

K-6 Communication Arts

Big Idea: Communication is a way to understand the world and how I fit in it.

Enduring Understanding: We invest ourselves in the communication process when understanding becomes reciprocal.

Content Standard #1 Students apply a range of skills and strategies to construct meaning as they interpret, analyze and respond.

In order to demonstrate understanding of the communication process, students will be able to...

Benchmark # 1.1 Make and verify predictions, question, and create connections while communicating.

K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Make predictions. ➤ Share personal experiences. ➤ Make self to text connections. ➤ Apply prior knowledge when interacting with text. 	<ul style="list-style-type: none"> ➤ Preview and predict for new stories. ➤ Begin to ask and answer questions. ➤ Begin to make self to text, text to text, and text to world connections. ➤ Connect new material to previous knowledge. ➤ Begin to draw conclusions. ➤ Identify cause/effect, main/supporting details. ➤ Use picture clues. 	<ul style="list-style-type: none"> ➤ Make, revise, and verify predictions. ➤ Relate stories to personal experiences. ➤ Ask questions of text and self to determine meaning. ➤ Connect new material to previous information. ➤ Draw conclusions from the information presented. ➤ Identify cause/effect, main/supporting details. ➤ Preview text. ➤ Make inferences. 	<ul style="list-style-type: none"> ➤ Revise and confirm predictions as they read. ➤ Connect text to world, self, and other text. ➤ Ask questions of text and self to determine meaning. ➤ Set purpose and generate and respond to questions. ➤ Anticipate and predict reasonable outcomes. ➤ Identify cause/effect, main/supporting details. ➤ Preview texts to create connections. ➤ Preview text. ➤ Make inferences. 	<ul style="list-style-type: none"> ➤ What is communication? ➤ What is my role in communication? ➤ What does it mean to construct meaning? ➤ How do I know if my inferences are correct?

Benchmark # 1.2 Identify and apply reading strategies to decode unknown words and comprehend written material.

K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Apply phonemic awareness skills. <ul style="list-style-type: none"> ◆ sound isolation (beginning, middle, end) ◆ blending ◆ segmenting ◆ deletion ➤ Apply phonological awareness skills. <ul style="list-style-type: none"> ◆ rhyming ◆ syllable identification, ◆ word families ➤ Apply letter-sound relationship skills. ➤ Observe fluency, rate, and style through teacher model. ➤ Use picture clues. 	<ul style="list-style-type: none"> ➤ Apply phonemic awareness skills. <ul style="list-style-type: none"> ◆ sound isolation (beginning, middle, end) ◆ deletion ◆ segmenting ◆ blending ➤ Use strategies which may include: chunking, sounding out in context, sight words, prior knowledge. ➤ Begin to understand different letter combinations make different sounds-keep trying until one makes sense (silent 3 vowel combinations). ➤ Read fluently with grade level passages. 	<ul style="list-style-type: none"> ➤ Use phonemic awareness to blend sounds, to make consonant-vowel connections, and to apply inflections. ➤ Use decoding strategies. (Including visual clues, structural clues, and word recognition). ➤ Utilize reading strategies to fluently read text. 	<ul style="list-style-type: none"> ➤ Use a variety of strategies to read fluently and to comprehend. ➤ Apply consonant and vowel blends automatically to increase fluency. 	<ul style="list-style-type: none"> ➤ What is understanding? ➤ How do I know I understand something?

Benchmark # 1.3 Use contextual clues and organizational patterns to construct and confirm meaning.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Recognize and read grade level sight words. ➤ Begin to develop vocabulary through exploration and dramatic play. ➤ Utilize word wall and environmental print. 	<ul style="list-style-type: none"> ➤ Summarize. ➤ Use self-correction. ➤ Recognize and read grade-level sight words. ➤ Identify story parts. ➤ Develop vocabulary through exploration of context. 	<ul style="list-style-type: none"> ➤ Use vocabulary in conjunction with context clues. ➤ Apply analysis of word parts and auditory clues. ➤ Use text features to enhance comprehension. 	<ul style="list-style-type: none"> ➤ Monitor comprehension and adjust reading rate. ➤ Construct meaning through the use of vocabulary. <ul style="list-style-type: none"> ◆ Prefixes ◆ Suffixes ◆ Root words ➤ Apply analysis of word parts and auditory clues. 	<ul style="list-style-type: none"> ➤ What is meaning? ➤ How do I know when I understand something? ➤ What do I do if I don't understand? ➤ Why do people interpret and respond to communication differently?
Benchmark # 1.4 Use text features for interpreting fiction and nonfiction, increasing comprehension, and drawing conclusions.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Begin to interpret information from visuals (illustrations, graphics, media, charts and graphs). ➤ Use text to check predictions and conclusions. ➤ Identify cause/effect or problem/solution. 	<ul style="list-style-type: none"> ➤ Begin to use: <ul style="list-style-type: none"> ◆ glossary ◆ captions ◆ table of contents ➤ Continue to interpret information from visuals (illustrations, graphics, media, charts, graphs, maps, and diagrams). 	<ul style="list-style-type: none"> ➤ Read more print and non-print materials. ➤ Draw conclusions from different sources and genres, including fiction and non-fiction. ➤ Utilize titles, guide words, captions, pictures, glossary, maps, charts, diagrams, index, table of contents. 	<ul style="list-style-type: none"> ➤ Interpret information from visuals (graphics, media, illustrations, tables, maps, charts, graphs, diagrams, timelines). ➤ Analyze the ways visuals, graphics and media represent, contribute to and support meaning. ➤ Produce and use visuals to communicate ideas. ➤ Use text features to enhance comprehension. 	<ul style="list-style-type: none"> ➤ Why do people interpret and respond to communication differently? ➤ How do we know which interpretation is "right"? ➤ How do I support my ideas? ➤ How can I get better at thinking?

Benchmark # 1.5 Demonstrate understanding of literary elements and devices by accurately retelling or summarizing.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Recite poems/rhymes. ➤ Identify sequence of events. ➤ Begin to identify main character and setting. ➤ Summarize events and retell stories. ➤ Use both written and/or oral summary and retelling to show understanding. 	<ul style="list-style-type: none"> ➤ Identify character, setting, problems, and solutions. ➤ Classify and categorize information. ➤ Retell facts with guidance. ➤ Retell events from beginning, middle, and end with guidance. ➤ Use both written and oral summary and retelling to increase understanding. 	<ul style="list-style-type: none"> ➤ Provide a retelling with characters, setting, plot, and main idea. ➤ Use both written and oral summary and retelling to increase understanding. 	<ul style="list-style-type: none"> ➤ Use literary elements (plot, conflict, resolution, character, setting, theme) in retelling and summarizing. 	<ul style="list-style-type: none"> ➤ How do I tell a story? ➤ What do I know?

Enduring Understanding: As a lifelong process, communication requires understanding, being understood, and knowing what to do when misunderstanding occurs.

Content Standard # 2 Students set goals, monitor, evaluate and reflect on their growth in communication arts.

In order to understand and appreciate their growth in communication, students will be able to...

Benchmark # 2.1 Identify and describe effective communication.

K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Learn about authors and illustrators and their styles. ➤ Observe and apply rules of conversation. ➤ Say how own writing makes meaning. 	<ul style="list-style-type: none"> ➤ Practice applying rules of conversation. ➤ Discuss/demonstrate appropriate body language and appropriate voice level in a variety of situations. 	<ul style="list-style-type: none"> ➤ Know and apply rules of conversation. ➤ Listen and look at the speaker. ➤ Demonstrate appropriate body language. ➤ Listen for a purpose (enjoyment, information, and persuasion). ➤ Speak clearly and use appropriate volume. 	<ul style="list-style-type: none"> ➤ Listen and look at the speaker. ➤ Demonstrate appropriate body language. ➤ Listen for a purpose (enjoyment, information, and persuasion). ➤ Speak clearly and use appropriate volume. 	<ul style="list-style-type: none"> ➤ How do I know <u>what</u> I know? ➤ How do I know <u>when</u> I know? ➤ How do I share <u>what</u> I know?

Benchmark # 2.2 Determine strengths and weaknesses in communication.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Reread own written communication (print and non-print) to determine effectiveness. ➤ See self as author and/or illustrator. ➤ Share work with others. ➤ Study own work using rubrics. ➤ Demonstrate awareness of the effect of oral remarks. 	<ul style="list-style-type: none"> ➤ Say what “I can” do well. ➤ Say what “I will” do to improve. ➤ Use rubrics. ➤ Demonstrate awareness of the impact on others of oral communication. 	<ul style="list-style-type: none"> ➤ Share and compare your work with others and self. ➤ Compare work to rubrics and sample pieces. ➤ Demonstrate awareness of the impact on others of oral communication. 	<ul style="list-style-type: none"> ➤ Share and compare your work with others and self. ➤ Compare work to rubrics and sample pieces. ➤ Demonstrate awareness of the impact on others of oral communication. 	<ul style="list-style-type: none"> ➤ What are my strengths and weaknesses? Why? ➤ What is most important for me to learn? ➤ How can improving my communication skills improve my life?
Benchmark # 2.3 Set goals for improving communication.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Understand what a goal is. ➤ Discuss progression of communication skill levels throughout year. ➤ Set goal for a specific time frame. 	<ul style="list-style-type: none"> ➤ Discuss what a goal is. ➤ Discuss progression of communication skill levels throughout. ➤ Be aware of own goals. ➤ Set goal strategies through teacher modeling. 	<ul style="list-style-type: none"> ➤ Describe what a goal is. ➤ Set goals with teacher guidance. ➤ Discuss the importance of completion of goals in a timely manner. 	<ul style="list-style-type: none"> ➤ Set and monitor own goals. ➤ Design a plan for accomplishing goals. 	<ul style="list-style-type: none"> ➤ What are my goals? ➤ What are some strategies to reach my goals? ➤ How can I monitor my progress? ➤ How can I improve? ➤ What is an effective goal?

Benchmark # 2.4 Develop self-monitoring strategies.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Choose work samples and observe progress. ➤ Practice think alouds. 	<ul style="list-style-type: none"> ➤ Make "I statements" before, during, and after reading, writing, listening, and speaking. ➤ Discuss thinking. 	<ul style="list-style-type: none"> ➤ Say what "I can do well". ➤ Say what "I can improve upon". ➤ Explain or justify reasoning. 	<ul style="list-style-type: none"> ➤ Follow and give directions. ➤ Practice test-taking strategies. ➤ Select material to read for pleasure. 	<ul style="list-style-type: none"> ➤ How can I achieve independence in my learning? ➤ What skills do I need to have in order to evaluate myself? ➤ How do we know when we have communicated well? ➤ How can I develop my own voice?

Enduring Understanding: Communication changes according to audience and purpose.				
Content Standard #3 Students select, interact with and respond to print and non-print material for a variety of purposes and audiences.				
<i>In order to demonstrate understanding, students will be able to...</i>				
Benchmark # 3.1 Identify various purposes for communication.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Begin to understand reasons for communication. <ul style="list-style-type: none"> ◆ Information ◆ Entertainment ➤ Listen for a purpose. 	<ul style="list-style-type: none"> ➤ Begin to read for meaning. ➤ Read for information. ➤ Begin to explore. <ul style="list-style-type: none"> ◆ Why we read (meaning, info, enjoyment) ◆ Why do we write ◆ Why we speak ➤ Listen for a purpose. 	<ul style="list-style-type: none"> ➤ Identify and develop examples of how communication is personal. ➤ Identify examples of communication that is lifelong. ➤ Explain how communication includes reading habits. ➤ Listen for a purpose. 	<ul style="list-style-type: none"> ➤ Identify and explain examples of how communication is personal. ➤ Identify and explain examples of communication that is lifelong. ➤ Explain how communication includes reading habits. ➤ Listen for a purpose. 	<ul style="list-style-type: none"> ➤ Why does the method and structure I choose affect my communication? ➤ How does my attitude toward print and non-print impact myself and others?

Benchmark # 3.2 Experience different genres and forms in communication.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Experience different forms of communication (journal, poetry, stories, and folktales). ➤ Distinguish between fact and fantasy. 	<ul style="list-style-type: none"> ➤ Experience different genres (journal, poetry, stories, folktales, drama, and fairy tails). ➤ Distinguish between fact and fantasy. ➤ Study narrative. ➤ Study descriptive. 	<ul style="list-style-type: none"> ➤ Distinguish between fantasy and realistic text. ➤ Understand the distinguishing features of literary and nonfiction texts (everyday print, poetry, drama, fantasies, fables, myths, legends, and fairy tales). 	<ul style="list-style-type: none"> ➤ Understand and use text structure including poetry, narrative, and informational text. ➤ Read to learn. 	<ul style="list-style-type: none"> ➤ How does my personal experience impact what I view, read, or hear? ➤ How does my attitude toward print and non-print impact others and myself? ➤ Does variety enhance learning? How?
Benchmark # 3.3 Perform communication tasks for a variety of purposes and audiences.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Become aware of self and community. ➤ Explore communication for different purposes (Information or entertainment). ➤ Engage in a variety of experiential activities. 	<ul style="list-style-type: none"> ➤ Be aware of self and community. ➤ Answer and ask appropriate questions. ➤ Share communication with others. ➤ Experience a variety of informational formats. ➤ Study audience. 	<ul style="list-style-type: none"> ➤ Participate in classroom activities and discussions. ➤ Perform readers theater and/or plays. ➤ Recite poems, rhymes, and songs, and stories. ➤ Identify differences in audience. ➤ Participate in oral presentations. 	<ul style="list-style-type: none"> ➤ Participate in small group discussions. ➤ Recite poems, rhymes, songs, dramatic dialogue. ➤ Write for a specific audience. ➤ Participate in oral presentations. 	<ul style="list-style-type: none"> ➤ How do I select material to meet the purpose of my communication? ➤ How do I support my interpretations? ➤ Why do I need to?

Benchmark #3.4 Demonstrate basic understanding of main idea and supporting details.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Begin to identify main idea. ➤ Write to match illustrations. 	<ul style="list-style-type: none"> ➤ Practice identifying main idea both stated and unstated. ➤ Begin to write a topic sentence and details. ➤ Write on a given topic. 	<ul style="list-style-type: none"> ➤ Identify main idea that is stated in the text. ➤ Identify main idea that is not stated in the text. ➤ Determine what supporting details are, and how to use main ideas. ➤ Write a topic sentence and supporting details. 	<ul style="list-style-type: none"> ➤ Determine what supporting details are, and how they are used with main ideas. ➤ Write paragraphs with a topic sentence and supporting details. 	<ul style="list-style-type: none"> ➤ How do I know when something is a main idea? ➤ How does organization create clarity?
Benchmark # 3.5 Utilize a writing process				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Follow writing process through teacher model (prewriting, drafting, revising, proofreading, and publishing). ➤ Recognize sentences are made up of words. ➤ Begin to apply punctuation and capitalization rules. ➤ Explore writing through shared and individual writing. 	<ul style="list-style-type: none"> ➤ Write a complete sentence. ➤ Begin to use grammar and punctuation in writing. ➤ Follow a writing process with a prompt. 	<ul style="list-style-type: none"> ➤ Produce various responses to text. ➤ Make sure there is organization and focus to the piece. ➤ Have a beginning, middle, and end. ➤ Utilize revision skills. ➤ Use grammar and punctuation in writing. 	<ul style="list-style-type: none"> ➤ Practice timed writing and writing to prompts. ➤ Proofread writing to correct for convention errors, usage, and punctuation. ➤ Write single and multi-paragraph compositions. 	<ul style="list-style-type: none"> ➤ Does my writing convey my thoughts clearly?

Benchmark #3.6 Use substantial vocabulary and expand vocabulary through the use of syntax.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Develop vocabulary through exploration and dramatic play. ➤ Learn vocabulary related to text. ➤ Begin to classify and categorize ideas. 	<ul style="list-style-type: none"> ➤ Classify and categorize ideas to develop vocabulary. ➤ Practice using context clues. ➤ Learn vocabulary related to text. 	<ul style="list-style-type: none"> ➤ Use antonyms and synonyms. ➤ Identify homophones. ➤ Classify multiple meaning words. ➤ Use context clues. ➤ Use prefixes, suffixes and root words to determine meaning. ➤ Practice dictionary skills. ➤ Develop vocabulary through intentional study of words. 	<ul style="list-style-type: none"> ➤ Expand vocabulary through use of antonyms, synonyms, homographs, homophones, multiple-meaning words, context clues, and figurative and idiomatic language. ➤ Utilize prefixes, suffixes and root words. ➤ Expand vocabulary through dictionary and glossary use. ➤ Expand vocabulary through wide reading exposure. 	<ul style="list-style-type: none"> ➤ Do I use the best and most interesting word? ➤ How do I decide what the best word is?

Enduring Understanding: Curiosity guides learners through the investigation process and sparks an interest in problem solving.

Content Standard #4. Students use the inquiry process and problem solving to synthesize information from multiple sources and communicate their findings.

Benchmark # 4.1 Recognize the inquiry process.

In order to demonstrate understanding, students will be able to...

K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Introduce inquiry process through teacher model. ➤ (K-W-L charts and Venn Diagrams). 	<ul style="list-style-type: none"> ➤ Begin to use inquiry process with assistance (K-W-L charts and Venn Diagrams). 	<ul style="list-style-type: none"> ➤ List the steps in the inquiry process. ➤ Apply the inquiry process through K-W-L, question-answer relationships, reciprocal teaching, and/ or teacher chosen strategy. 	<ul style="list-style-type: none"> ➤ Use the inquiry process. <ul style="list-style-type: none"> ◆ Define the task ◆ Develop a plan ◆ Seek information from a variety of sources (dictionary, thesaurus, atlas, globe, data bases, almanac, newspaper) ◆ Read, view, understand, and extract information ◆ Apply information ◆ Evaluate the process 	<ul style="list-style-type: none"> ➤ What is the inquiry process? ➤ Why do I investigate? ➤ What can I do to be more efficient in my research next time?

Benchmark # 4.2 Utilize prior knowledge to pose questions or identify problems.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Build prior knowledge through experiences. ➤ Use prior knowledge to identify problem/solution. ➤ Begin to explore cause/effect relationships. 	<ul style="list-style-type: none"> ➤ Ask/answer questions. ➤ Model/utilize inference. ➤ Differentiate between fact and opinion. 	<ul style="list-style-type: none"> ➤ Use prior knowledge to problem-solve and make real life connections. ➤ Use inference. 	<ul style="list-style-type: none"> ➤ Create a story using cause/effect. ➤ Use inference. 	<ul style="list-style-type: none"> ➤ How can my curiosity drive discovery? ➤ Is curiosity part of the learning process? ➤ Why is curiosity important? ➤ Why are people curious?
Benchmark # 4.3 Identify explanations for solutions and draw conclusions based on evidence.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Explore drawing conclusions based on evidence. ➤ Retell important facts. 	<ul style="list-style-type: none"> ➤ Explore drawing conclusions based on important facts. ➤ Begin to select/use important facts to draw conclusions. 	<ul style="list-style-type: none"> ➤ Practice drawing conclusions based on important facts. ➤ Begin to select/use important facts to draw conclusions. 	<ul style="list-style-type: none"> ➤ Draw conclusions from multiple details. ➤ Solve multi-step problems. 	<ul style="list-style-type: none"> ➤ When is a conclusion correct?
Benchmark # 4.4 Communicate your findings appropriately.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Provide an oral, written, and/or artistic response to findings and conclusions. 	<ul style="list-style-type: none"> ➤ Retell important facts. ➤ Write facts and/or paragraphs about a topic. ➤ Retell steps to the problem and solution. ➤ Write a story with a problem solution. 	<ul style="list-style-type: none"> ➤ Retell steps to problem and solution. ➤ Write a story with a problem and solution. 	<ul style="list-style-type: none"> ➤ Use oral and/or written response to report information based on research. 	<ul style="list-style-type: none"> ➤ Once I have the information what do I do with it? ➤ How can I use my information? ➤ Who will be my audience, and how will that impact my presentation?

Benchmark # 4.5 Determine the credibility and relevance of technology and information sources.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Become aware of various sources of communication. ➤ Become familiar with the computer as a source of information and education. 	<ul style="list-style-type: none"> ➤ Read from the computer. ➤ Practice fact/opinion using web sites. ➤ Utilize various sources of information. 	<ul style="list-style-type: none"> ➤ Determine a credible source. ➤ Discover what information is important. ➤ Utilize various sources of information. 	<ul style="list-style-type: none"> ➤ Determine credible sources. ➤ Practice identifying relevant information. ➤ Compose at the computer. ➤ Utilize various sources of information. 	<ul style="list-style-type: none"> ➤ What sources are available? ➤ How do I know my information is valid? ➤ What is valid? ➤ What is reliable? ➤ What questions do I need to ask?

Enduring Understanding: Communication creates, impacts, and nurtures human connections.				
Content Standard #5 Students use language to enrich personal experience and to connect to the world of ideas, concepts, and issues.				
<i>In order to demonstrate understanding, students will be able to...</i>				
Benchmark # 5.1 Identify how culture, ideas, and issues influence communication.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Compare prior knowledge with new information gained from text and make connections through thoughts and feelings. ➤ Compare how language, traditions, and culture influence families. 	<ul style="list-style-type: none"> ➤ Read works from different cultures. ➤ Compare work from other cultures to your own. ➤ Make self-to-world connections. 	<ul style="list-style-type: none"> ➤ Connect information in texts to life, and life to text. ➤ Read and respond to works based upon cultures other than their own. ➤ Recognize their place in the world through communication. 	<ul style="list-style-type: none"> ➤ Connect information in texts to life, and life to text. ➤ Read and respond to works based upon cultures other than their own. ➤ Compare how languages, traditions and culture influence their community. 	<ul style="list-style-type: none"> ➤ How do I use communication to connect to the broader world of ideas, concepts, and issues? ➤ What is communication?
Benchmark # 5.2 Interact with viewpoints from various cultures, genders, and ethnic groups as well as traditional and contemporary pieces.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Provide feedback orally (in appropriate format). ➤ Complete a finished written project, including pictures, sight words and inventive and conventional spelling. ➤ Complete an illustration or dramatic response to text. 	<ul style="list-style-type: none"> ➤ Read/write about current events. ➤ Respond to media from various cultures, genders, and ethnic groups. 	<ul style="list-style-type: none"> ➤ Compare language, oral traditions, and literature that reflects customs, regions, and cultures. ➤ Contrast personal experience to that of others. ➤ Identify point of view in stories. 	<ul style="list-style-type: none"> ➤ Compare literature that reflect customs, regions and cultures other than their own ➤ View concepts and issues from diverse perspectives (Native American). ➤ Explore a point of view of another culture, gender, or ethnic group other than their own. 	<ul style="list-style-type: none"> ➤ How does language help us recognize and develop empathy? ➤ How does communication affect my personal experiences and relationships? Why?

Benchmark # 5.3 Provide oral, written and/or artistic response to ideas and feelings generated from various media.				
K	Grade 1	Grade 2	Grade 3	Essential Questions
<ul style="list-style-type: none"> ➤ Explore various responses to media. ➤ Coordinate pictures with words. ➤ Compare response to rubrics. 	<ul style="list-style-type: none"> ➤ Share feeling with partner or small group. <ul style="list-style-type: none"> ◆ Verbally ◆ Draw picture and explain with sentence ◆ Use a rubric 	<ul style="list-style-type: none"> ➤ Relate characters and events to own life. ➤ Describe the roles and contributions of authors and illustrators. ➤ Share feeling with partner or small group. ➤ Recollect, talk, or write about insights gained from the media. ➤ Use technology or appropriate media to compare ideas, information, and viewpoints. 	<ul style="list-style-type: none"> ➤ Generate alternative endings for a narrative. ➤ Share feelings with partner or small group regarding a selection from media. ➤ Recollect, talk, or write about insights gained from the media. ➤ Use technology or appropriate media to compare ideas, information, and viewpoints. 	<ul style="list-style-type: none"> ➤ Can man survive without the ability to communicate? Why?