

## *Communication Arts:*

<b>Grade Level: 1</b>		
<b>Content Standards</b>		
<b>Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
<b>1.1</b>	<b>A. Identify the speaker, listener, message and feedback in a communication situation</b> <b>B. Recognize noise/interference as any activity that disturbs the communication process</b> <b>C. Recognize when sound responses are interferences in the communication process and when they are not interferences</b> <b>D. Recognize that communication can break down because of visual or auditory interferences</b>	<b>Message, feedback</b>
<b>1.2</b>	<b>A. Use appropriate volume, personal space, and facial expressions to communicate</b> <b>B. Understand that delivery speed in oral messages affects comprehension</b> <b>C. Understand that clear enunciation of oral messages is essential to comprehension</b>	<b>Delivery speed, enunciation</b>
<b>1.3</b>	<b>A. Use eye contact and be attentive when listening</b> <b>B. After listening to an oral message, ask questions</b>  <b>C. After listening to an oral message, make personal responses</b>	<b>Questions, response</b>
<b>1.4</b>	<b>A. select topics about people, places, things and events with guidance</b> <b>B. organize information by</b>	

	categorizing and present with a beginning, middle and end	
1.5	A. Adapt communication to audience – peers and adults B. Adapt communication to setting –classmates and classroom C. Adapt communication to purpose – share and inform	Inform
1.6	A. Speak one at a time B. Build on the conversation by commenting and questioning	Commenting
1.7	A. Recognize that there are specific speaking and listening practices used in different storytelling settings. B. Recognize that they are the keeper of the story for their family. C. Tell a story from their classroom experience	Setting
1.8	A. Practice respectful speaking behaviors including appropriate volume B. Practice respectful listening behaviors including sitting upright, leaning forward, and nodding appropriately	

<b>Communication Arts Content Standard 2 Reading —Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
2.1	Phonemic Awareness A. Identify rhyming words B. Orally manipulate (segment and blend) phonemes within a word C. Orally segment and encode two syllable words D. Add, delete, and substitute individual phonemes in initial, medial and final positions to form new words E. Sort words by initial sounds and ending sounds	Syllable, blend, digraph, vowel, consonant, rhyme, word families, suffix, antonyms

	<p><b>F. Blend and segment onset and rhyme (word families)</b>  <b>Phonics</b>  <b>A. Recognize that sounds are represented by single letters and/or groups of letters (sound, symbol correspondence)</b>  <b>B. Recognize individual sounds for letters of the alphabet</b>  <b>C. Use onset, rhymes and word families to decode words in isolation</b>  <b>D. Blend short vowel words</b>  <b>E. Blend silent “e” words</b>  <b>F. Blend words with common vowel pairs (ee, ea, ai, ie, ao, ue, oe, ui)</b>  <b>G. Decode words with common blends (bl, br, st, fl, pl, sl, gr, dr, pr, tr, sp, sm, sn, fr)</b>  <b>H. Decode words with common ending blends (nd, ck, mp, nt)</b>  <b>I. Decode words with common consonant digraphs (sh, ch, wh, th, tch)</b></p>	
2.2	<p><b>A. Use content words correctly</b>  <b>B. Identify how suffixes change the meaning of words (s, es, ing, ed)</b>  <b>C. Decode words with common suffixes (s, es, ing, ed)</b>  <b>D. Identify and use antonyms correctly</b></p>	
2.3	<p><b>A. Read grade level sight words accurately</b>  <b>B. Demonstrate increased accuracy and fluency in reading</b></p>	<b>Sight words, fluency</b>
2.4	<p><b>A. Recognize when meaning breaks down</b>  <b>B. Choose the appropriate strategy when comprehension breaks down: Rereading, Decoding, Context clues</b></p>	<b>Rereading, decoding, context clues</b>

<b>2.5</b>	<b>A. Read texts (fiction, nonfiction, culturally diverse) and listen to read alouds</b> <b>B. Use background knowledge to make teacher directed connections of self to text</b>	<b>Text, fiction, nofiction</b>
<b>2.6</b>	<b>A. Make predictions using cover and illustrations</b> <b>B. Make predictions using prior knowledge</b> <b>C. make predictions using text vocabulary</b>	<b>Predictions</b>

2.7	<p><b>A. Identify and use question words (who, what, when, where, why, how)</b></p> <p><b>B. Generate questions based on illustrations</b></p>	Who, what, when, where, why, how
2.8	<p><b>A. Identify time order words beginning, middle, end (last)</b></p> <p><b>B. Sequence important events beginning, middle, end from read alouds and student read texts</b></p>	Main idea
2.9	<p><b>A. Orally identify the main idea of a text</b></p>	
2.10	<p><b>A. Activate prior knowledge related to text</b></p> <p><b>B. Make connections from self to text</b></p> <p><b>C. Make inferences based on illustrations and text</b></p>	
2.11	<p><b>A. Demonstrate an understanding of title page</b></p> <p><b>B. Use title page, illustrations and photographs to enhance comprehension</b></p>	Title page
2.12	<p><b>A. Identify a story as real or make believe</b></p> <p><b>B. Recall and sequence important events of a story</b></p>	
2.13	<p><b>A. Identify characters in a story</b></p> <p><b>B. Identify setting of a story</b></p> <p><b>C. Compare and contrast characters and setting(s) within a story</b></p>	Compare, contrast, setting, character
2.14	<p><b>A. Listen to and participate in discussions about a variety of culturally diverse texts including those by and about Montana American Indians (e.g., language use)</b></p>	Similar, different
2.15	<p><b>A. Demonstrate an understanding that practice increases reading proficiency</b></p> <p><b>B. Set goals for improving fluency</b></p>	Fluency

**Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.**

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
3.1	<b>A. Identify main characters in a story</b> <b>B. Define setting</b> <b>C. Identify a setting in a story</b> <b>D. Define main event</b> <b>E. Retell main events in a story</b>	Setting, main events
3.2	<b>A. Identify feeling words and phrases</b> <b>B. Identify feeling words and phrases in a story</b> <b>C. Identify use of adjectives in a story that activate the senses</b> <b>D. Identify feelings shown in illustrations</b>	Senses, seeing, hearing, tasting, touching, smelling
3.3	<b>A. Listen to read-alouds including text by and about Montana American Indians and other multicultural literature</b> <b>B. Identify the characteristics of fiction (make-believe)</b> <b>C. Identify the characteristics of non-fiction (real)</b>  <b>D. Identify the characteristics of rhyming poetry</b>	Fiction, non-fiction, poetry, rhyming
3.4	<b>A. Identify a story that is written about a culture different from their own including those by and about Montana American Indians</b>	Culture

3.5	A. Identify experiences within a story, including those by and about Montana American Indians, that are familiar and unfamiliar	
3.6	A. Explain how a story makes you feel and why	

**Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.**

Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1	A. View media messages that entertain B. View media messages that persuade C. View media messages that inform D. View media messages and recognize their purposes	
4.2	A. Name and define the roles of the author and illustrator of a book	
4.3	A. Locate examples of facts in media messages B. Locate examples of fiction in media messages	
4.4	A. Understand that there are norms that govern the use and creation of media messages	
4.5	A. Recognize consequences to self when creating any media message	
4.6	A. Create media messages with a purpose and audience in mind	
4.7	A. Benchmark addressed in grade 3	

**Standard: Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.**

Benchmark	Essential Learning Expectations	Essential Vocabulary
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5.1	<p><b>A. Plan written works</b></p> <p><b>B. Draft written works to create opinion/argument, informative/explanatory and narrative/creative texts</b></p> <p><b>C. Publish written works</b></p>	
5.2	<p><b>A. Generate ideas from personal knowledge and experience</b></p> <p><b>B. Select topic</b></p>	
5.3	<p><b>A. Supply some facts and/or reasons about the topic</b></p>	
5.4	<p><b>A. Organize multiple sentences on one topic showing beginning, middle, and ending</b></p> <p><b>B. Use temporal words to signal order of events</b></p>	
5.5	<p><b>A. Recognize language choice in writing through read alouds</b></p> <p><b>B. Explore word relationships and nuances of meanings</b></p> <p><b>C. Use a variety of descriptive words and phrases in writing</b></p>	
5.6	<p><b>A. Recognize that writers compose for a purpose</b></p> <p><b>B. Recognize that writers compose for a particular audience</b></p> <p><b>C. Write in a variety of formats</b></p>	
5.7	<p><b>A. Recognize that writers compose for a purpose</b></p> <p><b>B. Recognize that writers compose for a particular audience</b></p> <p><b>C. Write in a variety of formats</b></p>	
5.8	<p><b>A. Write or draw opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms</b></p>	
5.9	<p><b>A. Write multiple sentences focusing on a single idea</b></p>	
5.10	<p><b>A. Identify the topic with guidance</b></p> <p><b>B. Recognize the problem or task with guidance</b></p>	

	<b>C. Discuss the steps needed to solve the problem or task</b> <b>D. Explore possible resources with guidance</b> <b>E. Choose resources from a limited selection with guidance</b> <b>F. Participate in shared research and writing projects</b>	
<b>5.11</b>	<b>A. Identify authors, illustrators and composers with their written, oral and visual products</b>	
<b>5.12</b>	<b>A. Use guided goal-setting activities</b> <b>B. Recognize writing accomplishments</b>	
<b>5.13</b>	<b>A. Recognize that writing can help clarify learning and explain information</b>	