

# *K-8 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, students will be able to...*

**Benchmark #1.1** Interact with new material and utilize prior knowledge to construct new meaning.

Grade 7	Grade 8	Essential Questions
<ul style="list-style-type: none"> <li>➤ Make inferences by responding in written and oral discussions.</li> <li>➤ Apply active reading strategies.                             <ul style="list-style-type: none"> <li>◆ Question</li> <li>◆ Clarify</li> <li>◆ Predict</li> <li>◆ Evaluate</li> <li>◆ Summarize</li> <li>◆ Connect</li> </ul> </li> <li>➤ Preview texts and predict out-comes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make inferences by responding in written and oral discussions.</li> <li>➤ Identify main ideas and select supporting details.</li> <li>➤ Apply active reading strategies.                             <ul style="list-style-type: none"> <li>◆ Question</li> <li>◆ Clarify</li> <li>◆ Predict</li> <li>◆ Evaluate</li> <li>◆ Summarize</li> <li>◆ Connect</li> </ul> </li> <li>➤ Preview text and predict out-comes.</li> <li>➤ Set purpose for communication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What personal experiences do I bring to understanding?</li> <li>➤ What is my role in the communication process?</li> <li>➤ Why is it important to communicate?</li> <li>➤ How will active communication skills apply to my life outside the school setting?</li> <li>➤ How do we know which interpretation is right?</li> <li>➤ Why do I read?</li> </ul>

**Benchmark # 1.2** Identify and apply reading strategies to decode unknown words when comprehending literature and content area materials.

Grade 7	Grade 8	Essential Questions
<ul style="list-style-type: none"> <li>➤ Apply a variety of decoding strategies to narrative and expository text fluently.</li> <li>➤ Independently check for understanding and comprehension.</li> <li>➤ Adjust reading rate appropriately.</li> <li>➤ Independently increase fluency.</li> <li>➤ Use context clues to determine meaning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply a variety of decoding strategies to narrative and expository text fluently.</li> <li>➤ Independently check for understanding and comprehension.</li> <li>➤ Adjust reading rate appropriately.</li> <li>➤ Independently increase fluency.</li> <li>➤ Use context clues to determine meaning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is comprehension?</li> <li>➤ How do I know I comprehend something?</li> </ul>

**Benchmark # 1.3** Use contextual cues and organizational patterns to construct and confirm meaning.

Grade 7	Grade 8	Essential Questions
<ul style="list-style-type: none"> <li>➤ Use organizational patterns to construct meaning.               <ul style="list-style-type: none"> <li>◆ Cause/effect</li> <li>◆ Chronological</li> <li>◆ Compare/contrast</li> <li>◆ Main ideas/supporting details</li> </ul> </li> <li>➤ Apply a variety of strategies to derive meaning and expand vocabulary.</li> <li>➤ Intentionally add new words to vocabulary.</li> <li>➤ Read a variety of self selected and assigned literary and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use organizational patterns to construct meaning.               <ul style="list-style-type: none"> <li>◆ Cause/effect</li> <li>◆ Question/answer</li> <li>◆ Problem/solution</li> <li>◆ Spatial</li> <li>◆ Chronological</li> <li>◆ Compare/contrast</li> <li>◆ Main ideas/supporting details</li> </ul> </li> <li>➤ Build vocabulary to construct or confirm meaning.</li> <li>➤ Intentionally add new words to vocabulary.</li> <li>➤ Read a variety of self selected and assigned literary and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How does the presentation of text aid my understanding?</li> <li>➤ Why are organizational patterns important?</li> </ul>
<b>Benchmark # 1.4</b> Use text features for interpreting fiction and nonfiction features to increase comprehension and draw conclusions.		
Grade 7	Grade 8	Essential Questions
<ul style="list-style-type: none"> <li>➤ Independently use appropriate textual features to construct meaning.               <ul style="list-style-type: none"> <li>◆ Headings,</li> <li>◆ Story elements</li> <li>◆ Chapters</li> <li>◆ Indexes</li> <li>◆ Graphs</li> <li>◆ Charts</li> <li>◆ Pictures and captions</li> </ul> </li> <li>➤ Analyze, critique and evaluate, synthesize and visualize text and information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Independently use appropriate textual features to construct and confirm meaning.               <ul style="list-style-type: none"> <li>◆ Headings</li> <li>◆ Story elements</li> <li>◆ Chapters</li> <li>◆ Indexes</li> <li>◆ Graphs</li> <li>◆ Charts</li> <li>◆ Pictures and captions</li> <li>◆ Paragraphs, boldface, italics</li> </ul> </li> <li>➤ Analyze, critique and evaluate, synthesize and visualize text and information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How do I know when something is true?</li> </ul>

<b>Benchmark # 1.5 Identify and analyze literary elements and devices in print and non-print material.</b>		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Use mood and tone in a summary</li> <li>➤ Summarize problem/resolution in narrative selections.</li> <li>➤ Analyze how the use of universal themes in narrative writing helps deepen understanding.</li> <li>➤ Recognize and identify literary elements.               <ul style="list-style-type: none"> <li>◆ Plot</li> <li>◆ Flashback</li> <li>◆ Foreshadow</li> <li>◆ Conflict</li> <li>◆ Characters (protagonist and antagonist)</li> <li>◆ Theme</li> <li>◆ Point of view</li> </ul> </li> <li>➤ Compare, contrast and make connections of literary elements within and between works.</li> <li>➤ Identify the effect of literary devices.               <ul style="list-style-type: none"> <li>◆ Allusion</li> <li>◆ Alliteration</li> <li>◆ Assonance</li> <li>◆ Analogies</li> <li>◆ Simile</li> <li>◆ Metaphor</li> <li>◆ Personification</li> <li>◆ Imagery</li> <li>◆ Irony</li> <li>◆ Exaggeration</li> </ul> </li> <li>➤ Read a variety of literary forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain how various literary elements and devices deepen understanding of print and non-print material.</li> <li>➤ Use knowledge of literary elements and devices to understand communication.</li> <li>➤ Recognize and identify literary elements.               <ul style="list-style-type: none"> <li>◆ Plot</li> <li>◆ Flashback</li> <li>◆ Foreshadow</li> <li>◆ Conflict</li> <li>◆ Characters (protagonist and antagonist)</li> <li>◆ Theme</li> <li>◆ Point of view</li> </ul> </li> <li>➤ Compare, contrast and make connections of literary elements within and between works.</li> <li>➤ Identify the effect of literary devices.               <ul style="list-style-type: none"> <li>◆ Allusion</li> <li>◆ Alliteration</li> <li>◆ Assonance</li> <li>◆ Analogies</li> <li>◆ Simile</li> <li>◆ Metaphor</li> <li>◆ Personification</li> <li>◆ Imagery</li> <li>◆ Irony</li> <li>◆ Exaggeration</li> </ul> </li> <li>➤ Read a variety of literary forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does what I read change me?</li> <li>➤ What do I know?</li> <li>➤ How does reading connect me to the real world?</li> </ul>

<b>Enduring Understanding:</b> As a lifelong process, communication requires reflective thinking and interaction.		
<b>Content Standard #2</b> Students set goals, monitor, evaluate, and reflect on their growth in communication arts.		
<i>In order to demonstrate understanding, students will be able to...</i>		
<b>Benchmark # 2.1</b> Evaluate communication skills in order to improve proficiency.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Use data recording to self-monitor.</li> <li>➤ Identify strengths and weaknesses.</li> <li>➤ Adjust fluency, rate and style to purpose (reading, writing, speaking).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use data to self-monitor.</li> <li>➤ Seek peer response.</li> <li>➤ Practice reflective thinking.</li> <li>➤ Use rubrics in writing and oral presentations.</li> <li>➤ Adjust fluency, rate, and style to purpose (reading, writing, speaking).</li> </ul>	<ul style="list-style-type: none"> <li>➤ How do I know what I know?</li> <li>➤ How do I know when I know?</li> <li>➤ What do I do when I don't know?</li> <li>➤ How do I self-reflect and use the information to improve my communication?</li> <li>➤ How can improving my communication skills improve my life?</li> </ul>
<b>Benchmark # 2.2</b> Set and meet communication goals.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Use goal-setting strategies to improve reading, writing, and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use goal-setting strategies to improve reading, writing, and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why should I self monitor?</li> <li>➤ How can I achieve independence in my learning?</li> <li>➤ When do I need to reread, and/or rewrite?</li> </ul>

<b>Enduring Understanding:</b> Communication changes according to audience and purpose.		
<b>Content Standard #3</b> Students select, interpret, 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>		
<b>Benchmark # 3.1</b> Identify and perform communication tasks for a variety of purposes and audiences.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Identify the different modes of communication and the characteristics of each.</li> <li>➤ Identify the purpose for communication.</li> <li>➤ Perform both spoken and written tasks.</li> <li>➤ Choose purpose and topic appropriate to audience.</li> <li>➤ Analyze and apply the characteristics of effective speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the different modes of communication and the characteristics of each.</li> <li>➤ Read a variety of self selected and assigned literary and informational texts.</li> <li>➤ Perform both speaking and written tasks.</li> <li>➤ Choose purpose and topic appropriate to audience.</li> <li>➤ Analyze and apply the characteristics of effective speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is communication?</li> <li>➤ Why is communication important?</li> <li>➤ How do I select material to fit my purpose and audience?</li> <li>➤ Why do I need to?</li> </ul>
<b>Benchmark # 3.2</b> Experience different genres, forms, and language uses in communication.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Identify and evaluate the effectiveness of point of view, purpose, language (jargon, slang, colloquialism), and literary devices.</li> <li>➤ Recognize how literary devices and elements are used to influence an audience.</li> <li>➤ Write in different genres.</li> <li>➤ Identify and analyze characteristics of different forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and evaluate the effectiveness of point of view, purpose, language (jargon, slang, colloquialism), and literary devices.</li> <li>➤ Utilize various literary devices and elements to influence an audience</li> <li>➤ Write in different genres.</li> <li>➤ Identify and analyze characteristics of different forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How do I select material appropriate for my audience and purpose?</li> <li>➤ Why is it important to adjust material for audience and purpose?</li> <li>➤ How do I judge my audience's response to my communication?</li> </ul>

<b>Benchmark # 3.3</b> Interpret stated and inferred main ideas and identify relevant supporting details.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Identify and respond to the main idea.</li> <li>➤ Discriminate between main ideas and supporting ideas.</li> <li>➤ Use main idea and supporting details in written work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and respond to the main idea.</li> <li>➤ Discriminate between main ideas and supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is communication?</li> <li>➤ What is my role in the communication process?</li> <li>➤ Why is it important to communicate?</li> <li>➤ How will active communication skills apply to my life outside the school setting?</li> <li>➤ How do we know which interpretation is right?</li> <li>➤ Why do people interpret and respond to communication differently?</li> </ul>
<b>Benchmark # 3.4</b> Demonstrate skill in use of the writing process.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Utilize the writing process as they practice, compare and contrast.</li> <li>➤ Revise by combining and correcting sentence structures (compound, complex, phrases, word choice).</li> <li>➤ Revise by correcting grammar, punctuation and spelling (middle school rubric).</li> <li>➤ Demonstrate different writing styles.</li> <li>➤ Self and peer edit and revise using appropriate resources such as rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilize the writing process as they practice persuasive writing.</li> <li>➤ Demonstrate proficiency in timed writing.</li> <li>➤ Independently and with peers revise for a variety of errors (use rubrics).</li> </ul>	<ul style="list-style-type: none"> <li>➤ How do I communicate my ideas?</li> <li>➤ How do I know if my ideas are interesting? Or important?</li> <li>➤ Am I an effective writer?</li> </ul>

<b>Benchmark # 3.5</b> Apply a variety of strategies to derive the meaning of unknown words and expand vocabulary.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Use appropriate vocabulary to communicate.</li> <li>➤ Use synonyms, antonyms, and analogies in communication.</li> <li>➤ Use prefixes, suffixes, compound words, and singular and plural words.</li> <li>➤ Apply appropriate usage rules.</li> <li>➤ Intentionally add new words to vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate vocabulary to communicate.</li> <li>➤ Use synonyms, antonyms, and analogies in communication.</li> <li>➤ Use prefixes, suffixes, compound words, and singular and plural words.</li> <li>➤ Apply appropriate usage rules.</li> <li>➤ Intentionally and independently add new words to vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is communication?</li> <li>➤ What is my role in the communication process?</li> <li>➤ Why is it important to communicate?</li> <li>➤ How will active communication skills apply to my life outside the school setting?</li> <li>➤ How do we know which interpretation is right?</li> <li>➤ Why do people interpret and respond to communication differently?</li> </ul>

**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 a variety of sources and communicate their findings.

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

**Benchmark # 4.1** Analyze and integrate information from a variety of print and non-print sources in an appropriate form.

Grade 7	Grade 8	Essential Questions
<ul style="list-style-type: none"> <li>➤ Produce a product that compares, contrasts and integrates information.</li> <li>➤ Apply the inquiry process.               <ul style="list-style-type: none"> <li>◆ Independently identify and focus ideas</li> <li>◆ Design a process to solve the problem</li> <li>◆ Organize a variety of resources, both print and non-print to solve the problem</li> <li>◆ Utilize skill in reading, listening, and viewing to extract information from sources</li> <li>◆ Generate and focus ideas, organize information in an effective manner and present the information in the appropriate form</li> <li>◆ Communicate results in a final written or oral presentation</li> <li>◆ Reflect upon results through peer and self evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Produce a product that persuades and integrates information.</li> <li>➤ Apply the inquiry process.               <ul style="list-style-type: none"> <li>◆ Independently identify and focus ideas</li> <li>◆ Design a process to solve the problem</li> <li>◆ Organize a variety of resources, both print and non-print to solve the problem</li> <li>◆ Utilize skill in reading, listening, and viewing to extract information from sources</li> <li>◆ Generate and focus ideas, organize information in an effective manner and present the information in the appropriate form.</li> <li>◆ Communicate results in a final written or oral presentation</li> <li>◆ Reflect upon results through peer and self evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Why are people curious?</li> <li>➤ What makes successful investigation?</li> <li>➤ Is curiosity part of the learning process?</li> <li>➤ Is it just curiosity that guides investigation?</li> <li>➤ Can a person be a good learner and not be curious?</li> </ul>

<b>Benchmark # 4.2</b> Evaluate sources.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Establish the criteria for evaluating sources.</li> <li>➤ Identify the accuracy and relevance of information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish the criteria for evaluating sources.</li> <li>➤ Independently determine the accuracy and relevance of information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ When is a source not credible?</li> <li>➤ How do I know my source is valid or reliable?</li> <li>➤ Why do I care?</li> </ul>

<b>Enduring Understanding:</b> Communication creates, impacts, and nurtures human connections.		
<b>Content Standard #5</b> Students use language to enrich personal experience and to connect to the broader world of ideas, concepts, and issues.		
<i>In order to demonstrate understanding, students will be able to...</i>		
<b>Benchmark # 5.1</b> Identify and analyze social responsibilities, issues, and cultural perspectives of diverse populations including American Indians in various materials.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Compare and contrast one’s own culture with that of others.</li> <li>➤ Identify recurring themes, perspectives, cultures, and issues.</li> <li>➤ Read, listen to and view a variety of literary works representing diverse perspectives, cultures and issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Persuade others on a controversial, social or cultural issue.</li> <li>➤ Identify recurring themes, perspectives, cultures, and issues.</li> <li>➤ Read, listen to and view a variety of literary works representing diverse perspectives, cultures and issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How does communication affect my personal experiences and relationships?</li> <li>➤ Are my ideas and understandings valid?</li> <li>➤ How does culture affect communication?</li> <li>➤ How do I use communication to connect to the broader world of ideas, concepts, and issues?</li> </ul>
<b>Benchmark # 5.2</b> Communicate how viewpoints from various cultures, genders, and ethnic groups may impact contemporary and traditional attitudes toward life.		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Identify traditional and contemporary attitudes in a culture, gender, or ethnic group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss how attitudes can change and why.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How does language help us gain empathy?</li> <li>➤ Why do we need to communicate?</li> </ul>

## GLOSSARY

- **assessment:** assessment *for* learning includes the use of classroom assessment in a continuous flow of information regarding student achievement that advances student learning and checks on progress. Assessment *for* learning requires articulation of achievement targets, student understanding of learning goals, student reflection, frequent descriptive feedback, adjustments in instruction, communication between the learner and the teacher, and self-assessment. Assessment *of* learning includes standardized tests such as norm referenced, or criterion referenced tests and district test which evaluate the program and not the individual.
- **benchmark:** defines the expectation for students' knowledge, skills, and abilities along a developmental continuum in each content area. Benchmarks often are used in conjunction with standards.
- **communication:** the transmission or sharing of information through writing, speaking, viewing, or listening
- **communication arts:** aspects of the curriculum that emphasize verbal, nonverbal, and visual processes for conveying meaning
- **content standard:** indicates what all students should know, understand, and be able to do in a specific content area
- **critical thinking:** logical thinking that draws conclusions from facts and evidence
- **curriculum:** (plural *curricula*): a plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place
- **inquiry process:** an approach to learning that involves a process of exploring the natural or material world through a series of logical steps (defining the task, designing a search, locating and accessing information, extracting information, synthesizing information, and evaluating the results)
- **metacognition:** the process of considering and regulating one's own learning by assessing or reviewing one's current and previous knowledge, identifying gaps in that knowledge, planning gap-filling strategies, determining the relevance of new information, and potentially revising beliefs on the subject.
- **strategy:** a systematic plan consciously adapted and monitored to improve one's performance in learning
- **teaching for understanding:** a teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.