

Communication Arts:

Grade Level: 7

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. Explain the communication process and the interrelationship of the various components in a specific oral communication situation B. Analyze how the message changes when the medium/channel changes	
1.2	A. Adjust personal space to appropriately match the relationship between communicators B. Adjust the tone of voice used when communicating to match the purpose, audience and situation	
1.3	A. Apply appropriate listening strategies for entertaining messages in both formal and informal settings B. Apply appropriate listening strategies for a variety of out-of-classroom environments such as libraries, theatres, auditoriums, gyms, etc.	

<p>1.4</p>	<p>A. Select and narrow topics to effectively present claims and findings to inform, to discuss and/or to entertain in ways that fit the specific occasion of a speech B. Present an introduction that has an attention-getter and a thesis statement C. Organize the body by sequencing main ideas and supporting details logically D. Present a conclusion that summarizes the information and restates the thesis</p>	<p>Entertain</p>
<p>1.5</p>	<p>A. Adapt communication to audience – peer groups and adults B. Adapt communication to setting – classroom, grade level and school C. Adapt communication to purpose – inform, discuss and entertain</p>	
<p>1.6</p>	<p>A. Gage the audience response by the nature of comments and critiques and adjust speaking accordingly B. Acknowledge new information and the contributions of others, and modify views and understandings when warranted C. Question to extend a topic and/or bring the discussion back on topic as needed</p>	<p>Critiques</p>

<p>1.7</p>	<p>A. Describe the verbal and nonverbal aspects of storytellers B. Model the 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.) C. Listen and respond to oral stories in a way that demonstrates an awareness of the world-view of the tellers of the story D. Explain the impact of recording oral storytelling instead of listening to live tellers</p>	
<p>1.8</p>	<p>A. Explain the causes and effects of ethical and unethical communication. B. Research, cite and explain examples of the consequences of disrespectful communication</p>	<p>Ethical, unethical</p>

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. Apply knowledge of word part analysis to decode unknown words: affixes, roots</p> <p>B. Apply knowledge of sentence structure and parts of speech (noun, verb, adjective, adverb, interjection, pronoun, conjunctions, prepositions) to decode unknown words</p> <p>C. Apply context to decode unknown words</p>	<p>Affix, root, noun, verb, adjective, adverb, interjection, pronoun, conjunction, preposition</p>
2.2	<p>A. Apply knowledge of word part analysis to expand vocabulary</p> <ul style="list-style-type: none"> • Affixes • Roots <p>B. Apply knowledge of context clues to expand vocabulary</p> <p>C. Use reference sources to expand vocabulary</p> <ul style="list-style-type: none"> • Text • Dictionary • Thesaurus 	<p>Affix, roots</p>
2.3	<p>A. Adjust fluency (reading rate) to match difficulty of text</p> <p>B. Adjust fluency (reading rate) based on reading purpose</p> <p>C. Adjust fluency (reading rate) based on content (e.g., skimming for facts, scanning for key words)</p> <p>D. Use careful reading for understanding of new/complex ideas</p>	<p>Fluency, skimming, scanning</p>
2.4	<p>A. Monitor comprehension and identify when comprehension breaks down</p> <p>B. Determine the cause of break down</p>	

	C. Select the appropriate strategy(s) to aid comprehension (e.g. rereading, read ahead, determine word meaning, use text features, previewing, note taking, journaling)	
2.5	A. Activate prior knowledge to make self-to-text connections B. Activate prior knowledge to make text-to-text connections between two selections	
2.6	A. Make a prediction using information from the text and personal knowledge B. Adjust prediction with additional information or further discussion C. Justify predication	
2.7	A. Generate and answer literal questions B. Generate and answer inferential questions based on prior knowledge and text clues C. Generate and answer critical questions using support from text	Literal, inferential, critical questions

2.8	<p>A. Sequentially retell a story using multiple details</p> <p>B. Summarize an expository text using multiple details</p> <p>C. Use sequential retelling to practice drawing conclusions about various elements in the selection</p>	
2.9	<p>A. State main ideas</p> <p>B. Select details that support the main idea</p> <p>C. Use main ideas and supporting details to generate a summary</p>	Summary
2.10	<p>A. Make inferences</p> <p>B. Identify and explain context clues and/or background knowledge used to make 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 including selections by and about Montana American Indians (poem, play, tall tale, legend, fairy tale, journal, how-to, traditional literature)</p>	Sequential, problem-solution, cause-effect, order of importance, spatial
2.13	<p>A. Identify similarities and differences in/or across texts</p> <p>B. Explain relationships based on similarities and differences</p> <p>C. Practice drawing conclusions based on comparisons and explanations of relationships</p>	
2.14	<p>A. Read a variety of culturally diverse texts including those</p>	Perspective

	<p>by and about Montana American Indians</p> <p>B. Explain author’s purpose</p> <p>C. Explain point of view (perspective)</p> <p>D. Explain how the 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; author’s point of view across increasingly complex texts</p> <p>B. Identify how word choice influences the mood of a piece of literature</p>	Mood
3.2	<p>A. Determine how the author’s choice of words and literary devices enhance the meaning of a story in increasingly complex texts</p> <p>B. Explain the impact of the author’s use of repetition and sensory detail in a text</p>	Literary devices, repetition, sensory detail
3.3	A. Identify the characteristics of autobiography, novel	Autobiography, novel
3.4	A. Explain how literature, including text by and about Montana American Indians, influences society, history and	

	culture	
3.5	A. Determine how an author’s cultural background influences a literary work including those by and about Montana American Indians	
3.6	A. Identify feelings and generate and justify personal ideas as a result of engaging with text	

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 presented in a variety of technologies B. Discuss techniques and technologies used in media messages for specific purposes C. Describe creator intent in media messages	
4.2	A. Differentiate between credible and non-credible sources of media messages according to relevance, appropriateness, detail, currency, authority or bias	
4.3	A. Identify bias in various media messages B. Identify stereotypes in various media messages C. Discuss how fact, fiction, and opinions in media messages can affect diverse groups of people D. Discuss how bias and stereotypes can affect the media message	
4.4	A. Use the rules and laws that govern the use and creation of media messages B. Use the norms and etiquette that govern the use	

	and creation of media messages	
4.5	A. Understand that consequences are inherent to the use of any and all media messages B. Understand that consequences are inherent to the creation of any and all media messages	
4.6	A. Create media messages for specific audiences and purposes B. Analyze created media messages for appropriateness and effectiveness	
4.7	A. Trace the influence of media messages on individuals B. Trace the influence of media messages on cultures C. Trace the influence of media messages on societies	

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 and revise based on relevancy of feedback</p> <p>C. Seek feedback from a variety of sources and edit based on relevancy of feedback</p> <p>D. Determine and use appropriate revision technique(s)</p>	
5.2	<p>A. Narrow topic and purpose to develop a specific 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 logical reasons and relevant evidence to persuade an audience</p>	

5.4	<p>A. Introduce a topic and preview what is to follow</p> <p>B. Organize ideas and evidence logically, using strategies such as definition, classification, comparison/contrast, cause and effect</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas</p> <p>D. Write a conclusion that follows from the information that was presented</p>	
5.5	<p>A. Use words according to variations in meanings i.e., denotation, connotation, shades of meaning</p> <p>B. Select powerful words and use figurative language</p> <p>C. Write using simple, compound, and complex sentences</p> <p>D. Use techniques to show voice in writing</p>	
5.6	<p>A. Write legibly in manuscript and cursive</p> <p>B. Use keyboarding skills in writing</p> <p>C. Recognize and use objects and complements in sentence construction</p> <p>D. Use appropriate punctuation in sentence construction</p> <p>E. Apply knowledge of parts of speech to own writing</p> <p>F. Use correct spelling</p> <p>G. Recognize and correct misplaced and dangling modifiers</p>	
5.7	<p>A. Write using various formats for a variety of purposes and audiences.</p> <p>B. Identify the format, purpose,</p>	

	<p>and audience in one's own writing</p> <p>C. Recognize an author's tone in writing</p>	
5.8	<p>A. Compare and contrast characteristics of different forms/genres/mode in text</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 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. Search for possible resources using search terms effectively</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 following standard citation format</p> <p>G. Share results of the research with others</p>	
5.11	<p>A. Use standard bibliographic formats</p> <p>B. Understand basic copyright regulations</p> <p>C. Recognize plagiarism in own and others' writing</p>	
5.12	<p>A. Set appropriate goals for</p>	

	<p>writing progress</p> <ul style="list-style-type: none">B. Consider time constraints when setting goalsC. Seek feedback to determine appropriateness of goalsD. Seek feedback to monitor progress toward goals	
5.13	<ul style="list-style-type: none">A. Use guided writing activities to clarify and check comprehension of new concepts and ideasB. Use writing activities to reflect on learningC. Use writing to reflect on personal experiences	