

**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. That decoding is necessary for understanding text. <b>MO Reading 1.C</b> <b>IL Goal 1.A.3b</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. That reading instructional text with fluency, accuracy, expression is necessary for understanding text. <b>MO Reading 1.D</b> <b>IL Goal 1.B. 3d</b>	2a. Read grade level instructional text with fluency, accuracy and expression. 2b. Adjust reading rate to difficulty and type of text.	2a. Monitor student reading for fluency, accuracy, and expression. 2b. Provide intervention where necessary; practice reading unfamiliar dialects orally.	Peer reading Recording devices
3. How to develop vocabulary through the use of roots, affixes, context clues, glossaries, dictionaries, and thesauruses. <b>MO Reading 1.E</b> <b>IL Goal 1.A.3a.</b>	3. Develop vocabulary through text using roots and affixes, context clues, and glossaries, dictionaries, and thesauruses.	3a. Make a list of synonyms and antonyms using a thesaurus. 3b. Identify how words change in meaning using prefixes and suffixes. 3c. Provide guidance in the use of context clues.	Thesaurus, dictionary, pronunciation key, student text, computer websites
4. How to apply pre-reading strategies to aid comprehension. <b>MO Reading 1.F</b> <b>IL Goal 1.B.3a</b> <b>IL Goal 1.C.3a</b>	4. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict with evidence, and set a purpose and rate for reading.	4. Use pre-reading strategies such as KWL, word web, background information, skimming, prediction techniques to build comprehension.	Student text, charts, computer websites

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**The student will know:**

5. How to utilize reading strategies.

**MO Reading 1.G**

**IL Goal 1.B.3b**

6. How to apply post-reading strategies to aid comprehension.

**MO Reading 1.H**

**IL Goal 1.B. 3c**

**IL Goal 1.C.3d**

7. How to compare, contrast, and analyze connections text to text, text to self, text to world.

**MO Reading 1.I**

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

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

**The student will be able to:**

5. During reading, utilize strategies to determine meanings of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.

6. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text, identify and explain the relationship between the main idea and supporting details, question to clarify, reflect, draw conclusions, paraphrase, and summarize.

7. Compare, contrast, and analyze connections between text to text (information and relationships in various fiction and non-fiction works), text to self (text ideas and own experiences), and text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame).

**Suggested Activities**

5. Monitor student application of reading strategies and provide intervention where necessary.

6. Guide students to develop skills in the areas of analyzing, summarizing, and evaluating text through charts, skits, illustration, writing activities, and retelling the plot.

7. Guide students to develop connections to the text through self, world, and other written material, using a variety of activities.

**Suggested Resources**

Student text

Student text, teacher-created resources, computer websites

Student text, teacher-created resources, additional literature, computer websites

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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.**

<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 to interpret, analyze, and recognize the text features. <b>MO Reading 2.A</b> <b>IL Goal 2.A.3c</b>	1. Use grade level text to interpret and analyze information in the title and recognize and interpret the text features of fiction, poetry, and drama.	1. Guide students in the understanding of the structure of the text and identifying features of its particular genres.	Student text
2. How to identify and explain literary techniques. <b>MO Reading 2.B</b> <b>IL Goal 2.A.3a</b>	2. Identify and explain literary techniques in text emphasizing hyperbole, imagery, and propaganda and analyze literary techniques previously introduced.	2. Guide students to become knowledgeable of terms and meanings of literary techniques using a variety of vocabulary and experiential activities.	Student text, additional textbook resources, computer websites
3. How to use strategies from text effectively. <b>MO Reading 2.C</b> <b>IL Goal 1.C.3b; 2.A.3.d; 2A.3b</b>	3a. Use details from text to demonstrate comprehension skills previously introduced. 3b. Identify plot and sub-plot, mood, flashback, theme, and types of conflict. 3c. Analyze cause and effect. 3d. Identify and explain point of view and explain author's viewpoint/perspective. 3e. Evaluate the problem-solving processes of characters and the effectiveness of solutions.	3. Guide students in the effective use of textbook strategies using identification, writing activities, journaling, charting, time lines, and/or discussion.	Student text, additional textbook resources

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**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 explain and analyze text features.

**MO Reading 3.A**

**IL Goal 1.C.3c**

2. How to identify and explain literary techniques and figurative language in nonfiction text.

**MO Reading 3.B**

**IL Goal 1.C.3e; 2.A. 3a**

**The student will be able to:**

1. Explain and analyze text features to clarify meaning, emphasizing consumer texts.

2. Identify and explain literary techniques and figurative language in nonfiction text emphasizing hyperbole, imagery, propaganda, and literary techniques previously introduced.

**Suggested Activities**

1. Guide students in analyzing text by providing a variety of resources such as magazines, newspapers, maps, charts, and graphics, and various activities using these resources.

2. Provide opportunities for identification and understanding of literary techniques through the use of discussion, teacher resources, and computer websites.

**Suggested Resources**

Variety of consumer texts such as magazines, newspapers, maps, charts, and graphics

Student text, additional resources, computer websites

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**The student will know:**

3. How to effectively use the skills taught in the text.

**MO Reading 3.C**

**IL Goal 2.B.3c**

4. How to read and follow multi-step directions.

**MO Reading 3.D**

**The student will be able to:**

- 3a. Use details from text to demonstrate comprehension skills previously introduced.
  - 3b. Summarize authors' ideas.
  - 3c. Make predictions and inferences.
  - 3d. Evaluate the accuracy of the information.
  - 3e. Sequence events
  - 3f. Compare and contrast.
  - 3g. Identify and explain point of view and determine and/or compare authors' viewpoints.
  - 3h. Identify and explain cause and effect.
  - 3i. Identify problem solving processes and explain the effectiveness of solutions.
  - 3j. Analyze two or more texts.
4. Read and follow multi-step directions to complete a complex task.

**Suggested Activities**

- 3a. Provide background information on various studied authors.
  - 3b. Utilize story webs.
  - 3c. Charts
  - 3d. Class discussion
  - 3e. Writing activities
- 4a. Provide students with multi-step guides and rubrics, webs, charts, and outlines.
- 4b. Provide activities and tasks to reinforce these skills.

**Suggested Resources**

Student text, additional teacher resources, computer websites, and writing aids

Teacher-created materials and additional resources

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**2. Strand: Writing**

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

<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 to follow the writing process effectively. <b>MO Writing 1.A</b> <b>IL Goal 3.B.3b</b>	1a. Follow a writing process to use appropriate prewriting strategies as needed, generate a draft, reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice. 1b. Edit for conventions (refer to W2E). 1c. Share writing.	1a. Guide students in the writing process by assisting them in developing appropriate writing strategies, rubrics, formats, and editing techniques. 1b. Expose students to a variety of writing activities to reinforce this skill.	Teacher resources, rubrics, writing strategies

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

<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 to compose text showing awareness of audience and topic. <b>MO Writing 2.A</b>	1. Compose text showing awareness of audience and choosing a form appropriate to the topic and specific audience.	1. Guide students in the understanding of a variety of writing forms, providing helps for choosing appropriate topics using various writing activities.	Teacher resources, rubrics, writing strategies
2. How to compose text with strong, relevant, and controlling ideas and details. <b>MO Writing 2.B</b> <b>IL Goal 3.B.3a</b>	2. Compose text with a strong, controlling idea and relevant, specific details.	2. Guide students to be able to develop topic, main ideas, and supporting details using a variety of writing activities.	Teacher resources, rubrics, writing strategies

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**The student will know:**

3. How to compose text using logical order, sentence structure, and paragraphing.

**MO Writing 2.C**

**IL Goal 3.A.3**

4. How to compose text using proper language and writing techniques.

**MO Writing 2.D**

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

5. How to compose text using proper punctuation, agreement, spelling, and verb usage.

**MO Writing 2.E**

**IL Goal 3.A. 3**

**The student will be able to:**

3. Compose text with an effective beginning, middle, and end, a logical order, appropriate paragraphing, a variety of sentence structures, including complex sentences, and cohesive devices, especially transitions.

4a. Compose text using precise and vivid language.

4b. Use writing techniques, such as figurative language, sensory details, and purposeful dialogue.

5a. In written text, capitalize and use commas and quotation marks within dialogue.

5b. Use semi-colons in compound sentences.

5c. Use correct agreement of pronoun and antecedent and consistent verb tense.

5d. Use standard spelling.

5e. Write legibly.

**Suggested Activities**

3. Guide students to be able to develop logical order, sentence structure, and cohesive devices by providing samples and instruction.

4. Guide students to be able to develop and use vivid language, figurative language, and sensory details by providing samples, rubrics, and templates to use in a variety of writing activities.

5. Guide students to improve written text by providing modeling, rubrics, grammatical supports, examples, and computer and dictionary resources to be used in various writing activities.

**Suggested Resources**

Teacher resources, rubrics, writing strategies

Teacher resources, rubrics, writing strategies

Teacher resources, rubrics, dictionary, grammar resources

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

**The student will know:**

1. How to compose a variety of texts such as narrative, descriptive, expository, and persuasive.

**MO Writing 3.A**

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

**IL Goal 3.C.3b**

**The student will be able to:**

1. Compose a variety of texts using narrative, descriptive, expository, and /or persuasive features, including a summary responding to literature.

**Suggested Activities**

1. Guide students in the writing process by modeling and providing a variety of literature samples; provide computer technology instruction to produce multi-media pieces.

**Suggested Resources**

Teacher resources and writing samples, computer technology resources

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**3. Strand: Listening and Speaking**

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

**The student will know:**

1. How to listen for enjoyment, information, for directions, and propaganda techniques.

**MO Listening and Speaking 1.A**  
**IL Goal 4.A.3.a**

2. How to effectively use active-listening behaviors.

**MO Listening and Speaking 1.B**  
**IL Goal 4.A.3.b**

**The student will be able to:**

1. Listen for enjoyment, information, and directions and critically recognize and interpret propaganda techniques.

2. Use active-listening behaviors (e.g. ask questions of speaker and uses body language and facial expression to indicate agreement, disagreement, or confusion).

**Suggested Activities**

1. Guide the student to develop skills for listening for a variety of techniques using modeling and repetition activities.

2. Guide the student to develop skills in active-listening using modeling and repetition activities.

**Suggested Resources**

Teacher resources

Teacher resources

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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 and present, using organized notes, time constraints, and media.

**MO Listening and Speaking 2.A**

**IL Goal 4.B.3.a**

**IL Goal 4.B.3.b**

2. How to follow clear and concise multi-step oral directions to complete a complex task.

**MO Listening and Speaking 2B**

**IL Goal 4.A.3.c**

**The student will be able to:**

1. Use designated time constraints, media, and organized notes in discussions and presentations.

2. Give clear and concise multi-step oral directions to complete a complex task.

**Suggested Activities**

1. Guide the student to develop skills for discussion and presentations using modeling, practice, media, and teacher samples, providing a variety of presentation and discussion formats.

2. Guide the student to develop skills in understanding multi-step oral directions using modeling and repetition activities such as demonstration speeches, stories, and tasks that have multi-step directions.

**Suggested Resources**

Teacher resources, notes, media, and timer

Teacher 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.**

<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 to develop a research plan and learn how to research material. <b>MO Information Literacy 1.A</b> <b>IL Goal 5C.3.a</b>	1. Develop a research plan, with assistance, to guide investigation and research of focused questions.	1. Plan prewriting activities to guide the student in research processes.	Teacher resources, rubric, computer
2. How to locate and use multiple research resources. <b>MO Information Literacy 1.B</b> <b>IL Goal 5.B.3a</b>	2. Locate and use multiple resources to acquire relevant information, evaluate reliability of information, and fulfill research plan.	2. Guide the student to develop skills in locating and using computer technology and library resources as aids to writing activities.	Teacher resources, computer, library access
3. How to use a variety of note-taking and organizational strategies. <b>MO Information Literacy 1.C</b>	3. Record relevant information using a variety of note-taking and organizational strategies.	3. Provide a variety of opportunities guiding the student in the development of note-taking and organizational strategies.	Teacher resources, note-taking materials
4. How to document research sources using a given citation format. <b>MO Information Literacy 1D</b> <b>IL Goal 5.B.3b</b> <b>IL Goal 5.C.3c</b>	4. Document research sources using a given citation format.	4. Guide the student in developing skills in research documentation and citation formatting to be used in major and practice writing pieces.	Citation manual

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**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 convey media techniques.

**MO Information Literacy 2A**

**IL Goal 5.A.3b**

**IL Goal 5.C.3a**

**IL Goal 5.C.3.b**

**The student will be able to:**

1. Identify and explain media techniques used to convey messages in various media (e.g. videos, pictures, web-sites, artwork, plays, and/or news programs).

**Suggested Activities**

1. Guide the student in the development of media strategies and techniques for use in a variety of media developed activities such as PowerPoint and other media generated activities.

**Suggested Resources**

Variety of media such as videos, pictures, web-sites, artwork, plays, and/or news programs