



MISSOURI'S

Framework for
Curriculum Development
in

Communication Arts

K-12



Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

COMMUNICATION ARTS CURRICULUM FRAMEWORK WRITING COMMITTEE

Carole Anderson, Lowell Elementary School, St. Louis City

Michael Bancroft, Rock Bridge Senior High School, Columbia 93

Maridella Carter, Blue Springs South High School, Blue Springs R-IV

Julie Collins, Maple Park Middle School, North Kansas City 74

Cathy Evans, A+ and K-12 Curriculum Coordinator, Gideon 37

Rosalie Grogan, Business Education Specialist, Springfield R-XII

Gingy Lebold, Sante Fe High School, Sante Fe R-10

Charlotte O'Brien, Curriculum Services Coordinator, Department of Elementary and Secondary Education

Jeanette Schiebal-Thomas, Elementary Language Arts Coordinator, Kirkwood R-VII

Willy Wood, Communication Arts Consultant, Department of Elementary and Secondary Education

Further Acknowledgments:

Missouri's Frameworks for Curriculum Development have been reviewed by over 200 district Professional Development Committees, members of professional organizations of the various disciplines, vocational and special education teachers, members of the State Board of Education, and board members of the Missouri School Boards Association and the Missouri Congress of PTA. Subsequently, many of the suggestions offered by these reviewers have been incorporated into the Frameworks.

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Table of Contents

Further Acknowledgments:	2
I. Gather, Analyze and Apply Information and Ideas	4
K-4	5
5-8	11
9-12	17
II. Communicate Effectively Within and Beyond the Classroom	23
K-4	24
5-8	30
9-12	36
III. Recognize and Solve Problems	42
K-4	43
5-8	47
9-12	51
IV. Make Decisions and Act as Responsible Members of Society	55
K-4	56
5-8	59
9-12	62



K-12 Content Overview

To live successfully in an ever-changing world, students must be able to locate, decode, analyze, explain, and apply ideas and information. Because of the tremendous number of resources available, students must possess the skills to access data quickly from a variety of sources. Once they have located information, they need to be able to evaluate that information critically (for example, analyzing informational sources for bias, looking for strengths and weaknesses in an argumentative piece, or analyzing the effect of advertising on society). They also need to organize that information in ways that make sense to them (for example, through note-taking; paraphrasing; summarizing; and the use of graphic organizers such as flowcharts, graphs and diagrams).

But students need to be able to do more than simply locate, evaluate, and organize information. In order to actively engage with the world around them, students must be able to *demonstrate* their understanding by creating new communications, by applying newly acquired information to new situations, and by making connections between information, ideas and their personal experiences.

Obviously, these are complex processes that require repeated practice. Therefore, these skills are introduced in this framework at the earliest possible time, then *spiraled* in complexity as students move up through the grade levels. For example, by the end of second grade, students are expected to be able to talk about characters and their actions in stories. By the end of fourth grade, students should be able to identify and discuss story elements (such as setting, plot, structure, characters and themes). The ability to identify story elements beyond simple characterization is clearly a more advanced skill. Students at this level should be able to put their analyses into writing in addition to being able to discuss them orally. At the middle school level, students are expected to be able to recognize and discuss literary genres, compare and contrast texts, and examine cause and effect relationships. These skills significantly deepen students' understanding of literature. Finally, at the high school level, students are asked to make more sophisticated judgments on texts, moving beyond analysis to evaluation of literary techniques, author's purpose, style, and tone.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>1. Read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, 5)</p> <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. demonstrate understanding of print conventions (1.5; 1.6) b. use pictures, titles, contexts, structures of texts, patterns of language and personal experiences to make predictions and comprehend texts (1.5; 1.6) c. recognize and interpret print from their surroundings (1.5; 1.6) d. recognize the differences between real and make-believe (1.7) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> e. use a variety of strategies to interpret texts (1.5; 1.6) f. read, view and listen for specific purposes (such as scanning to find needed information) (1.5; 1.6) g. read, view, listen to and recognize a variety of literary genres (1.6; 1.9) h. apply prior readings and experiences to aid comprehension (1.5; 1.10) i. recognize and understand figurative language (such as personification, simile and metaphor) (1.5; 1.9) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Listen to a story; then draw a picture to show your favorite part. Use speech bubbles to show what the characters said in the story. • Read with a partner or listen to a favorite poem or story; discuss its style and structure; then write or tell a similar poem or story to share with the class. • Listen to an audiotape of different sounds and use words to describe these sounds. Then write a descriptive paragraph or draw a picture inspired by the sounds on the tape. • Read and then view a video presentation of the same story. Use a Venn diagram or another graphic organizer to compare and contrast the story as it is presented in both forms. Discuss which version you like best and why. • Read, view or listen to a story in small groups. Dramatize a scene in which you learned something about the main character in the story.

I. Gather, Analyze and Apply Information and Ideas

9

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>2. Locate and gather information and ideas. (CA 2-7)</p> <p>[See note on p. 8.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. ask relevant questions to collect information (1.1; 1.2) b. gather information from first-hand experiences (such as people, concrete objects and daily life) (1.2; 1.3) c. gather information from second-hand sources (such as pictures or graphics, trade books or computer programs) (1.2; 1.4) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> d. use key words for locating information (1.2; 1.4) e. gather information from first-hand sources (such as interviews and observations) f. use print and nonprint resources (including electronic resources) to locate information (1.4) g. find information on a topic by examining tables of contents and indexes (1.2; 1.4) h. gather information using pictures, dictionaries, encyclopedias, atlases, trade books and subject-specific resources (1.2; 1.4) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Check out and read a book from the class library or interview someone to learn how to do a simple activity. Using this information, make a “how-to” guide to illustrate the directions you receive; then have another classmate try to follow your guide. • Find the correct spelling of a word by using a dictionary, wall chart or spell checker or by asking a classmate or an adult. Keep an individual word list in your learning log or on a computer. • Find out about a famous person and prepare a written report, a poster or an oral presentation which explains some of the most interesting things about this person. • Locate appropriate resources needed to learn about a newsworthy event and share this information through the writing and production of a skit. • Interview a classmate to discover interesting things about that person from birth to the present. Take notes and introduce your friend to the rest of the class. Then reverse roles. • List three to five interesting things about (<u>name of unit</u>) after listening or reading about it. Write three questions about the topic for which you would like to find more information. Choose one of these questions on which to do more research.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>3. Process, organize and evaluate information and ideas. (CA 2-7)</p> <p>[See note on p. 8.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. recognize similarities and differences in words, stories and ideas (1.6; 1.10) b. use story elements (such as characters, setting, problem, events and ending) to predict and recall events (1.6; 1.10) c. ask questions to clarify understanding (1.1; 1.2) d. use drawing, writing and speaking to clarify understanding (1.8; 1.10) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> e. interpret and follow brief written directions (such as those in recipes, games, safety guidelines, or the daily list of activities) (1.5; 1.6) f. take brief notes (1.6; 1.8) g. summarize information and ideas (1.6; 1.8) h. organize information and ideas in meaningful ways (1.6; 1.8) i. determine which data best fit a designated purpose (1.7; 1.8) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Use a wordless picture book to tell or write a story. Include a beginning, middle and end. • Talk about a picture-book character’s qualities, characteristics and motives based on information gathered from illustrations and on what other characters say to the character. Discuss how these characters are like or different from real people. • Decide on a job that would be interesting to do when you grow up. Prepare a collage of tools, equipment, and other things used on the job. See if classmates can identify the job. • Draw a cartoon strip to show the sequence of three events in a story. • Survey ten people about their recycling habits; then make a graph to show the results of the survey. Explain your graph to the class. • Develop a form for recording predictions and results during a scientific inquiry. Write a statement that summarizes these findings.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>4. Relate literature and other texts to prior experiences. (CA 1-7)</p> <p>[See note on p. 8.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. recall past reading or viewing when discussing current reading or viewing (1.6; 1.10) b. demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc. (1.6; 2.1) c. make connections between print and nonprint texts and people, events and experiences that are part of their daily lives (1.9; 1.10) d. offer opinions and perceptions about literature based on their experiences (1.5; 1.9) <p><i>By the end of grade 4, students should be able to</i></p> <ul style="list-style-type: none"> e. compare and contrast current and past reading or viewing (1.6; 1.10) f. interpret texts by writing, painting, dramatizing, discussing, etc. (1.6; 2.1) g. recall and relate prior experiences to texts (1.6; 1.10) h. integrate texts read and viewed with other areas of study (1.6; 1.10) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Use written conversation with a partner to “discuss” written, visual or oral communications. These writings might include favorite scenes or characters, opinions, comparisons to other texts, questions or connections to real life. • Tell about a real event that is similar to what happened in a story. • Write about a story by comparing the activities of the main character to your experiences or to experiences of characters in other stories. • Read a story or watch a video that takes place in another country, then write a comparison between the culture and customs of the country depicted in the story and those of the United States.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7)</p> <p>[See note on p. 8.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <p>a. read, view, listen to and respond to culturally diverse literature and videos (such as fairy tales, folktales, contemporary stories and nonfiction) (1.5; 1.9)</p> <p>b. make connections between concepts and ideas in texts and their own experiences (1.9; 1.10)</p> <p><i>By the end of grade 4, all students should be able to</i></p> <p>c. read, view, listen to and respond to culturally and historically diverse texts and videos (such as myths, tall tales, contemporary and historical fiction and nonfiction) (1.5; 1.9)</p> <p>d. explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing) (1.8; 1.9)</p> <p>e. identify words and phrases (such as idioms, jargon and local expressions) that reflect the cultures or eras in which they are used (1.5; 1.9)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Read, view or listen to versions of the same fairy tale from different countries. As a class, make a wall chart identifying the similarities and differences in the stories. Tell which version of the story you like best and why. • Read or listen to stories about various traditions or holidays around the world. Share your family traditions and celebrations with an e-mail pal or pen pal in another state or country. • Gather information for a short report about your name, its meaning and cultural origins. Interview people in your family or neighborhood about the origins of their names and include the most interesting ones in your report. • Research the contributions of different ethnic groups to American culture; then identify words, phrases or ideas in our language that originated from each group.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. (CA 1-7)</p> <p>[See note on p. 8.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. apply knowledge of language conventions (such as story structure, letter-sound relationships, capital letters and periods) to aid in interpreting communications (1.5; 1.10) b. supply words and phrases in predictable texts (1.5; 1.6) c. connect new information to previous knowledge and experiences (1.5; 1.10) d. identify familiar words in new contexts (1.6; 1.10) e. use language for a variety of purposes (such as establishing social relationships, displaying knowledge, gaining and giving information, and influencing others) (1.8; 1.10) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> f. apply comprehension strategies to written, visual and oral texts (1.5; 1.10) g. apply prior knowledge to predict sequences and logical events (1.5; 1.6) h. identify a new or unfamiliar viewpoint in a text (1.5; 1.6) i. use language effectively for a variety of purposes and in different situations (1.10; 2.3) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Make a tape of a news broadcast or write a news article that contains a different ending to a familiar story. • Share information or ask questions during a class discussion about a topic being studied. • Research a particular animal; then make recommendations to a zoo or wildlife park for designing or improving an appropriate habitat for that animal. • Use the pattern of a predictable story to plan and write with several classmates an original story using a similar structure. Make the story into a pop-up or illustrated book for the class library. • Retell a familiar fairy or folktale from another character’s point of view. Use puppets to act out the story. • Interview parents or neighbors about what they like best and least about their work or career. Prepare a chart or graph to show the results.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, 5) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. classify and categorize communications by themes and genres (1.6; 1.8) b. compare and contrast various communications (1.5; 1.6) c. analyze figurative language and literary techniques used in effective communications (1.5; 1.6) d. examine cause and effect relationships in literature and other texts (1.6; 1.8) e. contrast fictional accounts with real-life experiences (1.7; 1.8) 	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Read a novel; then write a literary letter from a character in the novel to the reader that demonstrates your understanding of the character and his or her motivation. • Develop a literacy portfolio to show your development as a reader. This portfolio might include such items as a list of reading, reading log entries, and double-entry journal entries. After analyzing your strengths and weaknesses, set specific goals for next quarter. • Choose videos independently to watch at home for pleasure; then make annotated recommendations to other students about your favorite videos on 4" X 6" cards to be kept in a class file box. • Cut out various types of communications from a newspaper or magazine (such as an editorial, comic strip, sports article or letter to the editor). Create a poster or bulletin board that compares and contrasts their strengths and weaknesses.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>2. Locate and gather information and ideas. (CA 2-7)</p> <p>[See note on p. 14.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. determine key words to use in locating multiple resources (1.2; 1.4)</p> <p>b. select appropriate electronic and print resources for research purposes (1.1; 1.2)</p> <p>c. compare several sources on a topic to determine reliability (1.2; 1.7)</p> <p>d. identify and analyze organizational patterns of print and nonprint resources to facilitate research (1.2; 1.6)</p> <p>e. explore community resources (1.3; 1.4)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Interview by telephone a person who plans to make a formal visit to the school; then write a short speech to introduce the guest to classmates. • Research the life, personality and achievements of a favorite author or historical or contemporary figure. Present a dramatic monologue in character, allowing classmates to interview or ask follow-up questions as they try to figure out the mystery personality. • Locate sources that present opposing viewpoints of a current or historical event. Make a chart to compare the information; then decide which source is the most reliable. • Create an Internet scavenger hunt on a topic with a partner. Trade with another team and practice finding information on the Internet.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>3. Process, organize and evaluate information and ideas. (CA 2-7)</p> <p>[See note on p. 14.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <ul style="list-style-type: none"> a. recognize different viewpoints, biases and propaganda (1.6; 1.7) b. distinguish between fact and opinion (1.6; 1.7) c. draw conclusions and form opinions (1.6; 1.8) d. take notes and record sources consulted (1.6; 1.8) e. summarize main ideas (1.6; 1.8) f. determine relevance of information to purpose and audience (1.5; 1.6) g. process and organize thinking about a topic using a variety of formats (1.8; 1.10) 	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Analyze TV commercials, magazine ads, billboards, or other advertisements to distinguish between fact and opinion. Then create an advertisement based only on facts. • Keep a reading log or double-entry journal to record opinions, ideas, questions and predictions before reading; to take notes and write down your questions and thoughts during reading; and to summarize or clarify information or understanding after reading. Use your log as a resource for literature circle discussions. • Write a set of instructions for creating a simple design or origami product. Ask another student to follow the instructions. Then together revise the instructions for clarity. • Create a flowchart or other visual aid to illustrate a concept or process, such as photosynthesis or digestion. • Write the names of school subjects on the board. With a partner brainstorm a list of jobs that might use the information taught in that subject. Share your list.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>4. Relate literature and other texts to prior experiences. (CA 1-7)</p> <p>[See note on p. 14.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. make comparisons and draw conclusions about texts based on experiences in daily life (1.9; 1.10)</p> <p>b. recognize similarities and differences among new texts and those previously read or viewed (1.6; 1.10)</p> <p>c. interpret and respond to texts through performances in the fine arts and other content areas (1.10; 2.5)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Write or tell about a real experience that reminds you of events in a novel or another text. • Collect favorite poems around a theme for a mini-anthology; make and illustrate a book to put them in. Include a brief commentary after each poem that relates the theme, events or characters of the poem to your life. • Watch a video of a historical event or read a newspaper account of a historical scientific discovery. Compare this with a similar current event through the eyes of a historian or a scientist.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7)</p> <p>[See note on p.14.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. read, view, listen to and respond to a variety of cultural and historical texts and videos (1.5; 1.9)</p> <p>b. analyze communications to determine how they reflect particular cultures or eras (1.6; 1.9)</p> <p>c. explore how the English language changes as a result of historical events and cultural connections (1.6; 1.9)</p> <p>d. compare and contrast communications that reflect differing perspectives on a current issue (1.6; 1.9)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Create a two-sided time line. On one side depict events that happened during an author’s lifetime; on the other, depict the author’s works. Draw conclusions about the relationship between an author’s life and works. • Collect information and artifacts to show how a particular culture has influenced the English language; create an exhibit to present findings. • Create a comic strip or political cartoon that reflects a current opinion on a topic; then create another cartoon that reflects an opposing opinion on the same topic. Write a short paper explaining why people may choose to hold one opinion or the other. • Read a literary work written in a different culture and era. Write a short paper in which you explain what you learned about that culture and time period by reading the work; then compare that culture and era to American culture today. • Collect a variety of advertisements from newspapers and magazines to create a collage that demonstrates a particular type of advertising appeal.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. (CA 1-7)</p> <p>[See note on p. 14.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. apply comprehension strategies and prior knowledge to new situations and tasks (1.5; 1.10)</p> <p>b. predict meanings of new words and concepts from context (1.6; 1.10)</p> <p>c. develop views based on new readings and experiences (1.6; 1.10)</p> <p>d. use language effectively for a variety of purposes and in different situations (1.10; 2.3)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Develop as a class, clear and logical criteria for evaluating a written, visual or oral presentation or project. Practice evaluating using this scoring guide and make recommendations for changes in the guide to make it more user-friendly. • Invent a new product or device by beginning with a need. Create a diagram or model of the product (CAD, scale or working model), including a written description of its purpose and instructions for its use. • Research a topic that you believe will have an impact on life in the 21st century. Use this information to predict future trends.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, 5) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. analyze and evaluate literary devices and techniques (1.5; 1.9) b. make connections to previously read or viewed material or to real situations (1.6; 1.10) c. analyze the elements of fiction and nonfiction, including setting, plot, characters, theme, purpose, points of view, style and tone (1.6; 1.9) d. analyze and evaluate cause and effect relationships in fiction and nonfiction (1.5; 1.6) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Explain why fictional characters fit certain patterns (hero, stereotype, protagonist or antagonist) by comparing them to similar characters in other novels, short stories, narrative poems or films. • Listen to a newscast or political debate or read an editorial; then discuss or debate the issues being addressed. Create a transparency or poster to illustrate pros and cons of the issue. • Compare various versions of a play or film to explore characters’ motivations. As the director of the play, prepare a character study to inform an actor preparing to play the role.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>2. Locate and gather information and ideas. (CA 2-7)</p> <p>[See note on p. 20.]</p>	<p><i>By the end of grade 12, all students should know how to</i></p> <p>a. plan and design methods to collect reliable data for particular purposes and audiences (1.1; 1.3)</p> <p>b. generate a list of key words and sources for a research topic (1.2; 1.4)</p> <p>c. conduct searches using a variety of technologies and resources (1.2; 1.4)</p> <p>d. select applicable primary and secondary resources from print and nonprint materials (1.4; 1.7)</p> <p>e. access community resources (1.3; 1.4)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Research a career or business using a variety of techniques, such as observations, surveys, experiments and interviews. Produce a report in a format appropriate for the subject and intended audience. • Use a combination of personal interviews as well as electronic resources (such as databases, CD-ROM and on-line sources) to gather information about career or college decisions. • Design and create a survey document to gather information about a school or community issue. • Conduct a computer search for an I-search topic. Keep a log of your search and your final results. • Assume your company (you decide what it is) plans to open a plant in another country. Collect information on all aspects of that country that might have an impact on your plant. Then prepare a memo recommending or not recommending that country based on climate, resources, etc.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>3. Process, organize and evaluate information and ideas. (CA 2-7)</p> <p>[See note on p. 20.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ul style="list-style-type: none"> a. establish criteria for analyzing resources by identifying purpose and intended audience (1.2; 3.1) b. select useful ways to organize materials (1.4; 1.8) c. summarize or paraphrase information presented in a variety of communications (1.6; 1.8) d. evaluate materials for faulty reasoning, biases and propaganda (1.6; 1.7) e. identify similarities, differences, repetition and inaccuracies in data collected (1.6; 1.7) f. draw conclusions and form opinions based on data collected (1.6; 1.8) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Paraphrase or summarize graphs, charts, diagrams and/or illustrations found in a written text. Evaluate them to see if they provide additional information to what you have already found in the text. • Find examples of brochures that are organized to present information in different ways. Analyze which of the formats presents information most clearly. Develop a list of recommendations to help writers of brochures present information that is clear and well-organized. • Identify techniques that authors and speakers use to slant information by comparing news accounts of the same event or by analyzing communications for fact and opinion.

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<p><i>By the end of grade 12, all students should know how to</i></p> <p>4. Relate literature and other texts to prior experiences. (CA 1-7)</p> <p>[See note on p. 20.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. compare and contrast a variety of genres and texts (1.6; 1.8)</p> <p>b. evaluate texts considering prior experiences and previous readings or observations (1.9; 1.10)</p> <p>c. interpret and respond to texts through performances in the fine arts and other content areas (1.10; 2.5)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • View or read two different communications about the same topic; then compare and contrast them, evaluating strengths and weaknesses according to established criteria. • Read a novel or play that deals with the workplace in some way. Compare and contrast the working situation depicted in the text with a similar working situation today. • Read several essays offering differing viewpoints on an issue; then organize a class debate on the issue, assigning classmates to the different sides.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7)</p> <p>[See note on p. 20.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. read, view, listen to and respond to literature, film and other texts from diverse cultures and eras (1.5; 1.9)</p> <p>b. determine relationships between literature and other communications and their historical and/or cultural contexts (1.6; 1.9)</p> <p>c. analyze and draw conclusions about the addition/deletion of words to a language and the changes in the meanings of words over time (1.2; 1.6)</p> <p>d. create communications that reflect cultural, historical or current perspectives on a topic/issue (1.8; 1.9)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Interpret selections from the work of a writer, an artist or a musician after reading primary and secondary sources about his or her life and culture. • Demonstrate an understanding of a historical event by creating a speech, essay, poem or song about the event using language typical of the times. • Explain how a piece of literature, visual art, music or an invention reflected or influenced the culture in which it was created.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. (CA 1-7)</p> <p>[See note on p. 20.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. select effective communication strategies and formats to develop and clarify new ideas and perspectives (1.8; 1.10)</p> <p>b. predict meanings of new words and concepts from context (1.6; 1.10)</p> <p>c. predict outcomes, anticipate consequences, make judgments and adjust personal opinions based on new knowledge (1.6; 1.10)</p> <p>d. provide support for observations and opinions (1.8; 4.1)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Interview a person who is an authority in a technical area. Note the jargon the person uses to explain his or her job; then develop a glossary of terms insiders use on the job. • Analyze a product’s function or an organization’s structure in relation to its purpose. Develop a presentation to suggest changes to make the product or organization more efficient. • Recommend a person for a job, introduce a new product, ask for an adjustment of services or charges, or outline a proposed plan of action. Complete any necessary research; then select the most appropriate format and draft your communication. • Assume your supervisor is traveling to another country. Collect information from the Internet to inform that person about appropriate dress, protocol, weather, currency, etc. Summarize the information in a useful form.



K-12 Content Overview

To interact successfully with others at home, at school and at work, students must be able to communicate effectively with a variety of audiences for different purposes. In writing and speaking, students need to develop an awareness of audience and learn how to adjust their communications accordingly. This flexibility is a crucial element in real-world communications. The more students practice this skill in school, the more prepared they will be to handle the variety of situations requiring communication that they will face throughout their lives.

But audience awareness alone is not enough to guarantee successful communication. Students must learn concepts and strategies to use in creating effective communications (for example, different organizational patterns, rhetorical strategies, adequate support of key points, and writing and speaking for clarity) by studying models of effective writing and speaking. Proficiency in standard English usage, punctuation, spelling and mechanics is crucial as well. While these concerns are less important than what is said (content) and how it is said (style), repeated errors may be distracting to the intended audience and undermine the speaker's or author's credibility.

Just as students need to know their intended audience in order to create effective written and spoken communications, they need to develop good listening skills before they can intelligently respond orally to the ideas of others. Students must be able to summarize a speaker's main ideas, ask relevant questions to clarify important points, and then make comments that significantly advance the discussion.

Beginning in the elementary grades, students should be challenged to create a variety of communications. As students progress, these communications should become more complex. For example, a primary student might create a time line of key events during an important person's life; an upper elementary student might write a short biography of the person; a middle school student might write a paper about the historical period and the significance of the person in that era; and a high school student might research the period and the person and then create a piece of historical fiction which incorporates that information. Such spiraling of complexity in the creation of communications should be a key element of the communication arts curriculum.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>1. Write about, visually represent and discuss written, visual and oral communications. (CA 1, 4, 6)</p> <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. use pictures or create drawings to aid understanding (1.8; 2.5) b. talk about characters and their actions in stories (2.3; 2.4) c. write about, draw or retell part of a story or a learning experience (2.1; 2.4) d. write about, draw or retell information or ideas discovered in written or oral texts or videos (2.1; 2.4) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> e. talk about literature and other kinds of communications in small groups (2.3; 2.4) f. distinguish between main and supporting ideas (1.6; 2.4) g. identify and discuss story elements (such as setting, plot, structure, characters and themes) (1.6; 2.3) h. respond to communications in a variety of ways (such as role playing, drawing and writing) (2.1; 2.4) i. make and explain predictions (1.6; 2.4) j. explain how fact and fiction differ (1.7; 2.3) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Recall elements of a story to retell sequence: <i>beginning</i> (characters, setting, problem), <i>middle</i> (attempts to solve the problem), and <i>ending</i> (resolution). Use a flannel board or puppets to tell the story. • Present a fiction or nonfiction story in another medium (such as comic book, storyboard, poem, dramatization, commercial, video, painting, or song). • Write a poem or letter from one character to another in a story. In the poem or letter, include five clues that show what the character who is writing the poem or letter is like.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>2. Create print and nonprint communications to demonstrate understanding of information and ideas. (CA 1, 4, 6)</p> <p>[See note on p. 27.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. dictate information to express their own ideas (1.8; 2.1) b. explain their own writing by reading it out loud or telling about it (2.1; 2.2) c. demonstrate understanding by drawing, tallying, labeling, writing, explaining, creating models, dramatizing, etc. (1.8; 2.1) d. extend comprehension by role-playing, questioning and referring to personal experiences (1.10; 2.3) e. use classroom resources (environmental print, predictable texts, peers' stories, etc.) as models for writing (1.5; 1.10) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> f. clarify thoughts and ideas using visual representations (such as pictures, diagrams, models and demonstrations) (1.8; 2.1) g. select main and supporting details for a topic (1.8; 2.1) h. use their own words to explain new words and definitions (1.5; 2.3) i. identify direct quotations from sources by using quotation marks (1.8; 2.2) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Keep a daily journal of learning experiences by drawing and writing. Tell or read a journal entry to a classmate. • Write a short note or letter to a friend or classmate telling about something you have learned. Include illustrations and several items of information. • Design and construct a model using available materials (such as paper, clay, blocks or cardboard) to represent something you have learned on a topic. • Tape an interview in which an adult talks about his or her childhood. Write a report comparing the adult's childhood experiences with those of a typical child today. Include direct quotations from the person interviewed in the report. • Create a class mural composed of pictures of people working at jobs you think would be interesting. Discuss your choices with your classmates.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>3. Create print and nonprint communications for various audiences and for a variety of purposes. (CA 1, 4, 6-7)</p> <p>[See note on p. 27.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. write daily about a variety of topics and using a variety of formats (moving over time from invented spelling to conventional spelling) (2.1; 2.2) b. adjust loudness of speaking voice to different situations in the classroom (conferences, small group work, presentations to the entire class) (2.1; 2.2) c. use appropriate visual representations (such as pictures, diagrams, models and demonstrations) for a variety of audiences and purposes (1.8; 2.1) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> d. select and use various types of communications (such as fairy tales, letters, personal narratives) that are appropriate for audience and purpose (2.1; 2.2) e. demonstrate effective communication skills in a variety of situations (2.1; 2.3) f. use technological tools to create communications (2.7) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Write for a variety of authentic purposes (such as thank-you notes, invitations, schedules, lists, recipes, letters, reminders, requests, weather reports and log or journal entries). • Create a videotape presentation that explains daily classroom procedures to share with parents at Open House. • Write a friendly letter using a computer. • Write with several classmates a readers theater script based on a historical event; then present the script to the class using simple props. • Create a storyboard to be used in a puppet show or dramatization of a favorite story. • Contribute to a class newsletter or “radio broadcast” that contains at least five different forms of communication, such as stories, letters, announcements, directions, and advertisements.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>4. Create print and nonprint communications to publish or formally present information and ideas. (CA 1, 4, 6-7)</p> <p>[See note on p. 27.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. tell or write stories with a setting, plot and characters (2.1; 2.5) b. speak and write in complete thoughts to communicate clearly (2.1; 2.2) c. organize and sequence thoughts and ideas logically (2.1; 2.2) d. self-check content and conventions of written work by reading aloud (2.2) e. use appropriate visual representations to present information and ideas (1.8; 2.1) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> f. write or speak about a theme or topic (2.1; 2.3) g. revise communications in response to feedback (2.2; 2.3) h. edit and proofread (2.2) i. set goals for improving communications (2.1; 4.5) j. use visual representations as supporting material for oral presentations (1.8; 2.1) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Plan, organize and present a play with classmates based on a story listened to, read or viewed. • Illustrate a story or poem; then explain the part of the story that inspired each illustration. • Compose a poem or song to tell about something new you have learned. • Compare two historical figures, charting similarities and differences; then explain the chart to classmates and support your reasoning with examples. • Give a speech or demonstration about a favorite hobby or activity. • Plan, draft and revise a piece of writing. During revision, read the piece to several classmates for feedback. Make revisions based on their responses to clarify ideas or provide additional information. • Devise a simple chart to show categories of a collection; then use this visual aid to explain the categories to a small group.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>5. Participate in informal presentations and discussions. (CA 1, 6)</p> <p>[See note on p. 27.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <p>a. hold conversations with peers and familiar adults (2.3; 2.4)</p> <p>b. listen to others and respond courteously to their ideas (2.3; 2.4)</p> <p>c. stay on the topic (2.1; 2.4)</p> <p>d. ask and answer questions during discussions (2.3)</p> <p><i>By the end of grade 4, all students should be able to</i></p> <p>e. speak clearly and loudly enough to be heard (2.1; 2.3)</p> <p>f. listen and respond courteously to the views of others (2.1; 2.3)</p> <p>g. stay on the topic (2.1; 2.3)</p> <p>h. ask and answer relevant questions during discussions (2.3)</p> <p>i. exchange information and ideas using technology (2.3; 2.7)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Participate in a literature discussion group. Discussion may include such topics as favorite parts of the story, responses to characters' actions, actions and events related to your own experiences, or comparisons to other books read. • Plan with others a class party celebrating a favorite author's birthday. Brainstorm to determine entertainment, refreshments and decorations. Record duties and participation of those involved. • Learn to use e-mail. Contact students in a country or state you would like to learn about. Exchange information with them via the Internet.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>6. Demonstrate proficiency in speaking and writing standard English. (CA 1, 4, 6)</p> <p>[See note on p. 27.]</p>	<p><i>By the end of grade 2, all students should be able to</i></p> <ul style="list-style-type: none"> a. speak standard English with increasing fluency to large and small groups (2.1; 2.3) b. leave spaces between words to show understanding of the concept of a “word” (2.2) c. use complete sentences (2.2) d. recognize and increase proficiency in using end punctuation and capital letters (2.2) e. spell an increasing number of words using letter-sound associations and letter patterns (2.2) f. recognize others’ overgeneralizations of the rules of the English language (for example, use of regular verb endings for irregular verbs: “singed” for “sang”) (2.2) <p><i>By the end of grade 4, all students should be able to</i></p> <ul style="list-style-type: none"> g. demonstrate increasing proficiency in spelling, usage, punctuation and capitalization in their writing (2.2) h. demonstrate increasing proficiency in standard English usage in their speaking (2.2) i. choose whether formal or informal language best suits the audience and purpose (2.1; 2.3) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Keep a writing portfolio to provide evidence of increasing proficiency in spelling and the use of conventions. • Circle words that look misspelled to practice editing; then use available sources (such as peers, adults, the dictionary or an electronic spell-check program) to correct misspellings. • Practice leaving a clearly worded message on an answering machine. • Practice answering the telephone and taking a correct message in writing. • Write a letter to an organization to request information for a unit of study. Proofread your letter before you send it. • Use a rubric to help a classmate edit a story. • Write a thank you note to someone who helped you with a school project.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Write about, visually represent and discuss written, visual and oral communications. (CA 1, 4, 6) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. talk and write about a variety of communications (2.1; 2.4) b. explain how the elements of a certain genre influence each other (1.9; 2.3) c. compare and contrast communications in their writing and speaking (2.1; 2.4) d. talk and write about figurative language and literary techniques used in effective communications (2.1; 2.4) e. talk and write about cause and effect relationships in literature and other texts (2.1; 2.4) f. compare and contrast fictional accounts with real-life experiences in their writing and speaking (2.1; 2.4) g. respond to communications using visual representations (such as dramatizing, drawing, and painting) (2.4; 2.5) 	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • As a group, brainstorm a list of the elements of a mystery story. Then read a mystery novel in class. During reading, keep a reading log in which you compare the elements found in the novel with your list. • Identify several passages from your reading that use figurative language. Then rewrite these passages in strictly literal language. Evaluate which version is more effective and why. • Read a story that involves a complex chain of cause and effect relationships. Create a flowchart that visually represents these relationships.

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<p><i>By the end of grade 8, all students should know how to</i></p> <p>2. Create print and nonprint communications to demonstrate understanding of information and ideas. (CA 1, 4, 6)</p> <p>[See note on p. 33.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. formulate and support information and ideas by making predictions and comparisons, developing opinions and drawing conclusions (1.6; 2.4)</p> <p>b. distinguish between summaries and direct quotations in their writing (1.8; 2.1)</p> <p>c. incorporate topic-related vocabulary into reports and presentations (2.1; 2.4)</p> <p>d. use visual representations to clarify and support ideas during oral presentations (1.8; 2.1)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Present a set of instructions for any task in two distinct forms (such as symbolic and written, outline and flow-chart, or poetic verse and diagram). Decide which set of instructions is easier to follow and why. • Write an article for the school newspaper that includes the opinions of three people who hold different positions within the school. Ask all three the same questions about the topic. Use both summary and direct quotation in your article. • Interview a person who has a career you would like to learn about. Design a pamphlet to summarize information about his or her job and needed qualifications. Include at least three new terms learned during the interview.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>3. Create print and nonprint communications for various audiences and for a variety of purposes. (CA 1, 4, 6-7)</p> <p>[See note on p. 33.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. select and use formats appropriate for audience and purpose (2.1; 2.2)</p> <p>b. adjust language use considering context and audience (2.2; 2.3)</p> <p>c. use technological tools to create and revise communications (2.2; 2.7)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Demonstrate through roleplaying, skits or other means of communication several ways to express the same concern to different audiences. • Write letters for real purposes: to correspond with a pen pal, to place an order, to request information, to register a complaint, or to thank someone. • Create a poster or flyer that gives directions for entering a contest, announces an upcoming event or promotes a candidate for office. • Write and send e-mail to make a request or enter into a discussion with students in another state or country on the Internet.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>4. Create print and nonprint communications to publish or formally present information and ideas. (CA 1, 4, 6-7)</p> <p>[See note on p. 33.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. plan and compose communications (2.1; 2.5)</p> <p>b. produce communications using available technologies (2.1; 2.7)</p> <p>c. evaluate and revise content considering audience feedback (2.2; 2.3)</p> <p>d. edit and proofread communications (2.1; 2.2)</p> <p>e. set goals for improving their communications (2.1; 4.5)</p> <p>f. use techniques observed in effective communications as models for speaking and writing (2.1; 2.2)</p> <p>g. use visual representations as supporting material for oral presentations (1.8; 2.1)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Use a computer to publish a class or neighborhood newsletter. Include such items as editorials, news stories, announcements, advertisements and cartoons. • Produce prewriting (such as an outline or cluster) to generate ideas about a topic for writing or speaking. Keep a learning log to record other techniques used during the project; contribute these to a class bulletin board. • Explain orally to classmates information presented in a graphic organizer (such as a chart, table, graph or flow-chart). • Present your writing portfolio at a parent conference, explaining why certain pieces have been included in the portfolio. Discuss your growth as a writer and set goals for next quarter.

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<p><i>By the end of grade 8, all students should know how to</i></p> <p>5. Participate in informal presentations and discussions. (CA 1, 6)</p> <p>[See note on p. 33.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. speak clearly and loudly enough to be heard in large and small groups (2.1; 2.3)</p> <p>b. listen attentively and respond courteously to others (2.1; 2.3)</p> <p>c. stay on the topic (2.1; 2.3)</p> <p>d. contribute by making relevant comments (2.3)</p> <p>e. exchange information and ideas using technology (2.3; 2.7)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Work in a group to reach consensus concerning a classroom or simulated workplace problem, such as what action to take when someone is habitually late or absent. • Participate in peer conferencing, giving helpful and courteous response to another’s writing. • Exchange your thoughts concerning current classroom reading with classmates or the teacher via e-mail.

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<p><i>By the end of grade 8, all students should know how to</i></p> <p>6. Demonstrate proficiency in speaking and writing standard English. (CA 1, 4, 6)</p> <p>[See note on p. 33.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. use standard spelling in materials written for another reader (2.1; 2.2)</p> <p>b. self-correct usage, punctuation, capitalization and mechanics in their writing (2.2)</p> <p>c. demonstrate increasing proficiency in standard English usage in their speaking (2.1; 2.2)</p> <p>d. demonstrate increasing fluency in a variety of situations requiring writing and speaking (2.1; 2.3)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Keep a personal spelling list in your writing folder of words you want to learn. Have a friend select words from the list for you to spell. • Practice writing a letter to apply for a position from the classified help wanted advertisements or obtain and complete an application form for a local business. • Proofread your own writing for errors, keeping a running list of problem areas. Devise a plan for improvement. • Write descriptions with other students of various class jobs. Complete an application for the job you would like to have for the month. Other students will interview the applicants. • Take a passage of prose and reduce all compound and complex sentences to simple sentences. Analyze the results of this exercise on readability and fluency. Then, without looking at the original, recombine the sentences to improve clarity and readability.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Write about, visually represent and discuss written, visual and oral communications. (CA 1, 4, 6) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. respond formally and informally to a variety of themes and genres (2.1; 2.3) b. analyze and evaluate literary devices, techniques and structural elements through their writing and speaking (2.1; 2.4) c. compare and contrast communications to previously read or viewed material or to real situations (2.3; 2.4) d. analyze and evaluate through their writing and speaking the cause and effect relationships found in fiction and nonfiction (2.1; 2.4) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • In a literature discussion group, read three texts in three different genres dealing with the same theme. Discuss the effectiveness of the three texts with your classmates. Record the points made during the discussion in your notes. • Compare the events that occur in a text to your life. Write a paper in which you use the original text as a model for structure and style. • Create a visual representation (diagram, flowchart, etc.) that details the cause and effect sequence of events in a text. Now change one of the causes or effects in the middle of the story and represent how the later events in the text would have changed as a result of this one change.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>2. Create print and nonprint communications to demonstrate understanding of information and ideas. (CA 1, 4, 6)</p> <p>[See note on p. 39.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. formulate and support a thesis or hypothesis (2.1; 3.5)</p> <p>b. demonstrate use of a growing vocabulary (2.1; 2.2)</p> <p>c. present information using appropriate available technologies (2.1; 2.7)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Organize and present information using available technologies to develop tables, graphs, charts, outlines and/or time lines. • Formulate a thesis based on research and analysis of written, oral and/or visual texts. Design a flowchart or other graphic organizer to show how the evidence supports the thesis. • Use a variety of informal writing strategies (such as brainstorming, clustering or drawing) to understand a complex idea. Share the “write to learn” strategy that works best for you with another student.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>3. Create print and nonprint communications for various audiences and for a variety of purposes. (CA 1, 4, 6-7)</p> <p>[See note on p. 39.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. select and use formats appropriate for audience and purpose (2.1; 2.2)</p> <p>b. analyze appropriateness and effectiveness of language use, considering audience and purpose (2.1; 2.2)</p> <p>c. communicate effectively in a variety of real or simulated workplace situations (2.3; 2.6)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Develop a proposal for a new program to address a particular need at school or in the community. Present data supporting your proposal to the school board or city council using graphic organizers. • Write a letter of inquiry to a personnel manager asking for an application, job information and a possible interview for potential employment. • Select a current event and create an audiotape account of the event for two different audiences. • Roleplay in small groups how employees might solve an authentic workplace dilemma using effective communication techniques. • Write directions for operating a simple piece of equipment; then evaluate the clarity of your directions as others attempt to follow them.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>4. Create print and nonprint communications to publish or formally present information and ideas. (CA 1, 4, 6-7)</p> <p>[See note on p. 39.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. plan and compose a variety of communications (2.1; 2.5)</p> <p>b. use a variety of technologies to produce communications for different audiences and purposes (2.1; 2.7)</p> <p>c. evaluate and revise communications after considering audience feedback (2.2; 2.3)</p> <p>d. edit and proofread their own communications to meet conventional standards (2.1; 2.2)</p> <p>e. revise their own communications for clarity (2.2; 2.3)</p> <p>f. offer advice to classmates about revision and editing, providing support for their observations and opinions (2.2; 2.3)</p> <p>g. analyze a variety of effective communications and use them as models for writing and speaking (2.1; 2.2)</p> <p>h. set goals for improving future communications (2.1; 4.5)</p> <p>i. create visual representations using technology (1.8; 2.7)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Compose a song, short story or poem about an unusual event or person. • Explain how you work to plan and create written communications for different audiences. Develop a diagram or chart to illustrate your processes. • Create a variety of communications using word processing and desktop publishing techniques. • Create a multimedia campaign to inform and persuade a schoolwide audience to take a certain viewpoint or action. • Write a letter to the editor of a local paper presenting your opinion about a school or community issue. Evaluate your letter according to agreed-upon criteria for quality letters and make necessary revisions before sending it. • Make a persuasive argument for selecting a particular career. Use visual aids to strengthen your presentation. • Discuss information collected from the news media detailing the pros and cons of a proposed law. Conduct a survey to discover the opinions of other students and publish the results using a chart or graph.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>5. Participate in informal presentations and discussions. (CA 1, 6)</p> <p>[See note on p. 39.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. speak expressively, adjusting tone and style of speech to audience and purpose (2.3)</p> <p>b. demonstrate effective listening by making relevant comments (2.3; 4.6)</p> <p>c. respond appropriately to others' points of view (2.3; 4.6)</p> <p>d. summarize or paraphrase the main points of the discussion (2.2; 2.3)</p> <p>e. exchange information and ideas using technology (2.3; 2.7)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Participate in a small group discussion about a literary work or another text; then summarize the main points of the discussion from your group for the whole class. • In small groups, take turns telling personal stories. Respond with relevant comments during the telling of the stories. Then summarize the stories of the group. • Establish an e-mail pen pal relationship with a student your age in another town. Find out about his or her life, town and school. Write a report on your e-mail pal, clear the draft with him or her first, then present the information to your class.

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>6. Demonstrate proficiency in speaking and writing standard English. (CA 1, 4, 6)</p> <p>[See note on p. 39.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. demonstrate fluency and accuracy in written and spoken communications (2.1; 2.2)</p> <p>b. consult sources (such as dictionaries, spell checkers and handbooks) to increase accuracy in spelling, usage, punctuation and mechanics (1.2, 1.4)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Edit and proofread written and oral presentations to meet conventional standards. Use grammar /spell checkers in word processing programs. • Compose and proofread a follow-up letter to be written after a job interview. • As the manager, you are in charge of packing equipment and supplies for away basketball games. You are not going on the next trip. Write a memo to the assistant manager explaining what needs to be done. • Write a passage of prose using only simple sentences. Analyze the problems such a style causes for a reader. Then use sentence-combining to improve clarity and readability.



K-12 Content Overview

As students encounter personal, family, workplace, environmental, and societal problems, they must be prepared to work independently and collaboratively to find solutions. To solve problems successfully, students should use all of the communication arts processes efficiently: they must be able to identify, analyze and articulate the problems that they see; communicate possible solutions clearly; develop and implement plans to solve problems; and document and evaluate the effectiveness of solutions.

By analyzing literature and other texts that they read or view, students can learn much about their problem-solving skills. They should be able to identify the problems faced by characters and real people, evaluate the effectiveness of the solutions attempted, predict outcomes based on their analyses, and apply the lessons learned to their own lives.

Students also receive much practice in practical problem solving as they create written, oral and visual communications. Deciding the best approach to use for a particular audience, the best organizational structure for a piece of writing or speech, the best way to make a point so that it will be clearly understood, and the best way to revise a piece in light of feedback from others are just a few of the many complex problem-solving situations that arise during the process of creation.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Apply communication strategies to identify, understand and solve problems. (CA 1-7) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. contribute ideas and suggestions to facilitate problem solving (2.3; 3.6) b. listen and respond to others’ suggestions (2.3; 3.6) c. recognize that there are different ways to solve the same problem (3.2; 3.6) d. ask questions to clarify understanding (1.1; 3.1) e. collect relevant information using available resources (1.4; 3.6) f. state problems and proposed solutions clearly in their own words (2.3; 3.1) g. organize information using a variety of formats (1.8; 3.1) h. show persistence when attempting to solve problems (3.3; 3.6) i. apply previously successful problem-solving strategies (3.2; 3.3) j. use available technologies to communicate problems and solutions (2.7) k. modify plans or actions if necessary after considering others’ suggestions (3.6; 3.7) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Solve a mathematical problem; then draw a picture or make a model or graphic representation of your solution and use this to explain how you solved the problem. • Identify an environmental problem; write a skit or make a poster with a partner suggesting steps to help people solve the problem. • Predict the effects of altering variables in an experiment; then record predictions and resulting effects on a chart to share with class members. • Participate in a discussion analyzing peer conflicts in the classroom; offer possible solutions; then write suggestions to contribute to a classroom rule book. • Make a pamphlet to inform others of the effects of pollution on plants and animals; include suggestions for protecting the environment from pollution. • Plan and conduct an opinion poll of school staff and students on a proposed improvement; present the results in a letter to the principal. • Collect information on tornado safety using available technology in the library media center; create a display detailing safety procedures. Include a list of resources consulted.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama and film. (CA 2-3, 5, 7)</p> <p>[See note on p. 46.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. identify the problem or goal of the main character (3.1)</p> <p>b. explain characters' actions (3.4; 3.5)</p> <p>c. predict what might happen because of a character's problem (3.5; 3.6)</p> <p>d. describe how a character solves a specific problem (3.4; 3.7)</p> <p>e. compare problems and solutions of characters in different texts (3.1; 3.4)</p> <p>f. compare problems and solutions of fictional characters to real situations (1.6; 3.4)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Roleplay with classmates a scene from a story in which a character has solved a problem. Create a new roleplay in which the character solves the problem differently. • Read, listen to or view a tale such as <i>The Three Little Pigs</i>. Then read or listen to a parody such as <i>The True Story of the Three Little Pigs</i>, told from another character's point of view. Discuss the differences in problems and solutions experienced by both characters. As a class, make a Venn diagram or other graphic representation to show the similarities and differences between the two stories. • Consider how the main character solves a problem in a story; then create an eyewitness report showing the possible effects of his or her actions on the other characters in the story. • Discuss in a literature circle a problem faced by one of the characters in a story; then write about or draw a picture of two possible solutions to the character's problem. • Plan a mystery story by creating a story map that details how the main character will solve the mystery; then write your story. Contribute the completed mystery to the class library.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>3. Analyze and evaluate problems encountered by the creators of written, oral and visual communications. (CA 2-3, 5, 7)</p> <p>[See note on p. 46.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. evaluate the effectiveness of an author’s or speaker’s choice of format (3.1; 3.4)</p> <p>b. analyze and evaluate a speaker’s decisions concerning length of presentation, choice of content, and style (3.1; 3.4)</p> <p>c. analyze and evaluate the effectiveness of a speaker’s use of visual aids (size, quality, color, clarity, etc.) (3.1; 3.4)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Rewrite a story or fairy tale in another genre (mystery story, tall tale, news report, etc.); then discuss why the author’s original choice of genre was or was not as effective as your choice. • Listen to a 3-5 minute book report delivered to the class by one of your peers. Rewrite the report for a different length of presentation (perhaps 10 minutes) and for a different audience (such as grandparents on grandparents day). Analyze the differences between the two presentations. • Develop visual aids for an oral presentation that will serve as a culminating activity for a unit of study. Keep a log of your thinking as you make decisions about how to do your visual aids. Note especially any problems that you encounter and your solutions for these problems.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>4. Analyze and solve problems involved in creating their own written, oral and visual communications. (CA 1, 4, 7)</p> <p>[See note on p. 46.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. choose language appropriate for audience and purpose (2.1; 3.6)</p> <p>b. organize communications logically (1.8; 3.5)</p> <p>c. revise ineffective communications (2.2; 3.1)</p> <p>d. create stories containing problem/solution situations (2.1; 3.1)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Compose an e-mail message to tell students your age in another state about your school and where you are located in Missouri. Keep a list of the problems you had to solve when composing this message (such as vocabulary, use of slang, organization and content). Now compose a letter to an older relative giving similar information. Compare and contrast the two communications. • Design and write directions for a board game or computer quiz game to review a content area unit; invite several classmates to try out the game; then interview them to find out how to improve the game. • Create a chart on which to record daily study/work habits; use the chart for a week to test its format; then revise the chart to make it more effective for record-keeping. • Select a favorite predictable story. Write or illustrate your own story modeling it on this structure. Explain how you decided which way would be best to communicate certain ideas in the story.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>1. Apply communication strategies to identify, understand and solve problems. (CA 1-7)</p> <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. identify and state problems and solutions clearly (2.1; 3.1)</p> <p>b. ask questions to determine causes of problems (1.1; 3.1)</p> <p>c. listen and respond politely to others (2.3; 3.6)</p> <p>d. collect information and determine its reliability (1.7)</p> <p>e. focus on the important aspects of the problem (3.1; 3.6)</p> <p>f. generate possible solutions (3.6; 3.7)</p> <p>g. summarize the problem and suggested solution(s) (1.8; 2.2)</p> <p>h. predict possible results of proposed solutions (3.7; 3.8)</p> <p>i. develop a plan for solving the problem under discussion (3.2; 3.3)</p> <p>j. revise plans when necessary (3.7; 3.8)</p> <p>k. evaluate effectiveness of communication strategies used (2.2; 3.4)</p> <p>l. facilitate problem solving by using appropriate technologies (1.4; 2.7)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Research a school or community problem and propose solutions; then write a persuasive letter to the appropriate audience requesting specific action. • Design a desired school improvement or project with classmates; brainstorm possible problems that might arise. Devise strategies to counter these problems or alter plans to avoid certain problems. • Identify at least three groups who have different opinions concerning a current issue or problem. Write a feature story that presents how each group might solve the problem. • Create a pamphlet, poster or other visual display to inform others and present ideas for solving or avoiding a specific problem by recommending health, safety or technological procedures. • Create a multimedia presentation to persuade a specific audience to take action to avoid, prevent or help solve a problem. • Write a real or simulated letter to a company, explaining a problem with a product or service and requesting action; then evaluate the response to decide whether the action taken will resolve the problem satisfactorily. If not, decide what follow-up steps must be taken.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama and film. (CA 2-3, 5, 7)</p> <p>[See note on p. 50.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. identify and describe problems faced by characters (2.3; 3.1)</p> <p>b. analyze the problem-solving strategies of individual characters (3.4; 3.6)</p> <p>c. suggest alternate solutions to characters' problems (3.6)</p> <p>d. compare real-life problems to those depicted in literature (3.2; 3.3)</p> <p>e. compare and contrast how cultural or social differences might have an impact on the problem and/or solution (1.10; 3.4)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Dramatize or describe a problem faced by a character; then explain how the character solves the problem and analyze the effectiveness of the solution. • Create a flowchart or diagram that illustrates the problem-solving processes of a character. Lead a small group discussion to determine at what points the character could have made different choices that might have changed the results. • Select a news story in which events/problems are similar to those in fiction. Compare the two stories. • Compose a ballad or a country-and-western song that presents a problem and a solution. • Identify a problem that a famous person (such as Thomas Edison, Franklin Roosevelt or Jonas Salk) needed to solve. Research the methods that this person used to solve the problem. Present your findings to the class.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>3. Analyze and evaluate problems encountered by the creators of written, oral and visual communications. (CA 2-3, 5, 7)</p> <p>[See note on p. 50.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. evaluate the effectiveness of an author’s or speaker’s choice of genre (3.1; 3.4)</p> <p>b. analyze and evaluate an author’s or speaker’s choice of format (3.1; 3.4)</p> <p>c. analyze and evaluate a speaker’s decisions considering audience and purpose (3.1; 3.4)</p> <p>d. analyze and evaluate the effectiveness of a speaker’s use of visual aids (3.1; 3.4)</p> <p>e. analyze and evaluate print and nonprint advertising (3.4; 3.5)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Read two literary works in two different genres that deal with the same theme or event. Now write about the same theme or event in a third genre. Analyze and evaluate the strengths and weaknesses of each version. Tell which one was the most effective and why. • Read a story and analyze its format (structure). Think of another way to organize the story (using flashbacks, for example). Evaluate the strengths and weaknesses of the two arrangements. • Gather advertisements about a related group of products (different kinds of toothpaste or cologne, for example) from a variety of magazines. Analyze the appeals and other techniques used by the advertisements. Choose the ad that you think is the most effective and explain why.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>4. Analyze and solve problems involved in creating their own written, oral and visual communications. (CA 1, 4, 7)</p> <p>[See note on p. 50.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. identify problems to be solved when creating effective communications (2.2; 3.1)</p> <p>b. create communications considering audience and purpose (2.1; 2.2)</p> <p>c. present material in logical order to avoid confusion (1.8; 3.1)</p> <p>d. recognize barriers to effective communication (3.1)</p> <p>e. revise communications considering audience feedback (2.2; 3.6)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Develop a plan for solving a problem that occurred because of a miscommunication on your part. • In a peer response session, evaluate the creative writing of your peers by using agreed-upon criteria. Listen as well to feedback that you receive concerning your own writing. Incorporate suggestions for improvement into your writing. • Evaluate your gestures and language usage in a videotaped presentation. Set goals to improve future presentations. • Analyze a verbal exchange in a story or film that demonstrates ineffective communication. Rescript the exchange to reflect effective communication techniques.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>1. Apply communication strategies to identify, understand and solve problems. (CA 1-7)</p> <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. identify and define problems (3.1)</p> <p>b. listen attentively and contribute to group discussions (2.3; 3.6)</p> <p>c. take accurate notes during discussion (1.8; 3.6)</p> <p>d. collect and select relevant data from a variety of sources (1.2; 3.3)</p> <p>e. analyze pros and cons of suggested solutions (3.6; 3.7)</p> <p>f. evaluate the reliability of information (1.7; 3.7)</p> <p>g. brainstorm possible solutions to problems (3.6; 3.7)</p> <p>h. predict and evaluate results (3.7; 3.8)</p> <p>i. revise plans, actions and strategies based on results (3.7; 3.8)</p> <p>j. select and use appropriate technologies to facilitate problem solving (1.4; 2.7)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Work on a committee to identify a school, community or environmental problem and recommend possible solutions. • Assume a role in a problem-solving discussion concerning a workplace situation, such as a worker and boss discussing appropriate attire or a supervisor dealing with the habitual lateness of an employee; then trade roles. • Take a position on a local, environmental or social issue and present this position in a panel discussion or debate. • Read several accounts of natural phenomena and analyze the writer’s word choice, syntax and organizational patterns. • Analyze personal study habits and devise a plan for improvement. • Research family health history to find out the chances of developing the same medical conditions or diseases; then devise a preventive health plan containing a regimen and schedule based on the research. • Prepare a newsletter that includes text and illustrations using desktop publishing software. • Keep a log of daily work on a project, noting problems as they arise and the solutions as they are found.

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama and film. (CA 2-3, 5, 7)</p> <p>[See note on p. 54.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. infer and describe problems faced by a variety of characters (3.1)</p> <p>b. compare, contrast and evaluate how characters solve problems (3.6; 3.8)</p> <p>c. analyze problems and predict solutions by recalling similar situations in literature and life (3.2; 3.3)</p> <p>d. analyze and evaluate how cultural or societal differences have an impact on problems and solutions (3.6; 3.8)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Read a story, novel or play or view a film in which a central character faces a problem; define the character’s problem; and evaluate his or her response to it. • Interview older relatives and neighbors about events during an era in American history. Present information gathered using visual aids. Note trends and patterns to predict whether something similar might occur again. • Create a series of skits from a short story, film or novel that dramatize a problem or conflict resulting from miscommunication. Do this from various characters’ viewpoints. • Examine and discuss a specific problem and its consequences for characters in a story, novel, play or film; then compare this to other literature or real situations.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>3. Analyze and evaluate problems encountered by the creators of written, oral and visual communications. (CA 2-3, 5, 7)</p> <p>[See note on p. 54.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ul style="list-style-type: none"> a. analyze and evaluate the appropriateness of an author’s or speaker’s language (level of formality, difficulty of vocabulary, jargon, etc.) for audience and purpose (3.1; 3.5) b. evaluate the effectiveness of an author’s or speaker’s choice of genre (3.1; 3.4) c. analyze and evaluate an author’s or speaker’s choice of format (3.1; 3.4) d. analyze and evaluate the ways in which authors and speakers use or work against literary traditions (1.9; 3.4) e. analyze and evaluate the effects of biographical and cultural factors on authors’ and speakers’ works (1.6; 3.5) f. analyze and evaluate a speaker’s decisions considering audience and purpose (3.1; 3.4) g. analyze and evaluate the effectiveness of a speaker’s use of visual aids (3.1; 3.4) h. analyze and evaluate print and nonprint advertising and propaganda (3.4; 3.5) i. analyze and evaluate the effectiveness of video techniques (lighting, camera angles and shots, etc.) in television and film (3.4; 3.5) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Read a speech written for a specific audience and purpose. Study the language choices made by the speech writer. Now rewrite the speech for a different audience and purpose. Make careful language choices in light of this new audience and purpose. • Read a famous literary work written within a tradition; then read a parody of that work. Analyze what parts of the tradition are being parodied and why. • Read a novel; then study the author’s life and times through nonfiction works. Write a short paper in which you analyze the effects of biographical and cultural factors on the novel that you read.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>4. Analyze and solve problems involved in creating their own written, oral and visual communications. (CA 1, 4, 7)</p> <p>[See note on p. 54.]</p>	<p><i>By the end of grade 12, all students should know how to</i></p> <p>a. clarify vague or inaccurate communications (2.2; 3.1)</p> <p>b. identify and eliminate barriers to effective communication (2.2; 3.1)</p> <p>c. revise inappropriately structured communications (2.2; 3.7)</p> <p>d. analyze audience feedback to communications and revise to clarify (2.2; 3.6)</p> <p>e. assess and evaluate how cultural and societal differences / similarities affect problems and proposed solutions (3.6; 3.8)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Write questions for an interview of a community leader who is visiting your classroom. Conduct and tape the interview. Afterwards, critique your interviewing skills and techniques using agreed-upon criteria. • Analyze the effectiveness of a piece of writing or an oral presentation in achieving its purpose. Decide what changes need to be made to make the piece more effective. • Analyze William Zinsser’s statement, “All writing is ultimately a question of solving problems,” as it applies to different types of written products and specifically as it applies to your own writing.



K-12 Content Overview

The communication arts provide students with opportunities to practice and observe decision making in many different contexts. Talking, reading, writing, listening, viewing, and representing ideas and information visually through charts, graphs, diagrams, etc., enable students to process information and reflect on complex issues as they work individually and together to make difficult decisions.

In today's world, where cooperation in both the school and the workplace is so important, students must learn how to work collaboratively to make decisions. They need to be able to develop and follow group rules and procedures, fill needed roles within the group, listen to and critically evaluate the thinking of others, and offer their ideas in tactful and respectful ways. In addition, students need to learn how to recognize the techniques used to influence the decision making of others (such as rhetoric, advertising, and propaganda); how to evaluate the consequences of others' decisions, including those of literary characters; and how to apply all of this knowledge to make decisions.

Both in school and in the workplace, students need to learn to make responsible decisions. By practicing academic honesty (for example, using proper citation of sources to avoid plagiarism; and not copying videos, accessing computer files, or duplicating copyrighted material without permission) students can develop the sense of integrity that is expected in academic and workplace settings.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. establish and follow guidelines for group work using democratic principles (4.2; 4.6) b. identify and state decisions to be made (4.5) c. contribute ideas and opinions in large and small groups (2.3; 4.6) d. listen courteously to others (2.3; 4.6) e. gather relevant information (1.2; 4.1) f. consider possible alternatives suggested by others (2.3; 4.6) g. predict possible consequences of decisions (4.1; 4.7) h. explain reasons for making decisions (4.1) i. demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting) (4.2; 4.6) 	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Organize players in a group game, explain rules and decide how to determine who goes first. • Express personal choices and vote independently when discussing and making class decisions. • Brainstorm in a group discussion a situation in the home that may require calls for emergency help; then draw and label escape routes for family members to take during a crisis. • Assign team members specific roles to complete an e-mail project; then complete an evaluation noting each person’s contributions. • Research an endangered Missouri plant or animal; write letters to persuade those who make decisions regarding the environment to use their influence to protect endangered species. • Write and deliver a persuasive speech for election to a class office.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7)</p> <p>[See note on p. 59.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. demonstrate appropriate use of language in a variety of situations (2.1; 4.2)</p> <p>b. analyze decision-making processes of literary and historical figures (2.4; 4.1)</p> <p>c. compare real-life decisions to those faced by fictional characters (2.4; 4.3)</p> <p>d. examine decisions that community workers must make as part of their jobs (2.6; 4.3)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Simulate a manufacturing company of student-made paper products with various tasks in an assembly line. Determine specific tasks for each job. Draw a diagram to show the task each person will need to do. • Use written conversation to discuss with a classmate whether or not you think the main character of a story made good decisions. Refer to certain scenes from the story to support your thinking. • Write or illustrate a story in which a historical or fictional character must make a decision. Describe or show what choices the main character made and the result of the decision. • Write a letter to an older neighbor or relative describing something that happened at school. Write another letter to your friend telling about the same thing. Compare the two letters to see how the language differs depending upon your audience.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 4, all students should know how to</i></p> <p>3. Make informed decisions regarding communications. (CA 1-7)</p> <p>[See note on p. 59.]</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. develop and revise communications to suit audience and purpose (2.1; 4.1)</p> <p>b. create accurate and legible communications (2.2; 4.4)</p> <p>c. understand that communications containing stereotypes and negative language offend others (2.1; 4.2)</p> <p>d. list resources consulted for reports and presentations (4.1; 4.4)</p>	<p><i>These activities may be adapted for K-4 students.</i></p> <ul style="list-style-type: none"> • Collect information about the occurrence of a natural phenomenon. With several other students create a project cube or a triptych for younger students to show the effect of the phenomenon on the community. • Evaluate your literacy portfolio at the end of the quarter by conferencing with your teacher. Together determine strengths and target several areas for improvement; then write one or two realistic goals for improving your communication skills. • Plan and give a puppet show of a familiar folktale. Discuss which characters are presented as stereotypes. Discuss other folktales that contain similar stereotypes.

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. apply democratic principles to communication processes involved in decision making (4.2; 4.3) b. develop a plan to reach consensus (4.5; 4.6) c. contribute ideas and opinions on the topic under discussion (2.3; 4.1) d. communicate ideas clearly (2.1; 4.1) e. listen attentively to the ideas and opinions of others (2.3; 4.6) f. restate the ideas of others (2.2; 2.3) g. gather relevant information for decision making from a variety of resources (1.6; 1.7) h. evaluate information to identify reasonable alternatives (1.6; 4.6) i. summarize the decisions of the group (1.8; 4.1) j. discuss historical and current events to evaluate the role of communication skills in decision making (4.2; 4.3) 	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Collaborate with others to write a “modern day” historical document, such as a “bill of rights” or a preamble to a constitution. • Work with others to develop a communication inviting parents to Back to School Night. • Identify a need that exists within a household regarding a major purchase. Research local businesses and other options to purchase this product. Report your decision concerning the purchase, including how and why you made your decision. • Prepare a commercial, news article or public service announcement that supports or opposes a school or community decision. • Watch a news program or docudrama. Write up one occurrence as an incident report.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7)</p> <p>[See note on p. 62.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. analyze the impact of language use in decision making (1.6; 4.1)</p> <p>b. analyze decisions of literary characters and historical figures (2.4; 4.1)</p> <p>c. compare their own decision-making processes with those of literary and historical figures (3.2; 3.4)</p> <p>d. analyze the impact of decisions (3.8; 4.7)</p> <p>e. research career and academic options (1.10; 4.8)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Create a flowchart or diagram or write a poem, story or essay to depict a decision-making process. Include such ideas as alternatives, consequences, pros/cons, reasons and results. • Read and interpret the directions and warning labels on products, hazardous materials or medicine. • Analyze the impact of a rule in the student handbook on a variety of groups that make up the school population; interview students concerning the rule and what effect it might have on them; then present the information in graphic form. • Create a time line (or a “character line”), tracing the impact of a character’s actions and decisions throughout a short story, novel or film. • Rewrite in a narrative, ballad or skit a real or fictional event in history or literature. (For example, Paul Revere decides to stay home and sleep instead of rousing the troops or the main character in a story makes a different decision.) • Create a brochure based on historical or contemporary facts to convince an individual or group to take action (such as convincing 17th century English to move to the colonies).

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 8, all students should know how to</i></p> <p>3. Make informed decisions regarding communications. (CA 1-7)</p> <p>[See note on p. 62.]</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. choose a format and genre appropriate for audience and purpose (2.1; 3.1)</p> <p>b. demonstrate understanding of constitutional rights and responsibilities regarding public expression (2.1; 4.2)</p> <p>c. demonstrate sensitivity in language use regarding stereotypes, gender, ethnicity, etc. (2.3; 4.2)</p> <p>d. identify sources and quotations used in reports and presentations (1.7; 4.4)</p> <p>e. apply established criteria to evaluate communications (1.6; 4.1)</p> <p>f. create accurate and aesthetically pleasing communications (2.2; 4.4)</p>	<p><i>These activities may be adapted for 5-8 students.</i></p> <ul style="list-style-type: none"> • Create a grid or chart depicting the pros and cons of making decisions that might have an effect on the environment or a particular group of citizens. • Create a learning tool, such as a poster, diagram, board game or song to assist other students in remembering or learning a concept; make decisions relevant to the creation of that product. • Present relevant data in written or oral form, supporting changes regarding a suggested plan of action within the school (such as lunchroom procedures or school attendance policies). • Find out the safety rules for a job in which you are interested by researching or interviewing. Write a summary of the necessary safety precautions.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <ol style="list-style-type: none"> 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) <p>[Review the content of your district’s curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. apply and abide by agreed-upon rules and procedures for conducting group meetings (4.2; 4.5) b. identify and fulfill needed roles within collaborative groups (4.5; 4.6) c. participate actively in discussions (2.3; 4.1) d. listen to and consider the ideas and opinions of others (2.3; 4.6) e. analyze events, information and experiences to make decisions (4.1; 4.7) f. recognize a variety of techniques used to influence decisions (1.10; 4.6) g. evaluate consequences of decisions on all parties involved (4.3; 4.7) h. share decisions with appropriate audiences (2.1; 4.1) i. analyze and evaluate the role of communication skills in making important decisions in history, current events, science, etc. (3.8; 4.1) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Identify a policy or system (such as affirmative action, free enterprise or creation of a labor union) that had an impact on decisions made by many; then trace its development and long-term effects. • Simulate a job-search process that includes reading and interpreting classified ads, preparing a resume, writing a letter of application, filling out an application and preparing for and participating in a mock interview. • Conduct a meeting according to parliamentary procedure or using other agreed-upon rules. • Prepare a 30-second public service announcement for a nonprofit organization, using the communication media of your choice. • Evaluate materials that will help a school or community committee make a decision. Write a recommendation report to the members of that group.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7)</p> <p>[See note on p. 65.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. analyze the effects of language use and literacy on the decisions of individuals and societies (1.6; 4.1)</p> <p>b. analyze decisions and decision-making processes of literary characters and historical figures (2.4; 4.3)</p> <p>c. analyze cause and effect events in literature, history and other disciplines to understand the consequences of decisions (4.1; 4.7)</p> <p>d. research and evaluate career and academic options (1.10; 4.8)</p>	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Simulate the interview process that occurs when individuals have applied for a position of employment. A panel of administrators and current employees will conduct the interview and justify their decision in selecting the most qualified applicant. • Select and plan an appropriate course of action after studying various points of view on a current issue. • Write an I-search paper exploring career and educational options. Design a plan to reach future goals. • Analyze a decision made by an individual in history or literature; then speculate about what might have resulted if the individual had made a different decision.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>By the end of grade 12, all students should know how to</i></p> <p>3. Make informed decisions regarding communications. (CA 1-7)</p> <p>[See note on p. 65.]</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <ul style="list-style-type: none"> a. analyze appropriateness of communications for various audiences and purposes (2.1; 4.5) b. create accurate and aesthetically pleasing communications (2.1; 4.4) c. establish criteria to evaluate communications and presentations (1.6; 4.1) d. practice constitutional rights and responsibilities related to communicating and communications (4.2; 4.3) e. demonstrate sensitivity in language choices (2.3; 4.2) f. practice integrity in academic work and in the workplace (4.3; 4.4) g. cite sources correctly within a written text and in lists of references (1.7; 4.4) 	<p><i>These activities may be adapted for 9-12 students.</i></p> <ul style="list-style-type: none"> • Produce a written text or speech using research data to support different points of view; correctly document sources consulted. • Write instructions for using a particular tool or piece of office equipment; then ask a classmate to follow the instructions and make suggestions for improving the instructions. • Develop a scoring guide to evaluate an individual performance or product; then evaluate the performance or product and recommend goals for improvement. • Analyze current periodicals for gender bias in advertisements and language. • Write a memo describing the procedure in your school for making a change in class schedule. • Conduct a focus group to determine the effectiveness of TV advertisements depicting two similar products. Present your findings including recommendations for improving the less effective advertisement. • Interview business people about decisions they must make as part of their jobs and ask about the process they use to make these decisions. • Review sample ads from the 1940s and 1960s. Identify language and images that are not appropriate for current use.