

**LESA**  
**Communication Arts Curriculum**  
**2009**

**1. Strand: Reading**

**A. Standard: Students will develop and apply skills and strategies to the reading process.**

<b><u>The student will know:</u></b>	<b><u>The student will be able to:</u></b>	<b><u>Suggested Activities</u></b>	<b><u>Suggested Resources</u></b>
1. How decoding is necessary for understanding text. <b>MO Reading 1.C</b> <b>IL Goal 1.A.2a</b>	1. Apply decoding strategies to solve unknown words.	1. Monitor student application of decoding strategies and provide intervention where necessary.	Syllabication, using context, decoding by analogy, teacher's manual (see appendix for decoding strategies)
2. How to read text at grade level text with fluency. <b>MO Reading 1.D</b> <b>IL Goal 1.B.2d</b>	2. Read with fluency using accuracy in word recognition and expression.	2. Monitor student reading while reading aloud and to self.	Reading text, basal readers and chapter books of interest to the class <i>Building Fluency: Lesson and Strategies for Reading Success</i> by Wiley Blevins ISBN: 0-439-28838-X
3. How to develop vocabulary through reading, listening, and discussing unknown words in text. <b>MO Reading 1.E</b> <b>IL Goal 1.A.2b</b>	3a. Recognize root words, affixes and suffixes, synonyms and antonyms. 3b. Utilize context clues, dictionaries and glossaries.	3. Create a vocabulary book throughout the school year to encompass all words from reading series.	Dictionaries and glossaries from various companies as well as thesauruses <i>Easy Mini-Lessons for Building Vocabulary</i> by Laura Robb ISBN: 0-590-26466-4

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**The student will know:**

4. How to develop prereading strategies to aid comprehension.

**MO Reading 1.F**

**IL Goal 1.B.2a**

**IL Goal 1.B.2b**

**IL Goal 1.B.2c**

5. How to identify connections between text to text, text to self, and text to world.

**MO Reading 1.G**

**IL Goal 1.C.2a**

**IL Goal 1.C.2b**

**IL Goal 1.C.2d**

**IL Goal 1.C.3e**

**The student will be able to:**

4. Apply prereading strategies to aid comprehension by accessing prior knowledge, previewing, predicting with evidence, and setting a purpose for reading.

5. Utilize strategies to determine meaning of unknown words self-monitor comprehension by questioning the text, inferring, visualizing, paraphrasing, and summarizing.

**Suggested Activities**

4. Have students cut a picture from a magazine and affix to construction paper. Have student cut the picture into puzzle pieces and place into an envelope. Have students trade with another student and predict what the puzzle will reveal when put together.

5a. Have students review a wordless picture book and use visual clues to make inferences.  
5b. Have students write several summaries of favorite movies onto index cards. When class is finished play a Jeopardy still game with all index cards.

**Suggested Resources**

*Guided Comprehension: A teaching model for Grades 3-8*  
by authors Maureen McLaughlin and Mary Beth Allen  
Publisher - IRA  
ISBN: 0-87207-172-3

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**B. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.**

**The student will know:**

1. How to use grade level text to locate and apply information in title, table of contents, glossary, and index.

**MO Reading 2.A**

**IL Goal 2.A.2c**

2. How to participate in read aloud experiences and/or recognize rhythm, rhyme, alliteration, and figurative language.

**IL goal 2.A.2a**

**MO Reading 2.B.**

**The student will be able to:**

1. Locate, interpret, recognize, and apply information in title, table of contents, and glossary in fiction, poetry, and drama.

2. Identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced.

**Suggested Activities**

1a. Have students create a pocket chart and questions to review parts of a book.  
1b. Have students work in groups to create a music video about a specific book part.

2a. Use metaphors to create song or rap.  
2b. Use music and mime or dance to interpret metaphors (figurative language).

**Suggested Resources**

Age appropriate text books and picture books

Age appropriate text books, picture books and music.

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**The student will know:**

3. How to use details from text to identify story elements in shared reading, read alouds, and independent reading.

**MO Reading 2.C**

**IL Goal 2.A.2b**

**The student will be able to:**

3. Describe literary elements (e.g., theme, character, setting, plot, tone, and conflict) used in literature to create meaning.

**Suggested Activities**

2a. Use a Venn Diagram to compare and contrast story elements.

2b. Using overhead transparencies have students create a background. Use the background on the overhead projector and have students use the background for a mini-dramatization.

**Suggested Resources**

Age appropriate text books and chapter books may be utilized throughout genres and seasons of the school year.

**C. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.**

**The student will know:**

1. How to locate and interpret information from illustrations, title, headings, captions, diagrams, charts, and graphs.

**MO Reading 3.A**

**IL Goal 2.B.2a**

**The student will be able to:**

1. Respond to literary material by making inferences, drawing conclusions, and comparing it to their own knowledge and other texts.

**Suggested Activities**

1. Collect items in a box or bag that will allow students to piece together a character from a book or movie.

**Suggested Resources**

Picture books and book jackets from a variety of stories

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### The student will know:

2. How to recognize examples of sensory details within the context of nonfiction text.

**MO Reading 3.B**

**IL Goal 2.B.2b**

3. How to use details from the text to demonstrate comprehension skills previously introduced.

**MO Reading 3.C**

**IL Goal 1.B.2b**

**IL Goal 1.C.2b**

**IL Goal 1.C.2e**

**IL Goal 2.B.2a**

4. How to read and follow simple directions to perform a task.

**MO Reading 3.D**

**IL Goal 1.B.2d**

### The student will be able to:

2. Identify and explain examples of sensory details and figurative language in nonfiction text including texts from different societies and eras.

Use details from text to:

3a. Explain main idea and supporting details .

3b. Sequence events.

3c. Identify cause and effect.

3d. Draw conclusions.

3e. Compare and contrast texts.

3f. Make predictions and inferences about problems and solutions.

3g. Distinguish between fact and opinion.

3h. Identify and explain author's purpose.

4. Read and follow three- and four-step directions to complete a task.

### Suggested Activities

2. Students will act out an advertisement for a book by creating a summary of the story.

3a. Students can share brief stories and ask class to identify the point of view.

3b. Use several picture books with interesting covers to encourage students to predict the outline of the story.

3c. Using an age appropriate short story, ask the class to make inferences of the story being read aloud.

3d. Have students write telegrams that include fact and opinions.

4a. Give class a list of tasks that need to be followed.

4b. Play *Simon Says* using three and four commands at one time.

### Suggested Resources

A variety of non-fiction stories from around the world

*Guided Comprehension: A teaching model for Grades 3-8*

by authors Maureen McLaughlin and

Mary Beth Allen

Publisher - IRA

ISBN: 0-87207-172-3

Workbooks incorporating directions to be followed to finish the task

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**2. Strand: Writing**

**A. Standard: Students will apply a writing process in composing text.**

<u><b>The student will know:</b></u>	<u><b>The student will be able to:</b></u>	<u><b>Suggested Activities</b></u>	<u><b>Suggested Resources</b></u>
1. How to follow a writing process to generate a draft, reread and revise, and edit. <b>MO Writing 1.A</b> <b>IL Goal 3.B.2a</b> <b>IL Goal 3.B.2b</b> <b>IL Goal 3.B.2c</b> <b>IL Goal 3.B.2d</b>	1a. Generate a draft, reread and revise, and edit for audience and purpose, ideas and content, organization and sentence structure, and word choice. 1b. Edit for conventions. 1c. Share writing.	1. Student works can be shared with classmates, congregation, and school newsletters to allow a variety of venues.	<i>6+1 Traits of Writing: The Complete Guide Grades 3 and Up</i> by Ruth Culham ISBN: 0-439-28038-9

**B. Standard: Students will compose a well-developed text.**

<u><b>The student will know:</b></u>	<u><b>The student will be able to:</b></u>	<u><b>Suggested Activities</b></u>	<u><b>Suggested Resources</b></u>
1. How to compose a text showing awareness of audience. <b>MO Writing 2.A</b> <b>IL Goal 3.A.2</b> <b>IL Goal 3.C.2a</b> <b>IL Goal 3.C.2b</b>	1. Show awareness of audience and format appropriate to audience and purpose.	1. Class may participate in a play whether it comes from the text or comes from an outside source.	<i>The Development of Audience Awareness</i> By Robert J. Bracewell

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**The student will know:**

2. How to compose a text with a clear controlling idea and relevant details.

**IL goal 3.A.2, 3.B.2a, 3.B.2b,  
3.C.2a**

**MO Writing 2B**

3. How to compose a text with a beginning, middle, and end with complete sentences.

**MO Writing 2.C**

**IL Goal 3.B.2a**

**IL Goal 3.B.2b**

4. How to compose text using words that are specific, accurate, and use sensory details.

**MO Writing 2.D**

**IL Goal 3.C.3a**

5. How to utilize basic rules for punctuation and capitalization.

**MO Writing 2.E**

**IL Goal 3.A.2**

**IL Goal 3.B.2d**

**The student will be able to:**

2. Compose a text with clear controlling ideas and relevant details/examples.

3. Compose text with a beginning, middle, and end with logical sequence of events and sentence variety.

4. Compose text using words that are specific, accurate, and suited to the topic while using sensory detail.

5. Use the basic rules for punctuation and capitalization.

**Suggested Activities**

2. Have students create a how-to paragraph. In a small group, have students read aloud someone's paper and follow the directions exactly how the paper reads.

3. Using comic strips, cut each square, have students read each frame, and put them in sequential order.

4. Compose a Spiritual portfolio that asks the students to write about different church holidays and church leaders. Keep a portion of these writings in cumulative file for student to later see upon completing elementary school.

5. Use Daily Oral Language (DOL) to practice finding mistakes in punctuation and capitalization.

**Suggested Resources**

*6+1 Traits of Writing: The complete guide grades 3 and up* by Ruth Culham  
ISBN: 0-439-28038-9

[http://academicwriting.suite101.com/article.cfm/how\\_to\\_write\\_a\\_complete\\_sentence](http://academicwriting.suite101.com/article.cfm/how_to_write_a_complete_sentence)

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Workbooks through Scholastic or other reliable companies that provide a DOL type worksheet for weekly or daily practice

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**The student will know:**

6. How to form both manuscript and cursive letters correctly.

**MO Writing 2.E**

**IL Goal 3.A.2**

7. How to use and name the parts of speech correctly.

**MO Writing 2.E**

**IL goal 3.B.2d**

**IL goal 3.C.2a**

**The student will be able to:**

6. Form both manuscript and cursive letters correctly.

7. To use and name the parts of speech correctly.

**Suggested Activities**

6. Work weekly practicing letters and review correct form and posture for cursive.

7. Review parts of speech with the class and break into small groups to participate in *Mad Libs* to review parts of speech.

**Suggested Resources**

Cursive practice book purchased by the school or seek out other programs such as **Handwriting Without Tears**

*Mad-libs* or any fill-in parts of speech book

**C. Standard: Students will write effectively in various forms and types of writing.**

**The student will know:**

1. How to plan and write stories and ideas through pictures and words and use narrative, descriptive, expository, and/or persuasive features and to recognize different kinds of writing such as thank-you notes, friendly letters, lists, and poems.

**MO Writing 3.A**

**IL goal 3.C.2a**

**IL goal 3.C.2b**

**The student will be able to:**

1a. Compose a narrative, descriptive, expository, and/or persuasive text, using appropriate text features.

1b. Compose a text using an appropriate format.

**Suggested Activities**

1. Write an autobiography as an introduction to the class. Have students explain who they are using all parts of speech and correct punctuation and capitalization. Encourage students to read another student's autobiography to the class and have class guess who is being read about.

**Suggested Resources**

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**3. Strand: Listening Speaking**

**A. Standard: Develop and apply effective listening skills and strategies.**

**The student will know:**

1. How to listen responsively to books/stories and for information.

**MO Listening/Speaking 1.A**  
**IL Goal 4.A.2a**

2. How to listen to distinguish fact from opinion.

**MO Listening/Speaking 1.B**  
**IL Goal 4.A.2a**  
**IL Goal 4.A.2b**  
**IL Goal 4.A.2c**

3. How to listen to identify tone, mood, and emotion of verbal and nonverbal communication.

**MO Listening/Speaking 1.B**  
**IL Goal 4.A.2b**  
**IL Goal 4.A.2c**

**The student will be able to:**

1a. Listen for enjoyment, information, and directions.  
1b. Identify tone, mood, and emotion of verbal and nonverbal communication.

2. Demonstrate listening behaviors (e.g. prepares to listen, listens without interruptions, maintains eye contact).

3. Ask and respond to questions related to oral presentations and messages in small and large group settings.

**Suggested Activities**

1. Using books or stories on CD have students listen and write a paraphrase of what they heard.

2. Students may participate in oral presentations, including book reports or show-n-tell, for a special day.

3. Introduce sign language for specific classroom tasks that would replace a verbal command.

**Suggested Resources**

CDs with both music and stories for students to enjoy

Find resource books (Scholastic) that would help students create book reports or special reports.

Find CDs and music that interest students and teacher alike.

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**The student will know:**

4. How to demonstrate developmentally appropriate listening behaviors.

**MO Listening/Speaking 1.A**  
**MO Listening/Speaking 1.B**  
**IL Goal 4.A.2b**

**The student will be able to:**

4. Demonstrate they are working at an age appropriate level.

**Suggested Activities**

4. During spelling test have students listen to and write out sentences to check auditory development using spelling words for the week.

**Suggested Resources**

**B. Standard: Students will develop and apply effective speaking skills and strategies for various audiences and purposes.**

**The student will know:**

1. How to speak clearly when sharing ideas, stay on topic, and use appropriate volume and pacing.

**MO Listening/Speaking 2.A**  
**IL Goal 4.B.2a**  
**IL Goal 4.B.2b**

**The student will be able to:**

1. Participate in discussions and presentations by presenting ideas in a logical sequence and identify and apply appropriate speaking techniques such as volume control, pace, and eye contact.

**Suggested Activities**

1. Students can write a report and present it orally to the class. During the presentation, peers can discuss the student's work and ask thoughtful questions about the presentation.

**Suggested Resources**

Be an example to your students. Encourage your students to be bold in their speaking with peers and others outside of school. Read through Exodus sharing with the class the story of Moses and Aaron and God providing for their specific needs.

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**The student will know:**

2. How to give clear and concise directions to complete a task.

**MO Listening/Speaking 2.B**

**IL Goal 4.B.2c**

**IL Goal 4.B.2d**

**The student will be able to:**

2. Give clear and concise three- and four- step oral directions to complete a task.

**Suggested Activities**

2. Allow students to direct the teacher on how to do a particular task in class. Teacher follows the directions precisely to show students how important it is to be concise with directions whether oral or written.

**Suggested Resources**

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**4. Strand: Information Literacy**

**A. Standard: Students will develop and apply effective research process skills to gather, analyze, and evaluate information.**

**The student will know:**

1. How to formulate keywords and questions to investigate topics.

**MO Information Literacy 1.A**  
**IL Goal 5.A.2a**

2. How to locate information on keywords in appropriate resources.

**MO Information Literacy 1.B**  
**IL Goal 5.A.2b**

3. How to use resources to identify relevant information, record main ideas and details, and use appropriate organizational structures.

**MO Information Literacy 1.C**  
**IL Goal 5.B.2a**

**The student will be able to:**

1. Formulate and research keywords and questions to establish a focus and purpose for inquiry.

2. Locate and use various resources to find information on keywords and questions.

3. Use resources to identify relevant information, record main ideas and important details in own words, and record information using organizational strategies.

**Suggested Activities**

1. Demonstrate, using topics relevant to students, how to formulate keywords and questions for research topics.

2. Using a variety of resources including a textbook, glossary, encyclopedia and Internet. Demonstrate how students use each resource using keywords to find relevant information.

3. Give students a variety of resources including a newspaper, textbook, encyclopedia, and Internet articles. Using the resources, find relevant information and main ideas.

**Suggested Resources**

Variety of research materials (Internet articles, magazine articles, books, encyclopedias, dictionaries, and thesauruses)

Variety of research materials (Internet articles, magazine articles, books, encyclopedias, dictionaries, and thesauruses)

Variety of research materials (Internet articles, magazine articles, books, encyclopedias, dictionaries, and thesauruses)

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**The student will know:**

4. How to informally give credit for others' ideas, images, and/or information.

**MO Information Literacy 1.D**  
**IL Goal 5.B.2b**

**The student will be able to:**

4. Informally give credit for others' ideas, images, and information found in the various resources.

**Suggested Activities**

4. Show students in a computer lab setting how to put together a works cited page for any works they have completed.

**Suggested Resources**

Provide examples of works cited pages, as well as resource books to use while compiling a works cited page.

**B. Standard: Students will develop and apply effective skills and strategy to analyze and evaluate oral and visual media.**

**The student will know:**

1. How to identify and explain intended messages conveyed through oral and visual media.

**MO Information Literacy 2.A**  
**IL Goal 5.C.2a**  
**IL Goal 5.C.2b**

**The student will be able to:**

1. Identify and explain intended messages conveyed through oral and visual media.

**Suggested Activities**

1. Listen to Praise songs and ask students to paraphrase the meaning of the song. To challenge students you may ask them to look through a hymnal and find a song to interpret. Have students share their paraphrases in front on the class.

**Suggested Resources**