

Communication Arts:

Grade Level: 5		
Content Standards		
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.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1	<p>A. Explain what happens in the communication process when there are multiple speakers</p> <p>B. Explain the responsibility of the speaker to communicate the message clearly</p> <p>C. Explain the responsibility of the listener to provide feedback to the speaker</p> <p>D. Explain the responsibility of the listener to avoid interference behaviors while listening</p>	Responsibility
1.2	<p>A. Adjust volume appropriately to match the topic, audience, and speaking setting</p> <p>B. Adjust speed appropriately for emphasis and for understanding</p> <p>C. Adjust facial expression to match the purpose and audience in a communication situation</p>	Emphasis
1.3	<p>A. Distinguish among listening strategies for informative, persuasive or entertaining messages</p> <p>B. Distinguish among listening strategies for formal and informal listening situations</p> <p>C. Practice applying listening strategies in a variety of classroom situations</p>	Informative, persuasive, entertaining, formal, informal

1.4	<p>A. Select and narrow topics to report or present an opinion for the specific occasion of a speech</p> <p>B. Organize a speech sequencing ideas logically with an effective introduction, body and conclusion</p>	Opinion
1.5	<p>A. Adapt communication to audience – peer groups, older students and adults</p> <p>B. Adapt communication to setting – classroom, grade level and school</p> <p>C. Adapt communication to purpose – inform and discuss</p>	
1.6	<p>A. Gauge the level of audience attentiveness by eye contact and body language and adjust accordingly</p> <p>B. Review ideas expressed and draw conclusions based on the information presented orally</p> <p>C. Summarize information presented orally</p>	Conclusions
1.7	<p>A. Observe the verbal and nonverbal aspects of storytellers</p> <p>B. Identify expected behaviors of audiences in different cultures’ oral traditions, including those of Montana American Indians (e.g., passive vs. active participation, audience gender roles, choral responses, use of rhythmic responses, use of props, applause, talking sticks, level of cultural privacy, etc.)</p> <p>C. Describe the purpose of writing down traditionally oral stories and tell what happens when a story that came from the oral tradition gets written down</p>	Oral traditions
1.8	A. Explore and discuss the consequences of not referencing	Sources, respectful communication

	<p>sources or incorrectly referencing sources</p> <p>B. Explore and discuss what respectful communication looks like in different settings</p>	
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Communication Arts Content Standard 2 Reading: Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1	<p>A. Decode increasingly difficult words using elements of phonics, word parts, and context clues</p> <p>B. Label parts of speech to assist in identifying unknown words</p>	<p>Word parts (roots, prefix, suffix, affix)</p> <p>Parts of speech (noun, verb, adjective, adverb, interjection, pronoun, conjunction, preposition)</p>
2.2	<p>A. Use context clues to develop general and content specific vocabulary</p> <p>B. Use word parts (affixes and roots) to develop general and content specific vocabulary</p> <p>C. Use reference sources (dictionary, thesaurus) to develop general and content specific vocabulary</p>	Thesaurus
2.3	A. Read grade level text fluently and with expression	Fluency, expression
2.4	<p>A. Monitor for meaning and identify when comprehension breaks down</p> <p>B. Use appropriate self-correction strategies to aid comprehension: reread, read ahead, strategies for word meaning (see 2.2)</p> <p>C. Identify and use text features to aid comprehension (e.g. title, graphs, charts, maps, headings, subheadings, italics, bold-faced print, index, captions, illustrations, photographs, diagrams)</p>	Caption

2.5	<p>A. Activate prior knowledge to make self-to-text connections</p> <p>B. Activate prior knowledge to make text-to-text connections between two selections.</p>	
2.6	<p>A. Use prior knowledge to make predictions about text</p> <p>B. Identify context clues and/or background knowledge used to make predictions</p> <p>C. Use text to confirm or revise predictions</p>	
2.7	<p>A. Locate key information from the text and text features (see 2.4) to answer questions</p> <p>B. Generate literal questions to clarify text</p>	Literal questions
2.8	<p>A. Identify main events and/or key concepts</p> <p>B. Sequence the main events and/or key concepts using key words (signal words) in the text</p> <p>C. Explain strategy used to sequence events</p>	Signal words, key words
2.9	<p>A. Identify multiple main ideas and/or key concepts in a text</p> <p>B. Identify the details that support each main idea and/or key concept</p> <p>C. Prioritize the supporting details in order of importance</p>	Prioritize
2.10	<p>A. Make inferences based on both prior knowledge and context clues</p> <p>B. Select information from the text that supports inferences</p> <p>C. Explain the context clues and prior knowledge used to develop the inference</p>	Inference
2.11	<p>A. Identify and use text features to enhance comprehension (see 2.4)</p>	

2.12	<p>A. Identify the organizational structures of informational text: sequential, problem-solution, cause-effect, spatial, and order of importance</p> <p>B. Identify the organizational structures of various genres (e.g. poem, play, tall tale, legend, fairy tale, how-to, journals and traditional literature {including selections by and about Montana American Indians})</p>	<p>Sequential, problem-solution, cause-effect, order of importance, spatial, genre</p>
2.13	<p>A. Compare and contrast information within and across texts</p> <ul style="list-style-type: none"> • Character • Setting • Plot • Text organization • Genre • Main idea <p>B. Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts</p>	<p>Genre, literary elements</p>
2.14	<p>A. Read a variety of culturally diverse texts including those by and about Montana American Indians</p> <p>B. Recognize author’s purpose: entertain, inform, persuade</p> <p>C. Recognize point of view: first person, third person</p> <p>D. Participate in teacher-led discussions about author’s perspective</p> <p>E. Recognize that author’s word choice is influenced by culture</p>	<p>Persuade, perspective</p>

2.15	<p>A. Identify reading strengths and weaknesses (e.g. fluency, word learning skills, lack of practice, vocabulary, comprehension)</p> <p>B. Select targets for improvement</p> <p>C. Monitor and record progress toward reaching goals</p>	Fluency
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Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
3.1	<p>A. Compare and contrast character, setting, plot, problem/solution across texts</p> <p>B. Identify conflict/resolution across texts</p>	Conflict, resolution
3.2	<p>A. Describe how the author’s choice of words and literary devices enhance the meaning of the story</p> <p>B. Determine how similes/metaphors enhance the meaning of the text</p> <p>C. Determine how personification and onomatopoeia enhance the meaning of the text</p>	Literary devices, personification, onomatopoeia, simile, metaphor
3.3	<p>A. Identify the characteristics of science fiction, traditional literature, historical fiction, poetry (limerick, quatrain)</p>	Science fiction, myth, historical fiction, limerick, quatrain
3.4	<p>A. Explain how culture and history influence literature including works by and about Montana American Indians</p>	History
3.5	<p>A. Identify author’s perspective in culturally diverse literary works including those by and about Montana American Indians</p>	Cultural, perspective, diverse
3.6	<p>A. Express and justify personal</p>	

	responses to literature in increasingly complex texts	
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Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1	A. View multiple media messages B. Identify specific techniques used in the media message C. Classify media messages according purpose and based on techniques	
4.2	A. Recognize if the media message is relevant, appropriate, detailed, current, authoritative, or biased	
4.3	A. Identify the purpose of facts in media messages B. Identify the purpose of fiction in media messages C. Identify the purpose of opinion in media messages D. Identify purposes in relation to diverse groups of people	
4.4	A. Use the rules that govern the use and creation of media messages	
4.5	A. Examine consequences to self when using and creating any and all media messages B. Examine consequences to others when using and creating any and all media messages	
4.6	A. Create media messages for specific audiences B. Create media messages for specific purposes C. Analyze the created messages for appropriateness of purpose	

4.7	A. Identify embedded values in media messages B. Examine the embedded values in media messages	
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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
5.1	A. Produce written opinion/argument, informative/explanatory and narrative/creative works using the steps of the writing process B. Seek feedback from a variety of sources C. Recognize a variety of revision techniques	
5.2	A. Determine and narrow topic according to purpose B. Write a topic sentence indicating topic and purpose	
5.3	A. Develop the topic with appropriate facts, definitions, concrete details, quotations or other information and examples related to the topic B. Use a variety of techniques such as dialogue and description to develop narrative writing C. Support opinions/arguments with appropriate reasons	
5.4	A. Group related information logically (e.g., headings, paragraphs) B. Use a variety of transitional words, phrases, and clauses to manage the sequence of events	

5.5	<p>A. Select powerful words and begin to use figurative language</p> <p>B. Write using simple, compound, and complex sentences</p> <p>C. Recognize various techniques to show voice in writing</p>	
5.6	<p>A. Write legibly using cursive or manuscript</p> <p>B. Practice keyboarding skills</p> <p>C. Spell grade level words correctly</p> <p>D. Use appropriate punctuation in compound and complex sentences</p> <p>E. Use commas, quotations marks, and apostrophes correctly</p> <p>F. Apply knowledge of parts of speech to own writing</p> <p>G. Demonstrate correct use of paragraphing conventions</p> <p>H. Use underlining or italics to indicate titles of works</p> <p>I. Use correlative conjunctions (either/or, neither/nor, not only/but also)</p>	
5.7	<p>A. Write using various formats for a variety of purposes and audiences</p> <p>B. Identify the format, purpose, and audience in one's own writing</p>	
5.8	<p>A. Define characteristics of different forms/genres/mode</p> <p>B. Write texts in a variety of forms/genres/mode</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p>	
5.9	<p>A. Establish and maintain focus when writing extended works in a variety of forms and genres</p> <p>B. Select appropriate</p>	

	organizational patterns to establish and maintain focus	
5.10	A. Recognize the problem or task B. Identify the topic C. Discuss the steps needed to solve the problem or task D. Generate research questions E. Construct a list of possible resources that include print and digital F. Determine relevant resources to solve the problem or task G. Take notes and compile a list of sources used H. Summarize or paraphrase information in notes and finished work I. Share results of the research with others	
5.11	A. Credit all non-original material in appropriate manner B. Identify consequences of plagiarism	
5.12	A. Set appropriate goals for writing progress B. Consider time constraints when setting goals C. Seek feedback to determine appropriateness of goals	
5.13	A. Use guided writing activities to clarify and check comprehension of new concepts and ideas B. Use writing activities to reflect on learning C. Use writing to reflect on personal experiences	