

At Missouri School for the Blind we believe student success is our first and foremost responsibility. We further believe, that every student learns in an individual way and at an individual rate; therefore, Missouri School for the Blind differentiates instruction to meet the needs of each learner. For students whose IEP driven educational program centers on the application of the Show-Me-Standards within the context of essential skills, alternate methods of program planning and alternate assessments are needed. These expanded standards maintain the essence of the Missouri Show-Me-Standards, thereby ensuring that all students have access to, and make progress in, the general curriculum. The alternative GLE's are designed to meet a wide range of students needs; however, each course may be further differentiated through the IEP process to meet those individual needs.

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Missouri School for the Blind

Vocational Education Department

Middle & High School

Communication Arts



Communication Arts I

Listen and Speaking Development

By the end of CA I, students will be able to:

Reading

- Demonstrate the basic concept that print or Braille tells story.
- Develop vocabulary by listening to and discussing unknown words in stories.
- Develop and apply, with assistance, pre-reading strategies to aid comprehension, access prior knowledge, and preview text and pictures (tactile) to make prediction.
- Develop and orchestrate, with assistance, during-reading strategies to predict, infer and check for understanding.
- Demonstrate, with assistance, post reading skills after a read-aloud by responding to text by questioning to clarify, retelling, or reenacting stories.
- Identify connections, with assistance, between text ideas and own experiences.
- Respond to rhythm, rhymes and alliteration in oral reading of poetry and prose identify similes.
- Use details from text to identify story elements (main ideas and details, main characters and problems).
- Develop awareness that text and pictures (tactile) provide information.
- Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text.
- Respond to text by developing questions to clarify meaning, answering questions and discuss text, recognizing important information, and identify supporting details
- Follow simple pictorial, tactile or written directions, with assistance.

Writing

- Use a name or date stamp appropriately.
- Plan and tell stories (through objects, pictures and words) about familiar experiences and events, with teacher assistance.
- Plan and tell an idea through objects, pictures and words using factual information, with teacher assistance.

Listen and Speaking

- Listen for enjoyment, for information, for simple directions, with teacher assistance.
- Demonstrate listening behaviors (e.g. preparing to listen, listen without interruptions) with teacher assistance.
- Share ideas and experiences by speaking audibly,
- Use age-appropriate vocabulary
- Give simple oral directions with teacher assistance.



Information Literacy

- Develop awareness of resources on topic of interest
- Identify with assistance, topics of messages conveyed through oral, tactile and visual media.

Communication Arts 2

Advanced Listen and Speaking

By the end of CA 2, student will be able to:

Reading

- Demonstrate the basic concepts of print or Braille – directionally.
- Develop vocabulary by listening to and discussing unknown words in stories.
- Develop and apply with assistance pre-reading strategies to aid comprehension, access prior knowledge, predict and set a purpose for reading, with assistance.
- Develop and orchestrate, with assistance during reading strategies to predict, infer, and check for understanding.
- Demonstrate, with assistance, post-reading strategies (after read alouds) by responding to text, by questioning to clarify, retelling and reacting stories.

- Identify connections between text ideas and own experiences, including similarities and differences.
- Locate and apply information in title, pictures and names of author and illustrator, with assistance.
- Read and respond to rhythm, rhyme and alliteration in poetry and prose.
- Use details from text to identify characters, setting problem, solutions, and events in logical sequence.
- Identify and explain information in text, pictures, title and simple charts.
- Read and respond to rhythm, rhyme and alliteration in nonfiction text.
- Use details from the text to ask questions to clarify understanding, recognize important information in text, identify main ideas, and identify supporting details.
- Follow simple pictorial, tactile or written direction, with assistance.

Writing

- Develop a legal print signature including first letter of first and last name.
- Capitalize first letters of own first and last names
- Use correct spelling of own first and last name.
- Compose text by writing words, phrases or sentences, with assistance.
- Plan and tell stories (through pictures, words, or objects) about familiar experiences and events, with teacher assistance.
- Plan and tell an idea through pictures, objects, and words Use factual information, with teacher assistance.

Listen and Speaking

- Listen for enjoyment, for information, to solve problems, or for directions to complete a simple task.
- Demonstrate listening behaviors (e.g. prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance.
- Speak clearly when sharing ideas and asking questions in small and large groups.
- Give simple oral directions.

Information Literacy

- Find resources on a topic of interest, with assistance.
- Identify (with assistance) topics of messages conveyed through oral and visual media.



Communication Arts 3

Reading and Writing I

By the end of CA 3, students will be able to:

Reading

- Demonstrate concepts of print or Braille: word order, and punctuations.
- Develop and apply decoding strategies to problem-solve sight words and regularly spelled one-or two-syllable words when reading.
- Read instructional text containing a bank of high-frequency words and environmental print/Braille with appropriate fluency, accuracy, phrasing and expression.
- Develop automaticity with an increasing core of high frequency words.
- Develop vocabulary through text, using base words, classroom resources and context clues.
- Develop and apply, with assistance, pre-reading strategies to aid comprehension by, accessing prior knowledge, previewing, predicting and confirming or rejecting, and setting a purpose for reading.
- Develop and orchestrate (with assistance) during-reading strategies to predict, infer and check for understanding.
- Develop and apply post-reading skills to respond to text by questioning to clarify and retell.
- Identify connections between text ideas and own experience
- Locate and apply information in title, pictures and names of author and illustrator.



Writing

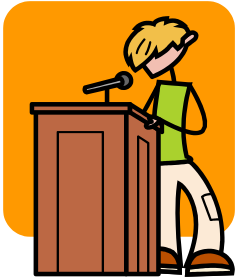
- Follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation and independently publish writing.
- Creating legible compositions with correct spacing between words in a sentence and in margins.
- Use conventions of capitalization in written text.
- Use correct ending punctuation when Compose text.
- Use correct spelling of frequently used words in written composition.
- In Compose text, Identify and writing sentences: declarative, interrogative, imperative, and exclamatory sentences when writing text, and identify and write simple compound sentences.
- Write narrative text that moves through a logical sequences of events containing a beginning, middle and end and contains story elements.
- Identify important information in text.
- Write expository text with a main idea, three or more supporting details.



- Write a summaries of text from magazines, newspapers and/or informational articles.
- Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose.

Listening and Speaking

- Listen for enjoyment, for information, for directions to identify tone, mood and emotion of verbal communication.
- Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, and maintains eye contact).
- Speaking clearly, stays on topic and uses appropriate volume and pace when sharing ideas.
- Giving clear three-step and four-step oral directions to complete simple task.



Information Literacy

- Formulate key words and questions to investigate topics.
- Locate information on keywords and questions in providing resources, (with assistance).
- Identify relevant information and record main ideas and important details in own words.
- Give credit, through discussion, for others' ideas, images and information (with assistance).
- Identify and explain intended messages conveyed through oral and visual media.



- Demonstrate listen behaviors (e.g., prepares to listen, listens without interruptions, and maintains eye contact).
- Speak clearly, stays on topic and use appropriate volume and pace when sharing ideas.
- Give clear three-step oral directions to complete simple task.

Information Literacy

- Formulate key words and questions to investigate topics.
- Locate information on keywords and questions in providing resources, (with assistance).
- Identify relevant information and record main ideas and important details in own words.
- Give credit, through discussion, for others' ideas, images and information (with assistance).
- Identify intended messages conveyed through oral and visual media.



Communication Arts 6 Reading and Writing IV

By the end of CA6, students will be able to:

Reading

- Develop and apply decoding strategies to problem-solve unknown words when reading.

- Reading grade-level instructional text with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text.
- Develop vocabulary through text, using base words, synonyms and antonyms and context clues.
- Develop vocabulary through the use of a basic dictionary (personal dictionary or pictorial dictionary).
- Develop an understanding of plural forms.
- Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict and set a purpose and rate for reading.
- During reading, develop and orchestrate, with assistance, strategies to self-question and correct, infer, predict and check using cueing systems (meaning, structure, visual).
- Apply post-reading skills to comprehend: question to clarify; and explain relationships between the main idea and supporting details; reflect; analyze; draw conclusions; summarize; and paraphrase.
- Identify and explain connections between text ideas— information and relationships in various fiction and non-fiction works (compare and contrast), text ideas and own experiences, and text ideas and the world.
- Locate and apply specific information in title, pictures and names of author and illustrator, table of contents and glossary.
- Identify author's use of rhythm, rhyme and alliteration in poetry and prose, Identify similes with assistance.
- Use details from text to make basic inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems and setting, identify cause and effect, and identify events from the beginning, middle and end.
- Locate and interpreting information in illustrations, charts, diagrams, and title, headings, and captions.
- Use details from text to answer questions retell main idea and important details organize a sequence of events, compare and contrast, identify simple cause and effect relationships and draw conclusion.
- Read and follow three-step and four-step directions to complete a task.

- Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance.
- Use details from text to make basic inferences about setting, characters, problem, and predict solution and identify events in logical sequence.
- Identify and explain information in text, pictures, titles and charts.
- Read and respond to rhythm, rhyme and alliteration in nonfiction text.
- Use details from text to ask questions to clarify understanding recognize important information in text; identify main ideas, and supporting details.
- Read and follow a simple direction to perform a task.



Writing

- Follow a writing process to brainstorm, generate a draft in pictures and/or words, revise text, (with assistance), make oral idea match written text and edit by crossing out letters or words and making substitutions and publishing or sharing stories with assistance.
- Form letters correctly using left-to-right directionality.
- Develop and use legal "print" signature.
- Capitalize names of people and beginning words of sentences.
- Use a period at the end of a sentence when composing text.
- Use correct spelling of high-frequency words when composing text.
- Write simple sentences, without assistance, when composing text.
- Write narrative text that includes related sentences, and records of series of events in chronological order.

- Develop an awareness of audience and purpose in composed text, with assistance

Listen and Speaking

- Listen for enjoyment, for information, to distinguish fact from fiction, and for directions to complete a two-step task.
- Demonstrate listening behaviors (e.g. prepares to listen, listens without interruptions, maintains body language).
- Speak clearly when sharing ideas and asking questions in small and large groups.
- Give simple oral directions.

Information Literacy

- Find resources on a topic of interest, with assistance.
- Identify (with assistance) topics of messages conveyed through oral and visual media.



Communication Arts 4

Reading and Writing II

By the end of CA 4, students will be able to:

Reading

- Develop and apply decoding strategies to problem-solve regularly spelled one- or two-syllable words when reading.
- Read instructional text with appropriate fluency, accuracy, phrasing and expression; text containing a small bank of high-frequency words.
- Develop automaticity with an increasing core of high frequency words.
- Develop vocabulary through text, using base words, synonyms and antonyms, classroom resources and **context clues**.
- Develop and apply pre-reading strategies to aid comprehension, access prior knowledge, previewing, predicting, and confirming, or rejecting with evidence, and setting, a purpose for reading.
- During reading, develop and orchestrate, with assistance, strategies to self-question and correct, predicting and checking for understanding.
- Develop and apply post-reading skills to respond to text by questioning to clarify and retelling.
- Identify and explain connections between text ideas and own experiences and the world.
- Locate and apply specific information in title, pictures and names of author and illustrator.
- Identify author's use of rhythm, rhyme and alliteration in poetry and prose.
- Use details from text to make inferences about setting, character traits, and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems and setting, and identify events from the beginning, middle and end.
- Locate and interpret information in illustrations, and title.
- Use details from text to answer questions retell main idea and important details, organize a sequence of events, compare and contrast, and identify simple cause and effect relationships.
- Read and follow simple written directions to perform a task.

Writing

- Follow the writing process to brainstorm and record ideas in written form, generate a draft in written form, revise by adding detail and deleting unnecessary information (with assistance) editing and proofreading for capitalization and punctuation in sentences (with assistance), and publishing writing (with assistance).
- Print upper and lower-case letters legibly using left-to-right, top-to-bottom directionality and correct spacing between letters and words.
- Independently produce a "print" legal signature upon request.
- Use conventions of capitalization in written text.
- Use correct ending punctuation, in composition of text.
- Use correct spelling of words with simple spelling patterns and high-frequency words.
- Identify and write declarative sentences and interrogative sentences with appropriate punctuation in written composition.
- Write narrative text that contains a beginning, middle and end, and relevant details to develop the main idea.
- Write expository text, with assistance, with a main idea and supporting details.
- Write different forms of written communication including words and phrases.



Listening and Speaking

- Listen for enjoyment, for information, for specific information, to distinguish fact from fiction, and for directions to complete a three-step task.
- Demonstrate Listen behaviors (e.g., prepares to listen, listens without interruptions, and maintains appropriate body language).
- Speak clearly, staying on topic and use appropriate volume and pace when sharing ideas.
- Giving clear two-step oral directions to complete a simple task.

Information Literacy

- Formulate keywords and questions (with assistance), to locate resources on topics of interest.
- Locate information with key words and questions in provided resources (with assistance).
- Identify, (with assistance) intended messages conveyed through oral and visual media.



Communication Arts 5

Reading and Writing III

By the end of CA 5, students will be able to:

Reading

- Develop and apply decoding strategies to problem-solve unknown words when reading.
- Read grade-level instructional text with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text.
- Develop vocabulary through text, using base words, synonyms and antonyms or context clues.
- Develop vocabulary through the use of a basic dictionary (personal dictionary or picture dictionary).
- Develop an understanding of plurals by addings.
- Apply pre-reading strategies to aid comprehension, access prior knowledge, previewing, predicting and confirming and rejecting with evidence, setting a purpose for reading.
- During reading, develop and orchestrate, with assistance, strategies to self-question and correct, predicting and checking using cueing systems (meaning, structure, visual).
- Apply post-reading skills to identify and explain relationship between the main idea and supporting details: question to clarify; reflect; analyze; draw conclusions; summarize; and paraphrase.
- Identify and explain connections between text ideas— information and relationships in various fiction and non-fiction works (compare and contrast), text ideas and own experiences, and text ideas and the world.
- Locate and apply specific information in title, pictures and names of author and illustrator, and table of contents.

- Identify author's use of rhythm, rhyme and alliteration in poetry and prose, identify similes, with assistance.
- Use details from text to make basic inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems and setting, identify cause/effect relationships and identify events from the beginning, middle and end.
- Locate and interpret information in illustrations, charts, and title.
- Use details from text to answer questions, retell main idea and important details, organize a sequence of events, compare and contrast, identify simple cause and effect relationships and drawing conclusions.
- Read and follow two and three-step directions to complete simple task directions to perform a task.

Writing

- Follow a writing process to utilize simple graphic organizer in prewriting, generate a draft, reread and revise work (with/without assistance), edit and proofread for capitalization and ending punctuation, and publish writing with assistance).
- Create legible compositions with correct spacing between letters in a word and words in a sentence.
- Use conventions of capitalization in written text.
- Compose text, use correct ending punctuation.
- Use correct spelling of frequently used words in written communication.
- Identify and write (in composition) sentences: declarative and interrogative, imperative/command, exclamatory/exclamation sentences.
- Write narrative text that moves through a logical sequences of events.
- Write expository text with a main idea, three or more supporting details.
- Write a summary and, retelling the main ideas of written text.
- Write simple friendly letters, messages, and directions for making or doing something, considering a given audience.

Listening and Speaking

- Listen for enjoyment, for information, for directions.