

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

1.6 This indicator does not begin until English 1.

English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

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Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.
2.3 This indicator begins in Grade 6 . <i>Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</i>		
2.4 This indicator begins in Grade 3 . <i>Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</i>		

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore how ideas and topics are depicted in a variety of media and formats.	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	3.1 Explain how ideas and topics are depicted in a variety of media and formats.
3.2 Use appropriate props, images, or illustrations to support verbal communication.	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Language, Craft and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 Identify speaker's purpose.	4.1 Identify speaker's purpose and details that keep the listener engaged.	4.1 Identify speaker's purpose and details that keep the listener engaged.
4.2 Identify the introduction and conclusion of a presentation.	4.2 Identify the introduction, body, and conclusion of a presentation.	4.2 Determine if the presentation has a logical introduction, body, and conclusion.
4.3 Identify when the speaker uses intonation and word stress.	4.3 Identify when the speaker uses intonation and word stress and includes media.	4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.

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Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.
5.3 This Indicator does not begin until English 1 . English 1 Develop messages that use logical, emotional, and ethical appeals.		