

LESA
Communication Arts Curriculum
2009

1. Strand: Reading

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

The student will know:

1. That decoding is necessary for understanding text.

MO Reading 1C

IL Goal 1.A. 2a

2. How to read grade-level text with fluency, accuracy, and expression and how to adjust reading rate to the difficulty and type of text.

MO Reading 1D

IL Goal 1.B. 3d

3. How to develop vocabulary through text roots and affixes, context clues, glossaries, dictionaries, and thesauruses.

MO Reading 1E

The student will be able to:

1. Apply decoding strategies to solve unknown words.

2a. Read grade-level text with fluency, accuracy, and expression.

2b. Adjust reading rate to the difficulty and type of text.

3. Develop vocabulary through text roots and affixes, context clues, glossaries, dictionaries, and thesauruses.

Suggested Activities

1. Monitor student application of decoding strategies and provide intervention where necessary.

2a. Employ reader's theater, choral readings, partner readings.
2b. Have students create a rap song about anything.

3a. Replace a multiple-meaning word with a correct synonym or antonym to convey the same meaning.

3b. Use think-alouds to model.

Suggested Resources

Syllabication, using context, decoding by analogy, teacher's manual (see appendix for decoding strategies)

Use one of your basals or a chapter from a novel.

Word Choice/Connotation graphic organizer (see appendix)

Grade level: Eighth Grade

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The student will know:

4. How to apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting with evidence, and setting a purpose.

MO Reading 1F

IL Goal 1.B.3a

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

MO Reading 1G

IL Goal 1.A.3b

The student will be able to:

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

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

Suggested Activities

- 4a. Stop at the climax and predict the ending.
- 4b. Use an anticipation guide.

5. Literature Circles and graphic organizers

Suggested Resources

Google anticipation guides with the title of your novel
Example on page 114 *Teaching Reading Strategies*

Moving Forward with Literature Circles by Day , et. al.

Grade level: Eighth Grade

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The student will know:

- 6a. How to apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
- 6b. How to identify and explain the relationship between the main idea and supporting details.
- 6c. How to ask question to clarify.
- 6d. How to reflect.
- 6e. How to draw conclusions.
- 6f. How to paraphrase.
- 6g. How to summarize.

MO Reading 1H

IL Goal 1.B.3b

IL Goal 2.B.3a

IL Goal 1.C.3d

The student will be able to:

- 6a. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
- 6b. Identify and explain the relationship between the main idea and supporting details.
- 6c. Question to clarify.
- 6d. Reflect.
- 6e. Draw conclusions.
- 6f. Paraphrase.
- 6g. Summarize.

Suggested Activities

- 6a. Create a visual representation (e.g. graphic organizer, outline, drawing, etc.).
- 6b. Create a flow chart of cause-effect relationships in a story.
- 6c. Justify the title.
- 6d. Use the QAR strategy.
- 6e. Use comprehension graphic organizer (see appendix).
- 6f. Create a prayer journal.
- 6g. Infer conclusions about a story.
- 6h. Draw conclusion from your daily.
- 6i. Bible reading.
- 6j. Partner reading - after one partner reads, the other retells.
- 6k. Paraphrase a passage from the Bible and share with a young class.
- 6l. Create a herringbone chart and write a summary.

Suggested Resources

Use graphic organizers provided

Graphic Organizers and Activities...

Question Answer Relationships by Betty Hollas

Teaching Reading Strategies with Literature that Matters to Middle Schoolers

Use basal and individual novels

Herringbone chart in appendix

Grade level: Eighth Grade

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The student will know:

7. How to compare, contrast, and analyze connections 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).

MO Reading 11

IL Goal 1.B.3b

IL Goal 1.B. 3c

The student will be able to:

7. Compare, contrast, and analyze connections 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

- 7a. Create a visual representation (e.g. graphic organizer, outline, drawing, etc.) to use while reading.
- 7b. Conduct literature circles.

Suggested Resources

Use provided graphic organizers
Moving Forward with Literature
Circles

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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 interpret and analyze information in title and recognize and interpret the text features of fiction, poetry, and drama.

MO Reading 2A

IL 2.A.3c

The student will be able to:

1. Use grade level text to interpret and analyze information in title and recognize and interpret the text features of fiction, poetry, and drama.

Suggested Activities

- 1a. Create a skit to render the story.
- 1b. Use a cube for discussion.

Suggested Resources

See pg 54-56 and 147-148 in *Differentiating by Student Interest*

The student will know:

2. How to identify and explain literary techniques in text emphasizing jargon, dialect, slang, symbolism, sensory details, and figurative language and analyze literary techniques previously introduced.

MO Reading 2B

The student will be able to:

2. Identify and explain literary techniques in text emphasizing jargon, dialect, slang, symbolism, sensory details, and figurative language and analyze literary techniques previously introduced.

Suggested Activities

- 2a. Analyze the dialect in a story.
- 2b. Employ reader's theater to interpret the dialect, jargon, slang, and symbolism of the story.

Suggested Resources

Use your basal or novel series

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The student will know:

3. How to use details from text to:
- a. Demonstrate comprehension of skills previously introduced.
 - b. Identify and explain flashback, mood, and theme.
 - c. Analyze point of view.
 - d. Analyze author's viewpoint/perspective.
 - e. Determine how an incident foreshadows a future event.
 - f. Interpret behaviors, motives, and consequences of character's actions.
 - g. Evaluate problem-solving processes of characters.
 - h. Evaluate effectiveness of solutions.
 - i. Compare and contrast common literary themes across various societies and eras.

MO Reading 2C

IL Goal 1.C.3

IL Goal 2A.3a

IL Goal 1.C. 3b

IL Goal 2.A.3b

IL Goal 2.A.3d

IL Goal 1.C.3e

IL Goal 2.A.3b

IL Goal 2.B.3c

IL Goal 2.B.3b

The student will be able to:

3. Use details from text to:
- a. Demonstrate comprehension of skills previously introduced.
 - b. Identify and explain flashback, mood, and theme.
 - c. Analyze point of view.
 - d. Analyze author's viewpoint/perspective.
 - e. Determine how an incident foreshadows a future event.
 - f. Interpret behaviors, motives, and consequences of character's actions.
 - g. Evaluate problem-solving processes of characters.
 - h. Evaluate effectiveness of solutions.
 - i. Compare and contrast common literary themes across various societies and eras.

Suggested Activities

- 3a. Stop at the climax and have the student write an ending and then compare it with the original ending.
- 3b. Write a paragraph describing how setting affects mood and theme.
- 3c. Use the theme graphic organizer (see appendix).
- 3d. Change the setting in a story.
- 3e. Rewrite part of the text from a different point of view.
- 3f. Discuss how an author's experiences may affect his or her writing.
- 3g. Have students chart the story to reflect back on any incidents that may have foreshadowed others.
- 3h. Draw and illustrate a comic strip to portray a characters changes throughout the story.
- 3i. Justify an opinion about the story.
- 3j. Write a paragraph supporting your opinion by citing examples from the text.
- 3k. Synthesize the themes and settings of two different stories.

Suggested Resources

- Graphic Organizers- appendix
- Reader's Handbook
- See page 78 of *Graphic Organizers and Activities...*
- An author's website and student novels
- Student text, teacher created chart
- Student text and examples of a comic strip

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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, analyze, and evaluate the author's use of text (diagrams, charts, graphs, etc.) features to clarify meaning.

MO Reading 3A

IL Goal 1.C.3f

2. How to identify and explain literary techniques and figurative language in nonfiction text, emphasizing jargon, dialect, slang, and sensory details previously introduced.

MO Reading 3B

The student will be able to:

1. Explain, analyze, and evaluate the author's use of text (diagrams, charts, graphs, etc.) features to clarify meaning.

2. Identify and explain literary techniques and figurative language in nonfiction text, emphasizing jargon, dialect, slang, and sensory details previously introduced.

Suggested Activities

1. Use an anticipation guide.

2. Draw or create a political cartoon after reading a newspaper article.

Suggested Resources

Google anticipation guides for your novel
Use a variety of consumer text

Use political cartoons from your local newspaper

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The student will know:

3. How to use details from text to:
- a. Demonstrate comprehension skills previously introduced.
 - b. Evaluate adequacy of evidence presented by author.
 - c. Determine author's purpose based on text analysis.
 - d. Compare and contrast.
 - e. Determine the importance of information.
 - f. Analyze point of view.
 - g. Determine author's viewpoints.
 - h. Identify problem solving processes and explain effectiveness of solutions determining importance of information.
 - i. Analyze word choice and connotation.
 - j. Analyze organizational effectiveness.
 - k. Analyze accuracy of information.

MO Reading 3C

IL Goal 1.C.3e

IL Goal 1.C. 3c

The student will be able to:

3. Use details from text to:
- a. Demonstrate comprehension skills previously introduced.
 - b. Evaluate adequacy of evidence presented by author.
 - c. Determine author's purpose based on text analysis.
 - d. Compare and contrast.
 - e. Determine the importance of information.
 - f. Analyze point of view.
 - g. Determine author's viewpoints.
 - h. Identify problem-solving processes and explain effectiveness of solutions determining importance of information.
 - i. Analyze word choice and connotation.
 - j. Analyze organizational effectiveness.
 - k. Analyze accuracy of information.

Suggested Activities

- 3a. Provide background information on various studied authors; utilize story webs; charts; discussion; and writing activities.
- 3b. Recognize propaganda and misleading logic. Create a propaganda/misleading logic poster.
- 3c. Write a precise on the author's thesis statement.
- 3d. Compare and contrast news broadcasts. How are the stories similar or different? What are the sources of information?
- 3e. Compare an informational article and a persuasive article on the same topic.
- 3f. Use a point of view graphic organizer.
- 3g. Compare and contrast a biography with an autobiography.
- 3h. Use a problem/solution graphic organizer.
- 3i. Use the word choice/connotation graphic organizer (see appendix).

Suggested Resources

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

Writing Research Papers

Computer websites and recordings of news broadcasts

Teacher resources and a variety of texts

Teacher created organizer or *Graphic Organizers and Activities...*

Use webenglishteacher.com

Graphic organizers- appendix

Examples of poorly organized texts can be found online and a few examples in *6+1 Traits of Writing*

Student copies of the Bible and other historical texts

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The student will know:

4. How to read and follow multi-step directions to complete a complex task.

MO Reading 3D

The student will be able to:

4. Read and follow multi-step directions to complete a complex task.

Suggested Activities

3j. Give students an example of a poorly organized text and have them rewrite it.

3k. Evaluate the authenticity of the Bible in context with other historical texts of the time period.

4. Provide students with examples and have students practice giving and following multi-step directions.

Suggested Resources

Teacher created materials and websites

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2. Strand: Writing

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

The student will know:

1. How to follow a writing process to:
 - a. Use appropriate prewriting strategies needed.
 - b. Generate a draft.
 - c. Reread, revise for audience and purpose, ideas, and content.
 - d. Edit for conventions.
 - e. Share writing.

MO Reading 1A

The student will be able to:

1. Follow a writing process to:
 - a. Use appropriate prewriting strategies needed.
 - b. Generate a draft.
 - c. Reread, revise for audience and purpose, ideas, and content.
 - d. Edit for conventions.
 - e. Share writing.

Suggested Activities

- 1a. Use graphic organizers such as a T-chart.
- 1b. Have students create their writing territories at the beginning of the year (see resources).
- 1c. Allow students in class time to generate their drafts.
- 1d. Read a peer's work and highlight 3 well-written phrases or sentences.
- 1e. Read a peer's work and underline at least 3 sentences that are vague, unclear, etc.
- 1f. Rewrite a short story omitting all punctuation, capitalization, and indentation and have students edit.
- 1g. Have students edit by reading their papers backwards.
- 1h. Have an author's chair/poetry café.

Suggested Resources

Lessons that Change Writers
Nancie Atwell

Writing a Research Paper

Student work

Use a classroom set of short stories

Student work and other author's

Guest reader

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

The student will know:

- 1a. How to compose text showing awareness of audience.
- 1b. How to compose text choosing a form and point of view appropriate to purpose and audience.

MO Writing 2A

- 2a. How to compose text with strong controlling idea.
- 2b. How to compose text with relevant specific details.
- 2c. How to compose text with complex ideas.
- 2d. How to compose text with freshness of thought.

MO Writing 2B

The student will be able to:

- 1a. Compose text showing awareness of audience.
- 1b. Compose text choosing a form and point of view appropriate to purpose and audience.

- 2a. Compose text with strong controlling idea.
- 2b. Compose text with relevant specific details.
- 2c. Compose text with complex ideas.
- 2d. Compose text with freshness of thought.

Suggested Activities

- 1a. Use R.A.F.T (see resources).
- 1b. Write a memo/letter to an author.
- 1c. Pick out "words of wisdom" from text and write a paragraph from your point of view.

- 2a. Use a T-chart graphic organizer as skeletal structure.
- 2b. Use 6+1 Trait writing as a model.
- 2c. Show students examples of complex ideas and inadequate ideas.
- 2d. Have students write in another way.

Suggested Resources

6+1 Traits of Writing by Ruth Culham and *Teaching Reading Strategies* pg 136

Page 78 of *Graphic Organizers and Activities...*

Appendix-Graphic organizers

6+1 Traits of Writing by Ruth Culham

Teacher created materials and student texts

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The student will know:

3. How to compose text with an effective beginning, middle, and end, a logical order, effective paragraphing, a variety of sentence structures, including compound-complex sentences, cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure.

MO Writing 2C

4. How to compose text using precise and vivid language and writing techniques such as figurative language, sensory detail, and purposeful dialogue.

MO Writing 2D

The student will be able to:

3. Compose text with an effective beginning, middle, and end, a logical order, effective paragraphing, a variety of sentence structures, including compound-complex sentences, cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure.

4. Compose text using precise and vivid language and writing techniques such as figurative language, sensory detail, and purposeful dialogue.

Suggested Activities

3. Use a variety of techniques to write a lead: dialogue, describe the setting, anecdote.

4a. Use a poem to transcribe a news article.

4b. Create a "dead words" poster, replacing the word(s) with more precise language.

4c. Have students underline all the *be* verbs and change some of them to action verbs.

Suggested Resources

Create classroom examples of various leads

See the chapter on voice in *6+1 Traits of Writing*

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The student will know:

5. In written text:
- a. How to use conventions of capitalization, to use a colon to introduce lists, to use correct pronoun usage, to use a dictionary, spell check, and other resources.
 - b. How to write legibly and/or use proper formats for typed work.

MO Writing 2E

The student will be able to:

5. In written text:
- a. How to use conventions of capitalization, to use a colon to introduce lists, to use correct pronoun usage, to use a dictionary, spell check, and other resources.
 - b. Write legibly and/or use proper formats for typed work.

Suggested Activities

- 5a. Review basic conventions with your students.
- 5b. Review proper formats with your students.

Suggested Resources

Use your English book.
Follow your school's guidelines for typed work.

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:
- a. Using narrative, descriptive, expository, and/or persuasive features.
 - b. In various formats, including workplace communication (e.g. business letter with a correctly addressed envelope, email communications).
 - c. Including summary.
 - d. Including literature responses and poems.

MO Writing 3A

The student will be able to:

1. Compose a variety of texts:
- a. Using narrative, descriptive, expository, and/or persuasive features.
 - b. In various formats, including workplace communication (e.g. business letter with a correctly addressed envelope, email communications).
 - c. Including summary.
 - d. Including literature responses and poems.

Suggested Activities

- 1a. Design a flow chart that shows the steps of a "how-to" presentation.
- 1b. Create an advertisement that is composed of only facts; rewrite it using only opinion.
- 1c. Write a letter to area businesses.
- 1d. Write a summary of a book.
- 1e. Using a newspaper article, write a poem describing the story.

Suggested Resources

Use Kidspiration/Inspiration to create a flowchart.
Consult the Internet for local businesses.
Use student choice novels.
Use your local newspaper.

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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, and directions and use clarifying strategies for understanding (e.g. questioning, summarizing, paraphrasing) in order to recognize how colloquialisms and jargon reflect context, regions, and cultures.

MO Listening/Speaking 1A

IL Goal 4.A.3a

2. How to use active-listening behaviors (e.g. asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement, or confusion.)

MO Listening/Speaking 1B

IL Goal 4.A.3b

The student will be able to:

1. Listen for enjoyment, information, and directions and use clarifying strategies for understanding (e.g. questioning, summarizing, paraphrasing) in order to recognize how colloquialisms and jargon reflect context, regions, and cultures.

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

Suggested Activities

1. Partner for debriefing.

2. Answer index card topics using body language and facial expressions.

Suggested Resources

Use history or science books as well as novels

Pictures from timely periodicals

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The student will know:

3. How to demonstrate the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, environmental distractions).

IL Goal 4.A.3d

The student will be able to:

3. Demonstrate the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, environmental distractions).

Suggested Activities

3. Have students practice their presentations/speeches while other students are practicing as well.

Suggested Resources

Student presentations

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

The student will know:

1. In discussions and presentations:
a. How to speak clearly and stay on topic.
b. How to use appropriate vocabulary.
c. How to use appropriate body language.
d. How to incorporate media or technology.
e. How to respond to questions.

MO Listening/Speaking 2A

IL Goal 5.C.3b

IL Goal 4.B.3d

IL Goal 4.B.3a

The student will be able to:

1. In discussions and presentations:
a. Speak clearly and stay on topic.
b. Use appropriate vocabulary.
c. Use appropriate body language.
d. Incorporate media or technology.
e. Respond to questions.

Suggested Activities

1a. Have students present a book talk.
1b. Have students prepare and lead classroom devotions.

Suggested Resources

Student interest novels
Classroom devotionals and the Bible

Grade level: Eighth Grade

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The student will know:

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

MO Listening/Speaking2B

IL Goal 4.A.3c

3. How to develop strategies to manage or overcome communication anxiety and apprehension (e.g. sentence outlining, note cards).

IL Goal 4.B.3c

The student will be able to:

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

3. Develop strategies to manage or overcome communication anxiety and apprehension (e.g. sentence outlining, note cards).

Suggested Activities

2. Design a flow chart of how to complete a task.

3a. Give daily announcements/Bible passage to the student body.

3b. Role play before and after an oral report.

Suggested Resources

Use Kidspiration or Inspiration to create the flow chart

Note cards, outlines, student presentations

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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 develop a research plan to guide investigation and research of focus questions.

MO Information Literacy 1A

2. How to locate and use primary and secondary sources to investigate research topics and acquire relevant information to evaluate reliability of information.

MO Information Literacy 1B

IL Goal 5.A.3a

IL Goal 5.B.3a

IL Goal 5.B.3b

3. How to record relevant information using a self-selected note-taking or organizational strategy.

MO Information Literacy 1C

IL Goal 6.C.3c

The student will be able to:

1. Develop a research plan to guide investigation and research of focus questions.

2. Locate and use primary and secondary sources to investigate research topics and acquire relevant information to evaluate reliability of information.

3. Record relevant information using a self-selected note-taking or organizational strategy.

Suggested Activities

1. Help students create a plan using graphic organizers, outlines, etc.

2a. Given index cards with topics, have students bring in sources and divide into primary and secondary sources.
2b. Require students to use at least one primary source in their writing.

3. Show students a wide variety of note taking strategies.

Suggested Resources

Template pg 27 in *Strategies for Differentiating in the Content Areas*

See chapter 2 in *Writing a Research Paper*

See chapter 4 in *Strategies for Differentiating in Content Areas*

Grade level: Eighth Grade

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The student will know:

4. How to document research sources using a given citation format.

MO Information Literacy 1D

The student will be able to:

4. Document research sources using a given citation format.

Suggested Activities

4. Teach students how to use the proper MLA format.

Suggested Resources

MLA Handbook and your English book

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 analyze and synthesize two or more messages conveyed in various media (e.g. videos, pictures, websites, artwork, plays, news programs).

MO Information Literacy 2A

IL Goal 5.C.3a

The student will be able to:

1. Analyze and synthesize two or more messages conveyed in various media (e.g. videos, pictures, websites, artwork, plays, news programs).

Suggested Activities

1. Provide students with a variety of media to analyze.

Suggested Resources

Use Discovery as one of your video messages.

2. How to develop both group and individual projects related to contemporary issues (e.g. real-world math, career development, community service) using multiple sources.

IL Goal 5.A.3b

IL Goal 4.B.3b

2. Develop both group and individual projects related to contemporary issues (e.g. real-world math, career development, community service) using multiple sources.

2. Use choice boards or other differentiated projects from which students can choose.

Differentiation in Action by Judith Dodge