

Communication Arts:

Grade Level: 9

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. Analyze the ways in which the various components of the communication process interact in group communication scenarios and evaluate the effectiveness of each component B. Understand the nature of the roles of participants in a group and their importance to accomplishing the group purpose	
1.2	A. In group communication, adapt verbal communication techniques (volume, speed, shorter length of delivery, tone) and nonverbal communication techniques (eye contact, expansiveness of gestures, posture, facial expressions) to communicate effectively B. Understand the importance of the speakers in groups remaining focused on the topic and purpose of the communication	Communication techniques
1.3	A. Apply appropriate listening strategies in small group situations B. Evaluate the effectiveness of listening strategies used in small group situations C. Demonstrate understanding of the informational purpose for	

	listening and adjust listening techniques to appropriately match the purpose for listening	
1.4	<p>A. Select and appropriately adjust topics to present and/or demonstrate information, findings and/or evidence in ways that fit the audience, purpose, format and occasion of a speech.</p> <p>B. Choose an appropriate organizational strategy such as chronological, spacial, topical, etc.</p> <p>C. Select and use credible sources (relevant to the topic and whose biases are understood) as supporting materials</p> <p>D. Prepare and give informative and demonstration speeches using impromptu and extemporaneous delivery</p>	Evidence, format, special, credible, bias, demonstration speeches, impromptu, extemporaneous
1.5	<p>A. Adapt communication to audience – public, group and interpersonal</p> <p>B. Adapt communication to setting – small groups, classroom, school</p> <p>C. Adapt communication to purpose – discuss, inform, demonstrate</p>	
1.6	<p>A. Evaluate the responses of others and adjust to actively incorporate others into discussions</p> <p>B. Summarize points of agreement and disagreement and justify own views in light of the information presented orally.</p>	Points of agreement and disagreement

	C. Offer probing questions that apply the current discussion to broader related themes and ideas	
1.7	A. Analyze the storytelling situation and purpose and by observing and listening to the responses of the cultural group, if possible, identify the appropriate listening strategies B. Analyze how oral traditions, especially including those of Montana American Indians, have shaped the behaviors of specific individuals historically	
1.8	A. Examine the legal issues involved in when speaking (e.g., libel, slander, defamation of character, etc.)	Legal issues

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	A. Apply knowledge of word part analysis, Greek roots and affixes to decode unknown words B. Use knowledge of parts of speech to decode unknown words	Noun, verb, adjective, adverb, conjunction, pronoun, preposition, interjection, suffix, prefix, root word, Greek roots
2.2	A. Apply knowledge of Greek word origins to derive word meaning B. Apply knowledge of reference sources to acquire new vocabulary	Suffix, prefix, root word
2.3	A. Demonstrate oral reading fluency B. Demonstrate appropriate oral reading expression across a variety of texts and	

genres

2.4	<p>A. Demonstrate knowledge of strategies such as previewing, note taking and journaling to self correct when comprehension breaks down</p> <p>B. Identify the importance of annotation to deepen understanding and self-correct when comprehension breaks down</p>	Annotation
2.5	<p>A. Communicate connections made between text-to-self, text-to-text and text-to-world</p>	
2.6	<p>A. Make, revise and explain predictions</p>	
2.7	<p>A. Generate and answer literal questions about a text</p> <p>B. Generate and answer inferential questions</p> <p>C. Generate and answer critical and interpretive questions about a text</p>	Inferential, critical, interpretive
2.8	<p>A. Recall and explain a series of events or the sequence of information to draw conclusions about the text</p>	
2.9	<p>A. Create a summary using main ideas and supporting details</p>	Main ideas, supporting details
2.10	<p>A. Use background knowledge (including knowledge of texts, experience and the world) to generate inferences</p> <p>B. Justify inferences based on subtle context clues and/or background knowledge</p>	Inference, background knowledge, context clues, subtle

2.11	A. Analyze relevant text features of a variety of texts to enhance comprehension	Text features (headings, charts, pictures, captions, bold terms, diagrams, table of contents, glossary, synopsis etc.)
2.12	A. Evaluate effectiveness of organizational structures of a text	Organizational structures (order of importance, spatial, problem-solution, cause-effect, dialogue, description, action, thoughts, exposition, etc.)
2.13	A. Compare and contrast information within texts to explain relationships B. Draw conclusions about relationships within and across texts	
2.14	A. Analyze author's purpose, point of view and language use in culturally diverse texts, including those by and about Montana American Indians B. Analyze author's credibility in culturally diverse texts, including those by and about Montana American Indians	
2.15	A. Set goals for reading progress B. Monitor reading progress	

Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
3.1	A. Examine literary elements (e.g., setting, plot, character, conflict, resolution, and point of view) across multiple text to impact works and readers	Setting, plot, character, conflict, resolution, point of view
3.2	A. Analyze how figurative language shapes meaning and impacts the work and	Organizational style, figurative language

	<p>the reader</p> <p>B. Analyze how specific detail and organizational style shapes meaning and impacts the word and reader</p>	
3.3	<p>A. Examine and define between the characteristics of literary genres (e.g. epic, short stories, classical drama, classical literature, and traditional literature including those by and about Montana American Indians)</p> <p>B. Differentiate between the characteristics of literary genres (e.g., epic, short stories, classical drama, classical literature, and traditional literature including those by and about Montana American Indians)</p>	Epic, classical drama, classical literature
3.4	<p>A. Interpret how literature influences societies including works by and about Montana American Indians</p> <p>B. Interpret how history and culture influence literature including works by and about Montana American Indians</p>	
3.5	A. Analyze diverse literature to compare common human experiences across culture including Montana American Indians	
3.6	<p>A. Develop critical responses to personal ideas and feelings generated as a result of engaging with literature</p> <p>B. Support critical responses to personal ideas and feelings generated from engaging with literature</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. Compare techniques and technologies used in media messages</p> <p>C. Contrast techniques and technologies used in media messages</p> <p>D. Discuss the impact of techniques and technologies used in media messages</p>	
4.2	<p>A. Analyze the credibility of the sources of media messages</p>	
4.3	<p>A. Analyze the purpose of fact, fiction, and opinion in media messages</p> <p>B. Analyze the purpose of bias and stereotypes in various media messages</p> <p>C. Recognize the effects of fact, fiction, and opinion in media messages on diverse groups of people</p> <p>D. Recognize the effects of bias and stereotypes in media messages on diverse groups of people</p>	
4.4	<p>A. Recognize the norms that govern the use and creation of media messages</p> <p>B. Recognize the rules that govern the use and creation of media messages</p> <p>C. Recognize the laws that govern the use and creation of media messages</p> <p>D. Recognize the etiquette that governs the use and</p>	

creation of media messages

4.5	<p>A. Evaluate the inherent consequences to self in the use and creation of any and all media messages</p> <p>B. Analyze the inherent consequences to others in the use and creation of any and all media messages</p>	
4.6	<p>A. Create media messages for a variety of audiences</p> <p>B. Evaluate created media messages for audience appropriateness</p>	
4.7	<p>A. Analyze embedded values in media messages</p> <p>B. Analyze how those embedded values influence individuals</p> <p>C. Analyze how those embedded values influence cultures</p> <p>D. Analyze how those embedded values influence societies</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. Collaborate in prewriting and drafting to produce written works</p> <p>C. Evaluate written work throughout the writing process to revise and improve written work</p>	
5.2	<p>A. Develop a thesis statement that clarifies topic and purpose of the writing</p>	
5.3	<p>A. Develop well chosen, relevant and sufficient facts, extended definitions, concrete details, quotations and other</p>	

	<p>information and examples appropriate to the purpose of writing</p> <p>B. Use a variety of techniques to develop characters, events and settings in narrative writing</p> <p>C. Develop claims and counterclaims offering support for each</p>	
5.4	<p>A. Introduce a topic with an attention getter, thesis statement, and a preview of the information which follows</p> <p>B. Organize complex ideas and information to make connections and draw distinctions</p> <p>C. Use transitions to communicate relationships between and among ideas</p> <p>D. Provide a conclusion that highlights the significance of the information that was presented</p>	
5.5	<p>A. Use figurative language and powerful words and phrases to enhance writing</p> <p>B. Fluently use a variety of sentence structures</p> <p>C. Adjust voice according to purpose and audience</p> <p>D. Maintain a style and register appropriate to the purpose and audience</p>	
5.6	<p>A. Write legibly</p> <p>B. Use hyphens correctly</p> <p>C. Recognize various types of phrases</p> <p>D. Recognize various types of clauses</p> <p>E. Use semicolons to increase complexity of sentence structure</p> <p>F. Use colons correctly in a variety of situations to increase complexity of sentence structure</p> <p>G. Use correct spelling</p>	
5.7	<p>A. Identify how format impacts</p>	

	<p>audience</p> <p>B. Identify how purpose impacts audience</p> <p>C. Use format appropriate for purpose and audience</p> <p>D. Recognize the format, purpose, audience and tone in one's own writing</p> <p>E. Recognize the importance of sensitivity to the cultural background of the audience (including Montana American Indians) when writing</p>	
5.8	<p>A. Recognize effectiveness of forms/genres/mode according to purpose</p> <p>B. Write opinion/argument, informative/explanatory and narrative/creative texts utilizing 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. Compose written works of increasing complexity in a variety of forms and genres</p> <p>B. Strengthen focus through various prewriting activities, organizational structures and revision strategies</p>	
5.10	<p>A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem</p> <p>B. Narrow or broaden the research question when appropriate</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. Develop awareness of different standardized bibliographic referencing requirements</p> <p>B. Define fair use guidelines for using source materials</p> <p>C. Use proper citation format in writing</p>	
5.12	<p>A. Independently set appropriate goals for writing progress</p> <p>B. Seek feedback in goal-setting and progress toward goals</p> <p>C. Monitor progress in goal-</p>	

	setting and achieving progress	