

Communication Arts Curriculum

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Philosophy

A meaningful communication arts curriculum enables students to enrich and permanently enhance their lives through the acquisition of communication skills.

We believe this is best achieved within a multi-cultural, literature-based curriculum which includes the development of listening, speaking, reading, and writing skills; the nurturing of creative logical and critical thinking; and effective media use. The literature will include selections that reflect our unique American Indian heritage. This curriculum will create an environment that integrates communication skills in all subject areas.

Program Goals

Students shall:

- engage in listening, speaking, writing, and reading as enjoyable activities, enhancing individual creativity and imagination
- recognize the diversity of language in a multi-cultural society
- listen, speak, write, and read daily for a variety of purposes
- recognize the aesthetic qualities of literature as an art form using a variety of materials and media
- demonstrate tolerance, courtesy, and ethical behavior in reception and delivery of language
- use communication arts for effectively solving problems
- apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate spoken and written language
- conduct research on issues and interests generated by ideas, questions, and problems
- apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print text
- use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge
- be provided with opportunities to acquire a second language

Content Standards

1. Listening: The student receives and responds to oral and visual language.
2. Speaking: The student expresses ideas and feelings through oral language using different modes of presentation.
3. Reading: The student acquires and refines competence in using the reading process for various purposes.
4. Writing: The student acquires and refines competence in using the writing process for various purposes.

Assessment Indicators

Teachers may choose as many of the following possible assessment indicators as they find useful and appropriate and are encouraged to add others.

T - TESTS

1. Teacher generated
2. Publisher or 'canned'
3. Standardized
4. Format/short essay
5. *Observation Survey*
6. Pre and post
7. Running record

O - OBSERVATION

1. Teacher observation
2. Anecdotal record
3. Monitoring notebook
4. Can-do list
5. Conference
6. Contract
7. Journal
8. Checklist
9. Progress scale
10. Discussion
11. Running Record
12. *Observation Survey*
13. Matrix/rubric
14. Video/audio recording

WAT - WRITING ASSESSMENT TOOLS

1. *Holistic Development Writing Scale*
2. Checklist
3. Matrix/rubric
4. Montana Holistic Rubric Scoring

PORT - PORTFOLIO

1. Checklist
2. Progress scale

SA - SELF-ASSESSMENT

1. Monitoring notebook
2. Can-do list
3. Conference
4. Contract
5. Journal
6. Checklist
7. Rubric/matrix
8. Note-taking
9. Interview
10. Informal response
11. Video/audio recording

PPS - PARENT/PEER/STAFF

1. Conference
2. Feedback
3. Discussion
4. Survey
5. Video/audio recording

PRE/PER - PRESENTATION/PERFORMANCE

1. Discussion
2. Project
3. Demonstration
4. Oral Reading
5. Checklist
6. Multi-media project
7. Writing
8. Action, picture, story which expresses understanding

PART - PARTICIPATION

1. Discussion
2. Questioning
3. Note-taking
4. Action, picture, story which expresses understanding
5. Multi-media project

GRAPH - GRAPHIC ORGANIZERS

1. Webbing
2. Schematics
3. Outlining
4. Time line
5. Patterning
6. Highlighting/underlining
7. Charts/graphs

Performance Standards

Note: The following performance standards are cumulative and continue to be developed at ever deeper levels as students progress through the Arlee Schools. They are identified for the cluster of years in which they are introduced and stressed in instruction. Appropriate assessment indicators need to be used at upper levels to insure a deepening level of instruction.

Performance standards are met as the student progresses through the content standards enumerated in the four tables below.

1. LISTENING: Receives and responds to oral and visual language.		
Grade	Performance Standards	Assessment Indicator
K-2	1.1 Demonstrates appropriate and courteous behavior when others are speaking	O, SA, PPS, PART
	1.2 Listens attentively to various points of view	O, SA, PPS, PART
	1.3 Listens actively in the classroom and to mass media (assemblies, speakers, newscasts)	T, O, SA, PPS, PART
	1.4 Demonstrates an understanding of what is said	T, O, SA, PPS, PART
	1.5 Follows oral directions	T, O, SA, PPS, PART
	1.6 Identifies/remembers main points	T, O, SA, PPS, PART
	1.7 Appreciates oral presentations of literature	O, SA, PPS, PART
	1.8 Asks relevant questions of speaker	O
	1.9 Distinguishes new from familiar material, significant from insignificant, and fantasy from reality	T, O, PPS, PART, GRAPH
	1.10 Identifies non-verbal cues used by speaker	O, PART
3-5	1.11 Evaluates the effectiveness and content of a speaker or media presentation	O, PPS, PART
	1.12 Increases attentiveness by expanding attention span, predicting and rehearsing ideas, and being aware of the factors that affect attention	O, SA, PPS, PART
	1.13 Gathers and analyzes information	T, SA, PART, GRAPH
	1.14 Identifies purpose, point of view, and method of appealing to audience in a presentation	T, O, SA, PPS, PART
	1.15 Identifies differences in dialect	T, O, PRE/PER
	1.16 Develops a 'listening set': anticipates meaning, ignores distraction, and visualizes what is heard	T, O, PRE/PER, GRAPH
	1.17 Listens actively to classmates and adults without interrupting	O, SA, PPS, PART

1. LISTENING Cont'd: Receives and responds to oral and visual language.		
Grade	Performance Standards	Assessment Indicator
6-8	1.18 Makes an effort to understand what others are saying and stays on the topic being discussed	O, SA, PPS, PART
	1.19 Asks questions to help clear up personal confusion while exhibiting sensitivity to the effects of those questions on the learning and well-being of others	O, SA, PPS, PART
	1.20 Distinguishes fact from opinion, information from persuasion, and logic from emotion	T, O, PPS, PART
	1.21 Increases purposeful listening through note-taking and searching memory to relate new material to old	T, O, SA, PART, GRAPH
	1.22 Listens receptively to ideas different from one's own	O, SA, PPS
9-12	1.23 Evaluates personal effectiveness in group discussions and makes corrections as necessary	O, SA, PPS, PART
	1.24 Asks questions as a way to broaden and enrich classroom discussions	O, PART
	1.25 Willingly listens to opposing views with the purpose of understanding them, before attempting to refute them	O, SA, PPS, PART
	1.26 Evaluates the validity of assertions and detects fallacies in reasoning and in emotional appeals	T, O, PPS, PART
	1.27 Listens to poetry, drama, and other oral presentations of literature and text with appreciation and understanding of literary elements	T, O, PPS, PART

2. SPEAKING: Expresses ideas and feelings through oral language using different modes of presentation		
Grade	Performance Standards	Assessment Indicator
K-2	2.1 Makes relevant contributions in class and group discussion	O, SA, PPS, PART
	2.2 Recounts personal experiences or reports on personal knowledge about a topic in sequential order	O, SA, PPS, PRE/PER
	2.3 Articulates correctly with appropriate volume and intonation	O, SA, PPS, PRE/PER
	2.4 Speaks in complete sentences, using appropriate vocabulary and standard usage	O, SA, PPS, PRE/PER
	2.5 Recites a variety of familiar rhymes	O, SA, PPS, PRE/PER
3-5	2.6 Develops confidence through planning and presenting interesting oral presentations	O, SA, PPS, PRE/PER, GRAPH
	2.7 Explains a process	O, SA, PPS, PRE/PER, GRAPH
	2.8 Makes effort to have a clear main point when speaking to others	O, SA, PPS, PRE/PER
	2.9 Plays a variety of roles in group discussions	O, SA, PPS, PRE/PER
	2.10 Gives simple oral directions	O, SA, PPS, PRE/PER
6-8	2.11 Defends or challenges an assertion objectively	O, SA, PPS, PRE/PER
	2.12 Conducts interviews	O, SA, PPS, PRE/PER
	2.13 Gives oral presentations and begins to use explicit techniques for effective presentations	O, SA, PPS, PRE/PER
9-12	2.14 Has a clear main point when speaking to others and adjusts the wording and delivery to the particular audience and context	O, SA, PPS, PRE/PER
	2.15 Makes well-informed and well-organized formal presentations	O, SA, PPS, PRE/PER
	2.16 Makes explicit use of various techniques for effective presentations (e.g. modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrates poise and self-control while presenting	O, SA, PPS, PRE/PER
	2.17 Speaks effectively, formally, and informally	O, SA, PPS, PRE/PER

3. READING: Acquires and refines competence in using the reading process for various purposes.		
Grade	Performance Standards	Assessment Indicator
K-2	3.1 Associates the written form with the spoken word	T, O, WAT, PPS
	3.2 Understands that reading is a way of gaining information about the world	O, SA, PPS, PRE/PER, PART
	3.3 Enjoys and appreciates reading and self-selects appropriate independent reading materials	O, SA, PPS, PRE/PER
	3.4 Uses picture clues and captions as aids to comprehension	T, O, PART
	3.5 Recognizes sight words in a context and decodes unknown words using basic elements of semantic, phonetic, and structural analysis	T, O, PORT, SA, PPS, PRE/PER, PART
	3.6 Makes and confirms predictions about what will be found in a text and draws conclusions	T, O, SA PPS PRE/PER, PART
	3.7 Comprehends the basic plot, characters, and setting of simple stories, recognizing the sequence of events	T, O, WAT, SA, PPS, PRE/PER, PART, GRAPH
	3.8 Uses a wide variety of print, non-print, and electronic media in class and library for information and enjoyment	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	3.9 Monitors, searches, cross-checks reading using meaning, structure, punctuation, and phonetic cues; self-corrects when appropriate	T, O, SA, PPS, PRE/PER
	3.10 Follows printed directions	T, O, SA, PPS, PRE/PER, PART
	3.11 Distinguishes between reality and fantasy, fact and opinion	T, O, SA, PPS, PART
	3.12 Explores multi-cultural literature	T, O, PORT, SA, PPS, PRE/PER, PART, GRAPH
	3.13 Recognizes and appreciates rhythm, rhyme, repetition, literary devices, and other qualities of language in literature	T, O, SA, PRE/PER, PART, GRAPH
	3.14 Becomes familiar with a variety of literary forms	T, O, PORT, SA, PPS, PRE/PER, PART, GRAPH
	3.15 Develops vocabulary	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
3-5	3.16 Articulates and refines his/her use of appropriate strategies which aid comprehension within a word, sentence, paragraph, or an entire work	T, O, SA, PART
	3.17 Adapts fluency, rate, and style of reading to the purpose of the material	T, O, SA, PPS, PRE/PER, PART
	3.18 Reads for information and continues to develop study skills	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.19 Relates literature to personal life	O, SA, PPS, PRE/PER, PART
	3.20 Makes inferences regarding the motives of characters and the consequences of their actions	T, O, SA, PPS, PRE/PER, PART, GRAPH

3. READING, Cont'd: Acquires and refines competence in using the reading process for various purposes.		
Grade	Performance Standards	Assessment Indicator
3.5	3.21 Extends comprehension by finding similarities and differences within a source and among various sources	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.22 Draws conclusions and integrates information from various sources	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.23 Attempts to identify the author's point of view, purpose, theme, mood, and style when reading	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.24 Identifies hierarchic structures in informational texts (e.g., one main idea or concept with supporting or illustrative detail)	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.25 Identifies characteristics of a wide variety of genre and informational texts; applies reading process and strategies	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.26 Understands the legal and ethical responsibility involved in media use	T, O, WAT, SA, PPS, PRE/PER, PART
	3.27 Recalls facts and details	T, O, SA, PPS, PRE/PER, PART, GRAPH
6-8	3.28 Applies study skills as an aid in comprehending and retaining information from a wide variety of reading material	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.29 Identifies literary devices authors use to achieve their purposes	T, O, SA, PRE/PER, PART, GRAPH
	3.30 Understands stories and expository texts from the perspective of the attitudes and values of the time and culture in which they were written	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.31 Identifies specific interests and questions of personal importance and explores them through literature	O, PORT, SA, PPS, PRE/PER, PART
	3.32 Understands and accepts that people respond differently to literature	O, PORT, SA, PPS, PRE/PER, PART
	3.33 Recognizes implications in specific information and makes generalizations based on that information	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.34 Applies the reading process and strategies to charts, graphs, tables, time lines, and other graphic aids	T, O, SA, PPS, PRE/PER, PART, GRAPH
	3.35 Is introduced to the defining characteristics and selected works of classic literature	T, O, SA, PPS, PART, GRAPH
	3.36 Differentiates between fact and opinion, recognizes illogical sequences, creates a hypothesis, and predicts outcomes	T, O, SA, PPS, PART, GRAPH
	3.37 Uses the various parts of a text to locate specific information	T, O, SA, PPS, PART
9-12	3.38 Refines general and technical vocabularies, recognizes multiple meanings and connotations, and comprehends longer, more complex structures	T, O, SA, PPS, PER/PRE, PART, GRAPH

3. READING, Cont'd: Acquires and refines competence in using the reading process for various purposes.		
Grade	Performance Standards	Assessment Indicator
9-12	3.39 Understands that readers have the right and even the responsibility to bring their own experiences and values to bear as they respond to a text	O, PORT, SA, PPS, PART
	3.40 Identifies and analyzes philosophical assumptions and basic beliefs underlying an author's work	T, O, WAT, PORT, SA, PPS, PRE/PER, PART
	3.41 Identifies the main and subordinate characters and actions in works containing complex character structures	T, O, WAT, SA, PPS, PRE/PER, PART, GRAPH
	3.42 Makes abstract connections between one's own life and the characters, events, motives, and causes of conflict in texts	O, WAT, PORT, SA, PPS, PRE/PER, PART
	3.43 Analyzes the effects of complex literary devices and complex elements of plot on the overall quality of a work	T, O, WAT, PORT, SA, PRE/PER, PART, GRAPH
	3.44 Reorganizes concepts and details in informational texts in new ways and describes the advantages and disadvantages of the new organization	O, GRAPH
	3.45 Recognizes how the new information gleaned from a text has changed one's personal knowledge base	O, PORT, SA, PPS, PRE/PER, PART, GRAPH
	3.46 Understands why certain literary works may be considered classics and is familiar with a variety of classic American, British, world, and ancient literature	T, O, PORT, SA, PPS, PRE/PER, PART, GRAPH
	3.47 Evaluates the validity of assertions and detects fallacies in reasoning and in emotional appeals; differentiates between subjective and objective viewpoints	T, O, WAT, SA, PPS, PRE/PER, PART, GRAPH

Writing Policy Statement

Goal

The Arlee Schools goal is that every student will acquire and refine competence in the writing process. Students will develop a fluency level approaching conscious control in their writing while mastering the conventions of our language. Writing skills develop along a developmental continuum. Students will learn to consider audience and purpose when they write.

Objectives

At the Arlee Schools teachers will develop writers who:

- plan for writing,
- write daily,
- value the content of their own and others' writings,
- develop fluency,
- recognize that there are conventions used in writing and that these make text easier to read and work to emulate conventional text,
- understand consciously the elements of their own writing process,
- recognize their writing strengths and weaknesses, and
- incorporate library literacy skills in the writing process.

Guidelines

- The process of learning to write is developmental progressing from emergent to conscious control.
- Writing is a process; it is recursive and it is individual in nature.
- Good writing is difficult and requires time and effort.

Note: The above writing policy statement was written for K-12 to guide writing instruction in the Arlee Schools. It is part of the Communication Arts Curriculum and is inserted immediately before the writing standards and benchmarks, not to replace or modify the more specific standards and benchmarks, but rather to support the teaching and learning of writing for teachers and their students.

4. WRITING: Acquires and refines competence in using the writing process for various purposes.		
Grade	Performance Standards	Assessment Indicators
K-2	4.1 Writes frequently, using varied formats, for a variety of purposes and audiences	T, O, WAT, PORT, SA, PPS, PRE/PER, PART
	4.2 Begins to recognize how spelling, punctuation, capitalization, and handwriting affect meaning in writing	T, O, WAT, PORT, SA, PPS, PRE/PER
	4.3 Begins to understand how to generate and organize ideas and how to create a clear written message	O, WAT, SA, PRE/PER, GRAPH
	4.4 Dictates or writes stories or essays based on one's own experience with a logical sequence of events	O, WAT, PORT, SA, PPS, PRE/PER, GRAPH
	4.5 Writes with an awareness of the grammatical and mechanical conventions of composition	T, O, WAT, PORT, SA, PPS, PRE/PER, GRAPH
	4.6 Develops and increases vocabulary and diction	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
3-5	4.7 Selects a topic, generates and organizes ideas, and chooses appropriate language for his/her writing purpose	O, WAT, PORT SA, PPS, PRE/PER, PART, GRAPH
	4.8 Recognizes the steps in the writing process: pre-writing/planning, drafting, revising, editing/proofreading, and publishing	O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.9 Responds to, revises, and edits his/her own and others' writing	O, WAT, SA, PPS, PART, GRAPH
	4.10 Writes detailed descriptions of familiar persons, places, or objects	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.11 Revises writing by improving sequence, providing more descriptive detail, or adding more variety of sentence types	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.12 Begins to recognize commonly confused terms	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.13 Organizes and writes a report of information gathered from various sources	O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
6-8	4.14 Recognizes colloquial language is not always appropriate written language and distinguishes between formal and informal writing	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.15 Practices specific forms of writing: exposition, poetry, narration, description, opinion/persuasion, cause and effect, news stories, autobiography, speculation, biography, literary analysis and summary	O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.16 Shows increasing awareness of varied sentence structures and transitional devices	T, O, WAT, PORT, SA, PPS, PRE/PER, PART
	4.17 Reduces mechanical and grammatical errors	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH

4. WRITING Cont'd: Acquires and refines competence in using the writing process for various purposes.		
Grade	Performance Standards	Assessment Indicators
6-8	4.18 Develops library research skills in order to locate resources, use information, and present findings	T, O, WAT, SA, PPS, PRE/PER, PART, GRAPH
	4.19 Understands the importance of citing source materials	T, O, WAT, SA, PPS, PRE/PER, PART
9-12	4.20 Focuses the purpose of writing, visualizes the audience, and refines the language of his/her own writing	O, WAT, PORT, SA, PPS, PRE/PER
	4.21 Writes compositions that have central thesis and develop ideas using relevant details	O, WAT, PORT, SA, PPS, PRE/PER, GRAPH
	4.22 Develops a clear personal style and voice	O, WAT, PORT, SA, PPS, PRE/PER
	4.23 Writes with few significant errors in grammatical and mechanical conventions	T, O, WAT, PORT, SA, PPS, PRE/PER, PART, GRAPH
	4.25 Makes in-depth analysis of validity and reliability of primary source information and uses information accordingly in reporting on a research topic	T, O, WAT, SA, PPS, PRE/PER, PART
	4.26 Synthesizes information from multiple research studies to draw conclusions beyond those found in any of the individual studies	O, WAT, SA, PPS, PRE/PER, PART
	4.27 Formally cites sources of information in a research paper	O, WAT, SA, PPS, PRE/PER, PART
	4.28 Uses information safely, ethically, and legally	O, WAT, SA, PPS, PRE/PER, PART