

Communication Arts:

Grade Level: 6		
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	A. Give examples of an effective speaker and identify the characteristics of the speaker and their effects on the communication process B. Give examples of an effective listener and identify the characteristics of the listener and their effects on the communication process C. Explain how a speaker can use feedback to change his/her communication D. Give examples of the effect of interference on the listener’s ability to understand the message	Effective
1.2	A. Adjust vocal expression to convey a range of emotion B. Adjust gestures to match meaning when communicating orally	Convey
1.3	A. Apply appropriate listening strategies for informative messages in formal classroom situations B. Practice applying listening strategies in a variety of media messages	Media messages

<p>1.4</p>	<p>A. Select and narrow topics to effectively present claims and findings, and descriptions relevant to the specific occasion of a speech</p> <p>B. Present an introduction that has an attention-getter</p> <p>C. Organize the body sequencing main ideas logically</p> <p>D. Present a conclusion that summarizes the information</p>	
<p>1.5</p>	<p>A. Adapt communication to audience – peer groups 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>	
<p>1.6</p>	<p>A. Gauge the level of audience attentiveness by the nature of questions and responses and adjust accordingly</p> <p>B. Review ideas expressed and demonstrate understanding through reflection and paraphrasing</p> <p>C. Pose and respond to questions with elaboration and detail by making comments that contribute to the discussion</p>	<p>Pose</p>

1.7	<p>A. Observe and name verbal and nonverbal aspects of storytellers.</p> <p>B. Explain expected behaviors of audiences in different cultures’, including Montana American Indians, oral traditions (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 formal and informal uses of oral storytelling</p>	
1.8	<p>A. Research, cite and explain examples of various consequences when sources were not referenced properly</p> <p>B. Research, cite and explain examples of respectful communication</p>	Cite

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. Use knowledge of word part analysis to decode unknown words: affixes, roots</p> <p>B. Use knowledge of sentence structure and parts of speech (noun, verb, adjective, adverb, interjection, pronoun, conjunctions, prepositions) to decode unknown words</p> <p>C. Use context to decode unknown words</p>	<p>Word parts (prefix, suffix, affix, roots)</p> <p>Parts of speech (noun, verb, adjective, adverb, interjection, pronoun, conjunctions, prepositions)</p>

2.2	<p>A. Use context clues to determine word meaning</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>	Affix
2.3	<p>A. Read grade level text fluently with expression</p> <p>B. Adjust fluency (reading rate) to match difficulty of text and purpose for reading</p>	Fluency
2.4	<p>A. Monitor comprehension and identify when comprehension breaks down</p> <p>B. Determine the cause of the breakdown</p> <p>C. Use appropriate strategies to improve comprehension (e.g., reread, read ahead, previewing strategies for word meaning)</p> <p>D. Apply knowledge of text features to increase comprehension (e.g. title, graphs, charts, maps, headings, subheadings, italic, bold-faced print, index, captions, illustrations, photographs, diagrams)</p>	
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>	

<p>2.6</p>	<p>A. Use prior knowledge to make predictions based on text B. Identify context clues and/or background knowledge used to make predictions C. Use text to confirm or revise predictions D. Explain why prediction was made or revised</p>	
<p>2.7</p>	<p>A. locate key information from the text and text features (see 2.4) to answer questions B. generate literal questions to clarify text C. generate and answer inferential questions based on prior knowledge and text clues</p>	<p>Literal questions, inferential questions</p>
<p>2.8</p>	<p>A. Identify main events and/or key concepts B. Sequence the main events and/or key concepts using key words (signal words) in the text C. Explain which strategy was used to sequence events</p>	<p>Signal words, key words</p>
<p>2.9</p>	<p>A. Identify multiple main ideas in a text B. Identify the details that support each main idea C. Prioritize the supporting details in order of importance D. Apply knowledge of main ideas and supporting details to create a summary</p>	<p>Prioritize, summary</p>

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. Apply knowledge of 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, order of importance, spatial</p> <p>B. Identify the organizational structures of various genres (poem, play, tall tale, legend, fairy tale, journal, how-to, traditional literature{including selections by and about Montana American Indians})</p>	Sequential, problem-solution, cause-effect, order of importance, spatial
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>	Literary elements

2.14	<p>A. Read a variety of culturally diverse texts including those by and about Montana American Indians</p> <p>B. Explain author’s purpose: entertain, inform, persuade</p> <p>C. Explain point of view: first person, third person</p> <p>D. Participate in teacher-led discussions about author’s perspective</p> <p>E. Explain how author’s word choice is influenced by culture</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>	

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, conflict/resolution across increasingly complex texts</p> <p>B. Identify author’s point of view and perspective in literature</p>	Point of view, perspective

3.2	<p>A. Explain how the author’s choice of words and literary devices enhance the meaning of the story</p> <p>B. Identify author’s use of repetition and sensory detail in literature</p> <p>C. Determine how figurative language enhances the meaning of increasingly difficult text (similes, metaphor, onomatopoeia and personification)</p>	<p>Figurative language, repetition, sensory detail, stylistic devices</p>
3.3	<p>A. Identify the characteristics of newspaper articles, content specific texts, poetry (e.g., free verse, ballad)</p>	<p>Free verse, ballad</p>
3.4	<p>A. Explain how society, culture and history influence literature including works by and about Montana American Indians</p>	<p>society</p>
3.5	<p>A. Explain cultural perspectives in culturally diverse literary works including those by and about Montana American Indians</p>	<p>culturally diverse literature</p>
3.6	<p>A. Identify feelings and generate personal ideas as a result of engaging with text</p>	

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

Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1	<p>A. View media messages presented in a variety of technologies</p> <p>B. Identify techniques and technologies used in media messages for specific purposes</p> <p>C. Discuss techniques and technologies used in media messages for specific purposes</p>	
4.2	<p>A. Determine that the media message is relevant, appropriate, detailed, current, authoritative, or biased</p>	
4.3	<p>A. Determine the purpose of fact, fiction, and opinion in media messages</p> <p>B. Determine the effects of fact, fiction, and opinion in media messages</p>	
4.4	<p>A. Use the norms that govern the use and creation of media messages</p>	
4.5	<p>A. Examine the consequences of same media message on different audiences</p>	
4.6	<p>A. Create media messages for specific audiences</p> <p>B. Create media messages for specific purposes</p> <p>C. Analyze the created messages for audience appropriateness</p>	
4.7	<p>A. Identify how sources embed values in media messages</p>	

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	<p>A. Produce written arguments, informative/explanatory and narrative/creative works using the steps of the writing process</p> <p>B. Seek feedback from a variety of sources</p> <p>C. Determine relevancy of feedback from a variety of sources</p> <p>D. Use a variety of revision techniques</p>	
5.2	<p>A. Determine and narrow topic according to purpose</p> <p>B. Generate a basic thesis statement</p>	
5.3	<p>A. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic</p> <p>B. Use a variety of techniques such as dialogue and description to develop narrative writing</p> <p>C. Support claims with clear reasons and relevant evidence to persuade an audience</p>	

5.4	<p>A. Introduce claims and organize reasons and evidence clearly</p> <p>B. Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, cause and effect</p> <p>C. Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts in time or setting</p> <p>D. Offer a conclusion that follows from the information that was presented</p>	
5.5	<p>A. Demonstrate an awareness of variations in word meanings i.e., denotation, connotation, shades of meaning</p> <p>B. Select powerful words and begin to use figurative language</p> <p>C. Write using simple, compound, and complex sentences</p> <p>D. Develop techniques to show voice in writing</p>	
5.6	<p>A. Write legibly in manuscript and cursive</p> <p>B. Practice keyboarding skills</p> <p>C. Construct simple, compound, and complex sentences with appropriate punctuation</p> <p>E. Use commas, quotations marks, apostrophes, and colons correctly</p> <p>F. Apply knowledge of parts of speech to own writing</p> <p>G. Use correct spelling</p> <p>H. Recognize and correct pronoun use for shifts in number and persons and ambiguous antecedents</p>	
5.7	<p>A. Write using various formats for a variety of purposes and audiences.</p> <p>B. Identify the format, purpose,</p>	

and audience in one's own writing	
5.8	<p>A. Identify characteristics of different forms/genres/mode in text</p> <p>B. Write argument, informative/explanatory and narrative/creative texts in a variety of forms</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 organizational patterns to establish and maintain focus</p> <p>C. Use guided revision strategies to correct and maintain focus</p>
5.10	<p>A. Identify the research task</p> <p>B. Generate research questions</p> <p>C. Construct a list of possible resources</p> <p>D. Gather relevant information from multiple print and digital sources</p> <p>E. Determine the credibility of sources</p> <p>F. Quote or paraphrase the data and conclusions of others and cite appropriately</p> <p>G. Share results of the research with others</p>
5.11	<p>A. Properly credit sources in written work</p> <p>B. Understand slander</p> <p>C. Understand libel</p>

5.12	A. Set appropriate goals for writing progress B. Consider time constraints when setting goals C. Seek feedback to determine appropriateness of goals D. Seek feedback to monitor progress toward 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	