b>
<b>Grade 4</b>	Report on a topic or text, tell a story, or recount an experience <b>in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes;</b> speak clearly at an understandable pace.
<b>Grade 5</b>	Report on a topic or text <b>or present an opinion, sequencing ideas logically</b> and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>Grade 6</b>	<b>Present claims and findings,</b> sequencing ideas logically and <b>using pertinent descriptions, facts, and details to accentuate main ideas or themes;</b> use appropriate eye contact, <b>adequate volume, and clear pronunciation.</b>
<b>Grade 7</b>	Present claims and findings, <b>emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;</b> use appropriate eye contact, adequate volume, and clear pronunciation.
<b>Grade 8</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner <b>with relevant evidence, sound valid reasoning, and well-chosen details;</b> use appropriate eye contact, adequate volume, and clear pronunciation.
<b>Grades 9-10</b>	Present <b>information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</b>
<b>Grades 11-12</b>	Present information, findings, and supporting evidence, <b>conveying a clear and distinct</b>

	<p><b>perspective</b>, such that listeners can follow the line of reasoning, <b>alternative or opposing perspectives are addressed</b>, and the organization, development, substance, and style are appropriate to purpose, audience, <b>and a range of formal and informal tasks</b>.</p>
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<b>Presentation of Knowledge and Ideas</b>	
<b>CCR Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Grade 1</b>	Add drawings or other visual displays to descriptions <b>when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>Grade 2</b>	<b>Create audio recordings of stories or poems;</b> add drawings or other visual displays <b>to stories or recounts of experiences</b> when appropriate to clarify ideas, thoughts, and feelings.
<b>Grade 3</b>	Create <b>engaging</b> audio recordings of stories or poems <b>that demonstrate fluid reading at an understandable pace;</b> add visual displays when appropriate <b>to emphasize or enhance certain facts or details.</b>
<b>Grade 4</b>	Add audio recordings and visual displays <b>to presentations</b> when appropriate <b>to enhance the development of main ideas or themes.</b>
<b>Grade 5</b>	<b>Include multimedia components</b> (e.g., <b>graphics, sound</b> ) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>Grade 6</b>	Include multimedia components (e.g., graphics, <b>images, music,</b> sound) and visual displays in presentations <b>to clarify information.</b>
<b>Grade 7</b>	Include multimedia components and visual displays in presentations to clarify claims <b>and findings and emphasize salient points.</b>
<b>Grade 8</b>	<b>Integrate</b> multimedia and visual displays into presentations to clarify information, <b>strengthen claims and evidence, and add interest.</b>
<b>Grades 9-10</b>	<b>Make strategic use of digital media</b> (e.g., <b>textual, graphical, audio, visual, and interactive elements</b> ) in presentations <b>to enhance understanding of findings, reasoning,</b> and evidence and to add interest.
<b>Grades 11-12</b>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Presentation of Knowledge and Ideas

### CCR Anchor Standard 6:

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Grade 1</b>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
<b>Grade 2</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
<b>Grade 3</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
<b>Grade 4</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
<b>Grade 5</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
<b>Grade 6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)
<b>Grade 7</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
<b>Grade 8</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
<b>Grades 9-10</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>Grades 11-12</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)