

## **Grades 3-5 Communication Arts Curriculum**

### **RATIONALE**

All students, regardless of different abilities, needs and interests, must be able to communicate. The skills identified in the communication arts curriculum are founded upon the beliefs that everyone has something to communicate, and everyone has the right to be treated with dignity and respect. The ability to communicate enables all students to self-advocate and participate in all environments, school, home, work, and community.

### **DESCRIPTION/PURPOSE**

The communication arts curriculum is connected to all other curriculum areas. Communication Arts enables students to express their thoughts and interact with others in all environments.

Students with severe disabilities are able to build on the following outcomes through communication arts:

- Learning concepts and skills in order to communicate throughout daily life.
- Learning most successful modes of communication to enable them to interact with others in all environments.
- Predict future needs through communication arts.
- Follow a routine to participate in daily life.
- Participate in daily life through the use of technology.
- Self-advocate.

### **Content Description by Grade Level Span**

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**

Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**

Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-5, Goal 2 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Respond to onset and cessation of sound.	5633004		Play music, or various styles, and stop to wait for student response, then start music (radio, CD, toys with sound, instruments, rainmakers)—Make sure student enjoys music style, otherwise, the student may not respond. Start verbal conversations or sing to student and stop talking/singing to wait for a response, or prompt one, and start upon a response.
Use body movements or vocalizations to start or stop co-active movement.	5627015		Use switch with toy, remote cars, swinging, rolling a ball, start and stop to signal more. Teach the student to use a body movement, or a single sound, to terminate the interaction between the adult and student or to signal to do it again or more. Good opportunity for PE type activities.
Use small body movements to communicate a message (eye movement, eye gaze, finger/hand/arm movement, facial expressions, head movement).	7810093		After lunch, in preparation for a group activity, present a picture of 2-3 students in front of the student and have the student indicate who goes first to sit in the group activity, then who goes next, and so forth. Voting of pictures for best pictures for display, voting king and queen candidate for Valentines Day, prom, electing line leader for the day, school voting. Put a picture on each hand for choice and student raises hand, place two different objects (or could be a picture) on a chair and have student sit by or pick up desired object to play with.

**MOVEMENT RESPONSES**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**Graduate Goal 5**    Graduates will follow routines.

**Graduate Goal 6**    Graduates will participate in cause and effect activities.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**  
 Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**  
 Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)  
 Goal 1 Alt-5, Goal 1 Alt-6, Goal 2 Alt-2, Goal 2 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Communicate through use of eye gaze.	7810094		Use similar activities as suggested for using pictorial communication system below but focus on only using eye gaze.
Communicate through use of body movements.	7810095		Use similar activities as suggested for using pictorial communication system below but focus on only using a body movement.
Communicate through use of gestures.	7400200		Use similar activities as suggested for using pictorial communication system below but focus on only using a gesture response.
Communicate through use of simple signs/signals.	7810096		Use similar activities as suggested for using pictorial communication system below but focus on only using a sign or signal.

**NON-VERBAL COMMUNICATION**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**

Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**

Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-1, Goal 1 Alt-3, Goal 1 Alt-6, Goal 1 Alt-8

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>
Select from a group of objects the one named by looking at, pointing at, reaching towards, touching, and/or picking up the object(s).	7810097		Ask the student to bring you the item (name the object) for the art project; create a simple and concrete scavenger hunt in the classroom. During a cooking activity, students will find items needed.
Identify objects from pictures.	5603023		Have three students in a small group and assign each student to bring one item needed to make Kool-Aide (pitcher, sugar, spoon); PE teacher shows a picture of large balls and instructs the student to get their own for the PE game; show picture of attendance envelope and lunch money pouch—show the picture of the items and tell the student their job today is this and the student will get the objects to take them to the office.
Locate specific colors.	5756036		
Locate requested items for specific small group activities.	7810042		Assign daily classroom jobs to each student and show a picture of the work job and tell the student to get what is needed to do their specific job, show a picture of the work task and have the student locate the materials and bring to the group.

**RECEPTIVE IDENTIFICATION**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**

Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**

Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-5, Goal 1 Alt-6

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>
Produce any vocal response, other than crying, when presented with stimuli.	5597001		Ask the student if he/she wants grapefruit juice and make sure there is a different sound for "no". Present preferred item and student will produce a positive response.
Produce a specific vocal sound in imitation of trainer.	5597004		In small group, take turns by having a student make a sound and have others imitate the sound; engage in sound play with students and then slowly change by adding new sounds, to develop a sound that will be connected to a meaning or message. Try to find what is in the student's repertoire.
Imitate words.	5615023		Use within natural context throughout activities that are inherent to the routine. This is not drill and practice activity.
Imitate sounds correctly in single-word context.	7400075		
Speak in an audible tone of voice.	7400289		
Maintain proper vocal level.	7193004		

**SOUND PRODUCTION**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**Graduate Goal 2**    Graduates will make choices.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**

Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**

Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-1, Goal 1 Alt-5, Goal 1 Alt-6, Goal 2 Alt-2, Goal 2 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Correctly name objects or actions upon request by producing a one-word utterance for each.	5597008		Assign daily classroom jobs to each student and show a picture of the work job and tell the student to get what is needed to do their specific job, show a picture of the work task and have the student locate the materials and bring to the group.
Name at least one object.	5615028		
Make a choice.	7400298		Choice of work sequence in visual schedules; choice of who or where to work; choice of when to stop; choice of how much of the work the student wants to do; choose who gets to be first/last in line, or who will sit with the student.
Identify pictures of activities.	7400136		Assign daily classroom jobs to each student and show a picture of the work job and have the student communicate the job, show a picture of the work task and have the student locate the materials and bring to the group and communicate to others what they are going to do; develop a morning visual schedule for the sequence of work activities; assign weekly classroom jobs and find responsibilities on a jobs calendar.
Label objects in pictures.	7400183		Give a homework assignment to bring a picture of an item, color, etc. The next day, in a small group activity, make a collage of all the items and have a drawing to see who takes the collage home; take the homework pictures and hide them in the classroom and have the students find them.
Use objects to communicate needs/wants.	7400148		Use similar activities as suggested for using pictorial communication system below but focus on only using objects for a response.
Use a pictorial communication system.	7400139		Contributing to the development of an experiential student specific story (favorite activity of the day, special responsibility, something humorous, homework responsibilities, developing social stories, composing pictorial notes to mom and dad, or through pictures in computer word program, student selects pictures to complete a story (board maker) or (Rebus software).
Express message(s) with the use of an augmentative communication device.	7400170		Press a switch to communicate a prerecorded message.

**EXPRESSIVE IDENTIFICATION**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1** Graduates will communicate.

**Graduate Goal 6** Graduates will participate in cause and effect activities.

**GLE:** Not Available

**STRAND:** Not Available

**Show-Me Standard CA-1**  
Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**  
Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:** (What All Students Should Do)  
Goal 1 Alt-5, Goal 1 Alt-6, Goal 2 Alt-2, Goal 2 Alt-3, Goal 3 Alt-1, Goal 3 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Initiate communication of a want or need.	7400166		Press switch to chose leisure activity, choice of work tasks.
Make a request.	7810098		Provide opportunities for the student to request when the class can stop working and play a game, when it is time to take a break, request which learning center to begin the day, who is going to assist them (in the bathroom, lunch or for an activity); use missing element—remove a needed item to perform the task so the student has to ask for assistance or the item.
Make social comment to adults and peers.	7810099		Have conversational time with student to talk about pictures, current events, and social stories, make generic compliments.
Ask social questions of adults and peers.	7810100		Teaching the student to ask others how they are feeling, or ask what the student did on the way to school or last evening, engage in conversation about favorite TV characters, music entertainers.

**INITIATING COMMUNICATION**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1** Graduates will communicate.

**Graduate Goal 4** Graduates will solve problems or complete tasks.

**Graduate Goal 5** Graduates will follow routines.

**GLE:** Not Available

**STRAND:** Not Available

**Show-Me Standard CA-1**  
Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**  
Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:** (What All Students Should Do)  
Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-7

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>
Follow simple request.	5603015		Assign daily classroom jobs to each student and show a picture of the work job and have the student communicate the job; show a picture of the work task and have the student locate the materials and bring to the group and communicate to others what they are going to do; develop a morning visual schedule for the sequence of work activities; assign weekly classroom jobs and find responsibilities on a jobs calendar.
Complete a task presented in a small group situation with supervision.	7700156		
Perform sequential steps of a task.	7700012		Follow visual schedule (60 minute schedule, half day, full day), pictorial recipe, link multiple activities in performing a task (empty trash, wipe table, turn off lights).

**FOLLOWING DIRECTIONS**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**GLE:**                    Not Available

**STRAND:**            Not Available

**Show-Me Standard CA-1**

Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

**Alternate Framework Standard AltCA-1**

Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-1, Goal 1 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Utilize a vocabulary of at least 8-10 definite words.	5615030		When selecting vocabulary words, select very specific categories, such as, not all kitchen items, but cooking items, not all clothing items, but actual clothing the student wears.
Greet others.	7400299		Greet others with name and routine social responses, school ambassador to take people to classrooms (OT, Speech, etc).
Say single word utterances and/or words in conversational speech with correct vocal quality.	5639000		Have conversational time with student to talk about pictures, current events, and social stories, make generic compliments.
Use two or more word combinations to express wants and needs.	7810101		
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>			

**TALKING**

**Communication Arts      Grades 3-5**

**Graduate Goal 1** Graduates will communicate.

**Graduate Goal 4** Graduates will solve problems or complete tasks.

**GLE:** Students will demonstrate basic concepts of print.

**STRAND:** Reading

**Show-Me Standard CA-2**  
Reading and evaluating fiction, poetry and drama.

**Alternate Framework Standard AltCA-2**  
Reading and/or attending to works of fiction, poetry and drama.

**Alternate Process Standard:** (What All Students Should Do)  
Goal 1 Alt-8, Goal 3 Alt-2

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>	<b>PRINT CONCEPTS</b>			
Attend to literacy-based materials.	7810102	RD1.1	Teach left to right progression through following a visual schedule, looking at books/social stories. Teach how to turn pages of a book (adapt pages as needed, such as, separating pages with sponge pieces, popsicle sticks, tabs, or use electric page turner etc.). Teach book position of being right side up (use adaptation of a book stand, if needed).		<b>PRINT CONCEPTS</b>		
Understand pictures tell a story by attending to and/or reading a story.	7810103		Social stories, Looking at menus, Visual schedules (pictures and words), Books/stories that go along with current theme/season/events.			<b>PRINT CONCEPTS</b>	
Understand print tells story by attending to and/or reading story.	7810104	RD1.2	Contributing to the development of an experiential student specific story (favorite activity of the day, special responsibility, something humorous, homework responsibilities, developing social stories, composing pictorial notes to mom and dad, or through pictures in computer word program), student selects pictures to complete a story (board maker) or (Rebus software).				<b>PRINT CONCEPTS</b>
Match objects to like objects.	7810105	RD1.3	Play matching games, scavenger hunts.				
				<b>PRINT CONCEPTS</b>			
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>					<b>PRINT CONCEPTS</b>		

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**Graduate Goal 5**    Graduates will follow routines.

**GLE:**                    Students will discriminate sounds in words to achieve phonemic awareness.

**STRAND:**              Reading

**Show-Me Standard CA-2**  
 Reading and evaluating fiction, poetry and drama.

**Alternate Framework Standard AltCA-2**  
 Reading and/or attending to works of fiction, poetry and drama.

**Alternate Process Standard:**    (What All Students Should Do)  
 Goal 1 Alt-8, Goal 3 Alt-2

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>	<b>PHONEMIC AWARENESS</b>
Attend purposefully to reading of words or pictures/symbols/objects/actions.	7810115	RD2.1	During daily routines, such as, an opening classroom activity, encourage/prompt students to look at what is being discussed. During daily reading time, encourage/prompt students to look at pictures, words, symbols, and/or actions of reader. Develop a personal book/language experience story for each student and/or of a classroom activity, encourage attending to these stories as they are developed and read.	
<p><b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b></p>				

**Communication Arts      Grades 3-5**

**Graduate Goal 1**    Graduates will communicate.

**Graduate Goal 4**    Graduates will solve problems or complete tasks.

**GLE:**                    Students will develop and apply, with assistance as needed, pre-reading strategies to aid comprehension.

**STRAND:**            Reading

**Show-Me Standard CA-2**

Reading and evaluating fiction, poetry and drama.

**Alternate Framework Standard AltCA-2**

Reading and/or attending to works of fiction, poetry and drama.

**Alternate Process Standard:**    (What All Students Should Do)

Goal 1 Alt-8, Goal 3 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Attend to pictures in text.	7810117	RP1.1	Social stories, looking at menus, visual schedules (pictures and words), books/stories that go along with current theme/season/events. Survival signs. Over cubbies, put picture of student with name above the student's cubby.
Preview text and/or pictures.	7810118	RP1.2	To peak students' interest, show pictures within or about the story to be read prior to reading the story. When setting up a daily schedule with the student, lay out several pictures of activities that will occur that day, and allow student to select pictures and order of pictures.

**PRE-READING**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**Communication Arts      Grades 3-5**

**Graduate Goal 1** Graduates will communicate.

**Graduate Goal 4** Graduates will solve problems or complete tasks.

**GLE:** During reading or read-alouds, students will develop and utilize, with assistance as needed, strategies.

**STRAND:** Reading

**Show-Me Standard CA-2**  
Reading and evaluating fiction, poetry and drama.

**Alternate Framework Standard AltCA-2**  
Reading and/or attending to works of fiction, poetry and drama.

**Alternate Process Standard:** (What All Students Should Do)  
Goal 1 Alt-8, Goal 3 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Attend to the reading of the story and to the pictures.	7810120	RP2.1	Students put on a play and/or celebrate holidays and events through reading a story and students acting out the story and/or showing/looking at pictures that go along with the story/play.
Match words or phrases with corresponding pictures/objects.	7400196		Developing a pictorial recipe with the student. Developing a grocery shopping list.

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

**DURING READING**

**Communication Arts      Grades 3-5**

**Graduate Goal 1** Graduates will communicate.

**Graduate Goal 4** Graduates will solve problems or complete tasks.

**GLE:** Students will develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.

**STRAND:** Reading

**Show-Me Standard CA-3**  
 Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals).

**Alternate Framework Standard AltCA-3**  
 Reading and/or attending to nonfiction works and informational materials.

**Alternate Process Standard:** (What All Students Should Do)  
 Goal 1 Alt-1, Goal 1 Alt-5, Goal 1 Alt-8, Goal 2 Alt-3

<b>Authentic Life Skills (What All Students Should Know)</b>	<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>
Illustrate story by using pictures/symbols/objects/actions.	7810123	RP3.5	Students assist with developing language experience/social stories by selecting pictures. Use Rebus pictures to develop a story. Write notes home to parents using pictures about day's activities or upcoming activities.
Answer comprehension questions based on material read by teacher.	5792003		Read directions for recipes on side of boxes, then ask questions about directions. Ask "wh" questions about current events or material read to them.

**POST READING**

**Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.**

