

LESA
Communication Arts Curriculum
2009

1. Strand: Reading

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

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. That decoding is necessary for understanding text. MO Reading 1C IL Goal 1A	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 grade level text with fluency. MO Reading 1D IL Goal 2d	2. Read aloud or silently fluently.	2. Monitor student's progress while reading daily (in class).	Establish purposes for reading. Echo reading, choral reading, repeated readings.
3. How to develop vocabulary by reading, listening to, and discussing unknown words. MO Reading 1E IL Goal A2a	3. Use root words, affixes, synonyms, context clues, glossaries, and dictionaries to develop their vocabulary.	3. Create sentences and definitions for new vocabulary words.	Clarify word meaning using context clues and a variety of resources, including glossaries, dictionaries, and thesauruses (see appendix).
4. How to develop and apply prereading strategies to aid comprehension. MO Reading 1F IL Goal 1B2a	4. Access prior knowledge, preview, predict with evidence, and set a purpose for reading.	4. Have students make predictions based on cover and title page what the reading is about.	Use appropriate text books and supplemental readers to reinforce strategies.

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The student will know:

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

MO Reading 1I
IL Goal1B 2a

The student will be able to:

5. Identify connections between text to text, text to self, and text to world.

Suggested Activities

5a. Discuss/write how each student may or may not relate to the text (self, text and world).
5b. Share life experiences w/ each other as it relates to the text.

Suggested Resources

Use appropriate text books and supplemental readers to reinforce strategies.

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

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.

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.

Suggested Resources

Age appropriate text books and picture books

2. How to identify and explain examples of sensory details and figurative language.

MO Reading 2.B.
IL Goal 2.A.2a

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

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

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

3a. Use a Venn Diagram to compare and contrast story elements.
3b. 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

Provide 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

A variety of stories and books

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

MO Reading 3.B.

IL goal 2.B.2b.

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

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

A variety of non-fiction stories from around the world

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The student will know:

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

MO Reading 3.C.

IL goal 1.B.2b, 1.C.2b, 1.C.2e, 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:

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

3a. Each student 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. Use an age appropriate short story and 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 3 and 4 commands at one time.

Suggested Resources

Guided Comprehension

Use 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>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to follow a writing process to generate a draft, reread and revise, and edit. MO Writing A1 IL Goal 3A2	1. Follow a writing process to generate a draft, reread and revise, and edit.	1. Write paragraphs that include a variety of sentence types. Share with another student and revise and then edit.	Huge array research materials (books, Internet articles, and magazine articles)

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

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to compose a text showing awareness of audience. MO Writing A2 IL Goal 3B2b	1. Compose a text showing awareness of audience.	1. Students write a variety of short stories for 2 different age groups.	Huge array research materials (books, Internet articles, and magazine articles)
2. How to compose a text with a clear controlling idea and relevant details. MO Writing B2 IL Goal 3B2A	2. Compose a text with a clear controlling idea and relevant details.	2. Students can create a recipe book and include details and step by step processes	Huge array research materials (books, Internet articles, and magazine articles)

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The student will know:

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

MO Writing C2
IL Goal 3C2A

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

MO Writing D2
IL Goal 3B2d

5. How to use describing words and substitute pronouns for nouns, use transitional spelling, and classroom resources such as the dictionary.

MO Writing E2
IL Goal 3B2d

6. How to follow appropriate conventions for spelling, punctuation, and grammar.

MO Writing E2
IL Goal 3B2d

The student will be able to:

3. Compose a text with a beginning, middle, and end with complete sentences.

4. Compose text using words that are specific, accurate, and use sensory details.

5. Describe words and substitute pronouns for nouns, use transitional spelling, and classroom resources such as the dictionary.

6. Follow appropriate conventions for spelling, written text, punctuation, and grammar.

Suggested Activities

3. A topic can be posted on the board and each student can be as creative as possible (creating a story with an introduction, body, and conclusion).

4. A topic can be posted on the board and each student can be as creative as possible (creating a story with an introduction, body, and conclusion).

5. Have students familiarize themselves with new words by using the dictionary and thesaurus to write 1-2 page stories.

6. Write paragraphs that include a variety of sentence types. Share with another student and revise and then edit

Suggested Resources

Huge array research materials (books, Internet articles, and magazine articles)

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Grade level: Fifth Grade

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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 to 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 3A

IL Goal 3C 2A

The student will be able to:

1. Plan and write stories and ideas through pictures and words and to 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.

Suggested Activities

1. A topic can be posted on the board and each student can be as creative as possible (creating a story with an introduction, body, and conclusion).

Suggested Resources

Huge array research materials (books, Internet articles, and magazine articles)

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3. Strand: Listening Speaking

A. Standard: Students will develop and apply effective listening skills and strategies.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to listen responsively to books/stories and for information. MO Reading A1 IL Goal Reading 4A 1a	1. Listen responsively to books/stories and for information.	1. Give a book report based on first, second, and third person point of view for the main character.	Use appropriate text books and supplemental readers to reinforce strategies.
2. How to listen to distinguish fact from opinion. MO Reading B1 IL Goal Reading 4A 1a	2. Listen to distinguish fact from opinion.	2. Give a presentations on a fiction and non-fiction book using visuals (charts, pictures, and props).	Use appropriate text books and supplemental readers to reinforce strategies.
3. How to listen to identify tone, mood, and emotion of verbal and nonverbal communication. MO Reading A2 IL Goal Reading 4A 1a	3. Listen to identify tone, mood, and emotion of verbal and nonverbal communication.	3. View a videotaped presentation and identify gestures and spoken words that hinder communication.	Use appropriate text books and supplemental readers to reinforce strategies.
4. How to demonstrate developmentally appropriate listening behaviors. MO Reading B2 IL Goal Reading 4A 1a	4. Demonstrate developmentally appropriate listening behaviors.	4. Each student will have an opportunity to share a secret to a neighbor (the same secret) and by the time it gets to the front of the class, the first person who started the secret has to announce if it has been altered in any way.	Use appropriate text books and supplemental readers to reinforce strategies.

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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 Reading A2

IL Goal Reading 4A 2c

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

MO Reading B2

IL Goal Reading 4A 2c

The student will be able to:

1. Speak clearly when sharing ideas, stay on topic, and use appropriate volume and pacing.

2. Give clear and concise directions to complete a task.

Suggested Activities

1. Create a product to share through clear communications (an invention or advertising product).

2. Give a presentation demonstrating how to make something (egg rolls, cookies, or birdhouse).

Suggested Resources

Use appropriate text books and supplemental readers to reinforce strategies.

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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 1A
IL Goal 5A.2a

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

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

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

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

The student will be able to:

1. Formulate keywords and questions to investigate topics.

2. Locate information on keywords in appropriate resources.

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

Suggested Activities

1. Demonstrate, using topics relevant to the students, how to form keywords and question for research.

2. Have students utilize their glossary, dictionary, and the Internet to research keywords.

3. Give students magazine and newspaper articles and have them pull out the main points.

Suggested Resources

Huge array research materials (books, Internet articles, and magazine articles)

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Huge array research materials (books, Internet articles, and magazine articles)

Grade level: Fifth Grade

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The student will know:

4. How to give credit for others' ideas, images, and/or information by listing resources used in research.

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

The student will be able to:

4. Give credit for others' ideas, images, and/or information by listing resources used in research.

Suggested Activities

4. Allow students to work on computers and assist them in doing a works cited page.

Suggested Resources

Huge array research materials (books, Internet articles, and magazine articles)

B. Standard: Students will develop and apply effective skills and strategies 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 2A
IL Goal 5C.2a,5C.2b

The student will be able to:

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

Suggested Activities

1. Have students discuss latest chapel message and convey information back orally.

Suggested Resources

Huge array research materials (books, Internet articles, and magazine articles)