# MIDDLE / HIGH SCHOOL
# Reading/Writing/Speaking/Listening Standards Draft
# 4/14/08


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# Reading/Writing/Speaking/Listening Standards Draft
# 4/14/08

| |
|---|
| **K- 12 Comprehensive READING Standard:**<br>**Students will learn and apply reading skills and strategies to construct meaning.** |
| **K- 12 Comprehensive WRITING Standard:**<br>**Students will learn and apply writing skills and strategies to construct meaning.** |
| **K- 12 Comprehensive SPEAKING / LISTENING Standard:**<br>**Students will learn and apply speaking and listening skills and strategies to construct meaning.** |
| **K- 12 Comprehensive 21st CENTURY APPLICATION Standard:**<br>**Students will use all modes of language to think, learn, communicate, and collaborate.** |

## K- 12 Comprehensive READING Standard:
## Students will learn and apply reading skills and strategies to construct meaning.

| Concepts | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
|---|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| **Knowledge of Print** | | | | |
| **Phonological Awareness** | | | | |
| **Word Analysis** | Students will use knowledge of phonetic and structural analysis to read, write, and spell. | Students will use knowledge of phonetic and structural analysis to read, write, and spell. | Students will use structural analysis to read, write, and spell. | Students will use structural analysis to read, write, and spell. |
| **Fluency** | Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts. | Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts. | Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts. | Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts. |
| **Vocabulary** | Students will build literary, general academic, and content specific vocabulary. | Students will build literary, general academic, and content specific vocabulary. | Students will build literary, general academic, and content specific vocabulary. | Students will build literary, general academic, and content specific vocabulary. |
| **Comprehension** | Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension. | Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension. | Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension. | Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension. |

| K-12 Comprehensive Reading Standard:<br>Students will learn and apply reading skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| Concept | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
| | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| **Knowledge of Print** | | | | |
| **Curricular Indicators** | This section intentionally left blank. | | | |

| K-12 Comprehensive Reading Standard:<br>Students will learn and apply reading skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| Concept | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
| Phonological Awareness | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| | | | | |
| Curricular Indicators | This section intentionally left blank. | | | |

| K-12 Comprehensive Reading Standard:<br>Students will learn and apply reading skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concept** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Word Analysis** | **Students will use knowledge of phonetic and structural analysis to read, write, and spell.** | **Students will use knowledge of phonetic and structural analysis to read, write, and spell.** | **Students will use structural analysis to read, write, and spell.** | **Students will use structural analysis to read, write, and spell.** |
| **Curricular Indicators** | | | | |
| | Use word structure and derivations to read, write, and spell (e.g. Anglo-Saxon, Greek and Latin roots, foreign words frequently used in English, and common roots and affixes) | Use word structure and derivations to read, write, and spell (e.g. Anglo-Saxon, Greek and Latin roots, foreign words frequently used in English, and common roots and affixes) | Use word structure, word origins, and derivations to read, write, and spell (e.g. Anglo-Saxon, Greek and Latin roots, foreign words frequently used in English, and common root and affixes) | Use word structure, word origins, and derivations to understand word meanings (e.g. Greek and Latin roots, foreign words frequently used in English, interprets the meaning of symbols, abbreviations, acronyms, and common root **and** affixes) |
| | Use word identification skills to read multi-syllabic words (e.g. roots, prefixes, suffixes, and derivatives) | Understand and use advanced spelling patterns (e.g. vowel variance and multi-syllabic words) | Understand and use advanced spelling patterns (e.g. vowel variance and multi-syllabic words) | Understand and use advanced spelling patterns (e.g. vowel variance and multi-syllabic words) |

| K-12 Comprehensive Reading Standard:<br>Students will learn and apply reading skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concept** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Fluency** | **Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.** | **Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.** | **Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.** | **Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.** |
| **Curricular Indicators** | Read words accurately and automatically | Read words accurately and automatically | Read words accurately and automatically | Read words accurately and automatically |
| | Read in meaningful phrases | Read in meaningful phrases | Read in meaningful phrases | Read in meaningful phrases |
| | Use self-correction while reading | Use self-correction while reading | Use self-correction while reading | Use self-correction while reading |
| | **Use conversational tone, volume,** pitch, pace, and use of punctuation to interpret the text | **Use conversational tone, volume,** pitch, pace, and use of punctuation to interpret the text | Use conversational tone, **volume,** pitch, pace, and use of punctuation to interpret the text | Use a conversational tone, changing volume, pitch, and pace to interpret the text |
| | | | | |

## K-12 Comprehensive Reading Standard:
## Students will learn and apply reading skills and strategies to construct meaning.

| Concept | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
|---|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| **Vocabulary** | **Students will build literary, general academic, and content specific vocabulary.** | **Students will build literary, general academic, and content specific vocabulary.** | **Students will build literary, general academic, and content specific vocabulary.** | **Students will build literary, general academic, and content specific vocabulary.** |
| **Curricular Indicators** | Apply structural analysis (e.g. contractions, abbreviations, plurals, possessives) and morphological relationships (prefixes, suffixes, roots; e.g. **"struct"** – construct, destructive, instruct) to determine meanings | Apply structural analysis (e.g. contractions, abbreviations, plurals, possessives) and morphological relationships (prefixes, suffixes, roots; e.g. **"struct"** – construct, destructive, instruct) to determine meanings | Apply structural analysis (e.g. contractions, abbreviations, plurals, possessives) and morphological relationships (prefixes, suffixes, roots; e.g. **"struct"** – construct, destructive, instruct) to determine meanings | Apply structural analysis (e.g. contractions, abbreviations, plurals, possessives) and morphological relationships (prefixes, suffixes, roots; e.g. **"struct"** – construct, destructive, instruct) to determine meanings |
| | Use and relate new vocabulary to prior knowledge | Use and relate new vocabulary to prior knowledge | Use and relate new vocabulary to prior knowledge | Use and relate new vocabulary to prior knowledge |
| | Use context clues to inform understanding | Use context clues to inform understanding | Use context clues to inform understanding | Use context clues to inform understanding |
| | Understand complex terms (terms that require learning of new factual information or related systems of concepts) | Understand complex terms (terms that require learning of new factual information or related systems of concepts) | Understand complex terms (terms that require learning of new factual information or related systems of concepts) | Understand complex terms (terms that require learning of new factual information or related systems of concepts) |
| | Recognize, understand, and use semantic relationships (e.g. synonyms, antonyms, multiple meanings, homophones, and subtle distinctions | Recognize, understand and use semantic relationships (multiple meanings, homophones, connotative, denotative, and subtle distinctions) | Recognize, understand and use semantic relationships (multiple meanings, homophones, connotative, denotative, and subtle distinctions) | Recognize, understand and use semantic relationships (multiple meanings, homophones, connotative, denotative, and subtle distinctions) |
| | Determine meanings using print and digital reference materials | Determine meanings using print and digital reference materials | Determine meanings using print and digital reference materials | Determine meanings using print and digital reference materials |

| K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concept** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Comprehension** | **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.** | **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.** | **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.** | **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.** |
| **Curricular Indicators** | Summarize and synthesize information from text (determine importance, main idea and details, theme) | Summarize and synthesize information from text (determine importance, main idea and details, theme) | Summarize and synthesize information from text (determine importance, main idea and details, theme) | Summarize and synthesize information from text (determine importance, main idea and details, theme) |
| | Use prior knowledge to make connections, visualize, infer, draw conclusions, and/or more fully understand text | Use prior knowledge to make connections, visualize, infer, draw conclusions, and/or more fully understand text | Use prior knowledge to make connections, visualize, infer, draw conclusions, and/or more fully understand text | Use prior knowledge to make connections, visualize, infer, draw conclusions, and/or more fully understand text |
| | Self-monitor comprehension for accuracy and understanding, and self-correct when errors **detract from meaning; search for** information within, outside, and beyond the text when needed | Self-monitor comprehension **closely, searching for information** within and outside the text when needed | Self-monitor comprehension **closely, searching for information** within and outside the text when needed | Self-monitor comprehension **closely, searching for information** within, outside, and beyond the text when needed |
| | Form, clarify, and/or confirm predictions | Form, clarify, and/or confirm predictions | Form, clarify, and/or confirm predictions | Form, clarify, and/or confirm predictions |
| | **Identify author's** purpose (to inform, entertain, persuade) or perspective and understand how it affects the meaning of the text | **Analyze author's purpose (to** inform, entertain, persuade) or perspective and understand how it affects the meaning of the text | **Analyze author's purpose (to** inform, entertain, persuade) or **perspective and understand how** it affects the meaning of the text | **Analyze and critique author's** purpose (to inform, entertain, persuade), perspective, and / or effectiveness and understand how they affect the meaning of the text |
| | Generate and answer literal, inferential, interpretive, and critical questions (e.g. KWL Chart, graphic organizer, or other inquiry tool). | Generate and answer literal, inferential, interpretive, and critical questions (e.g. KWL Chart, graphic organizer, or other inquiry tool). | Generate and answer literal, inferential, interpretive, and critical questions (e.g. KWL Chart, graphic organizer, or other inquiry tool). | Generate and answer literal, inferential, interpretive, and critical questions (e.g. KWL Chart, graphic organizer, or other inquiry tool). |

| | | | | |
|---|---|---|---|---|
| | Establish a purpose for reading (information, pleasure, **understanding) using a variety of** resources (e.g. text, speaker, podcast, video) | Establish a. .djust purpose for reading (understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing) using a variety of resources (e.g. text, speaker, podcast, video). | Establish and adjust purpose for reading (understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing) using a variety of resources (e.g. text, speaker, podcast, video). | Establish and adju purpose for reading (understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task) using a variety of resources (e.g. text, speaker, podcast, video). |
| | **Know the defining characteristics** of different genres for both literary and informational text (e.g. textbooks, myt**hs, fantasies,** science fiction, drama, periodicals, and essays) | **Know the defining characteristics** of different genres for both literary and informational text **(e.g. textbooks, myths, fantasies,** science fiction, drama, periodicals, and essays) | Know **the defining characteristics** of different genres for both literary and informational text **(e.g. textbooks, myths, fantasies,** science fiction, drama, periodicals, and essays) | Know **the defining characteristics** of different genres for both literary and informational text (e.g. textbooks, satires, parodies, plays, allegory, world literature, technical, editorial, memoirs) |
| | Understand organizational patterns found in literary and informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion) | Use kn**owledge of organizational** patterns found in literary and informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support) | Use **knowledge of organizational** patterns found in literary and informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support) | Use **knowledge of organizational** patterns found in literary and informational text (e.g. sequence, description, cause and effect, compare/contrast, **fact/opinion, proposition/support,** concept definition, question/answer) |
| | Use text features to determine main ideas and to locate information in a text (e.g. topic and summary sentences, maps, charts, tables, illustrations, chapter titles, headings, subheadings, italics, bold print, captions, word boxes) | Use text features to determine main ideas and to locate information in a text (e.g. topic and summary sentences, maps, charts, tables, illustrations, chapter titles, headings, subheadings, italics, bold print, captions, word boxes) | Use text features to determine main ideas and to locate information in a text (e.g. topic and summary sentences, maps, charts, tables, illustrations, chapter titles, headings, subheadings, italics, bold print, captions, word boxes) | Use text features to determine main ideas and to locate information in a text (e.g. topic and summary sentences, maps, charts, tables, illustrations, chapter titles, headings, subheadings, italics, bold print, captions, word boxes) |
| | Identify and analyze elements of literary text (e.g. character development, plot development, setting, conflict, point of view) | Identify and analyze elements of literary text (e.g. character development, plot development, setting, conflict, point of view) | Identify and analyze elements of literary text (e.g. character development, plot development, setting, conflict, point of view, inferred and recurring themes) | Identify and analyze elements of literary text (e.g. plot development, internal and external conflict, inferred and recurring themes, point of view, setting, tone, mood, characterization) |
| | Identify literary devices and explore the ways in which language is used (e.g. simile, metaphor, alliteration, onomatopoeia, imagery, rhythm) | **Analyze author's use of literary** devices (e.g. foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony) | Analyze **author's use of literary** devices (e.g. foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony) | Analyze and critique the effects **of the author's style and complex** literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood) |

| K-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concepts** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Writing Process** | Students will use the writing process to plan, draft, revise, edit, and publish. | Students will use the writing process to plan, draft, revise, edit, and publish. | Students will use the writing process to plan, draft, revise, edit, and publish. | Students will use the writing process to plan, draft, revise, edit, and publish. |
| **Writing Genres** | Students will write for a variety of purposes and audiences in multiple genres. | Students will write for a variety of purposes and audiences in multiple genres. | Students will write for a variety of purposes and audiences in multiple genres. | Students will write for a variety of purposes and audiences in multiple genres. |

| K-12 Comprehensive Writing Standard: Students will learn and apply writing skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concept** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Writing Process** | **Students will use the writing process to plan, draft, revise, edit, and publish.** | **Students will use the writing process to plan, draft, revise, edit, and publish.** | **Students will use the writing process to plan, draft, revise, edit, and publish.** | **Students will use the writing process to plan, draft, revise, edit, and publish.** |
| **Curricular Indicators** | | | Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information. (e.g. sketches, brainstorms, KWL charts, maps, outlines, diagrams, free writes, graphic organizers, or digital idea mapping tools) | Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information. (e.g. sketches, brainstorms, KWL charts, maps, outlines, diagrams, free writes, graphic organizers, or digital idea mapping tools) |
| | Generate a draft by:<br>• Selecting and organizing ideas relevant to topic, purpose, and genre<br>• Composing paragraphs with sentences of varying length and complexity | Generate a draft by:<br>• Selecting and organizing ideas relevant to topic, purpose, and genre<br>• Composing paragraphs with sentences of varying length and complexity | Generate a draft by:<br>• Selecting and organizing ideas relevant to topic, purpose, and genre<br>• Composing paragraphs with sentences of varying length and complexity | Generate a draft by:<br>• Selecting and organizing ideas relevant to topic, purpose, and genre<br>• Composing paragraphs with sentences of varying length and complexity |
| | Revise writing (e.g. quality of ideas, organization, sentence fluency, word choice, and voice) | Revise writing (e.g. quality of ideas, organization, sentence fluency, word choice, and voice) | Revise writing (e.g. quality of ideas, organization, sentence fluency, word choice, and voice) | Revise writing (e.g. quality of ideas, organization, sentence fluency, word choice, and voice) |
| | Edit writing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage) | Edit writing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage) | Edit writing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage) | Edit writing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage) |
| | Publish a legible document (e.g. read to audience, share copy with audience, include in a print publication, presentation software, blog, or web page) | Publish a legible document (e.g. read to audience, share copy with audience, include in a print publication, presentation software, blog, or web page) | Publish a legible document (e.g. read to audience, share copy with audience, include in a print publication, presentation software, blog, or web page) | Publish a legible document (e.g. read to audience, share copy with audience, include in a print publication, presentation software, blog, or web page) |
| | Discuss, revise, and evaluate own writing | Discuss, revise, and evaluate own writing | Discuss, revise, and evaluate own writing | Discuss, revise, and evaluate own writing |

## K-12 Comprehensive Writing Standard:
## Students will learn and apply writing skills and strategies to construct meaning.

| Concept | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
|---|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| **Writing Genres** | **Students will write for a variety of purposes and audiences in multiple genres.** | **Students will write for a variety of purposes and audiences in multiple genres.** | **Students will write for a variety of purposes and audiences in multiple genres.** | **Students will write for a variety of purposes and audiences in multiple genres.** |
| **Curricular Indicators** | Write in a variety of genres, considering **purpose** | Write in a variety of genres, considering **purpose** | Write in a variety of genres, considering **purpose** | Write in a variety of genres, considering **purpose** |
| Examples of Genres:<br>Story, list, poem, instructions, letter, memo, summary, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards | Write in a variety of genres, considering **audience** | Write in a variety of genres, considering **audience** | Write in a variety of genres, considering **audience** | Write in a variety of genres, considering **audience** |
| | Write considering typical characteristics of the selected genre | Write considering typical characteristics of the selected genre | Write considering typical characteristics of the selected genre | Write considering typical characteristics of the selected genre |
| | Write in a variety of genres, considering **medium and available technology** | Write in a variety of genres, considering **medium and available technology** | Write in a variety of genres, considering **medium and available technology** | Write in a variety of genres, considering **medium and available technology** |
| | Write using well-crafted, cohesive organization appropriate to the task | Write using well-crafted, cohesive organization appropriate to the task | Write using well-crafted, cohesive organization appropriate to the task | Write using well-crafted, cohesive organization appropriate to the task |
| Examples of Organizational Structure:<br>Sequential, chronological, order of importance, spatial, cause and effect, general to specific, problem/solution | Analyze models and examples of various genres in order to create a similar piece | Analyze models and examples of various genres in order to create a similar piece | Analyze models and examples of various genres in order to create a similar piece | Analyze models and examples of various genres in order to create a similar piece |
| | | | Demonstrate preparedness to write in a variety of future personal and career situations | Demonstrate preparedness to write in a variety of future personal and career situations |

| K-12 Comprehensive SPEAKING/LISTENING Standard: Students will learn and apply speaking and listening skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concepts** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Speaking Skills** | Students will develop and apply speaking skills to communicate key ideas in a variety of situations. | Students will develop and apply speaking skills to communicate key ideas in a variety of situations. | Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations. | Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations. |
| **Listening Skills** | Students will develop, apply, and refine active listening skills across a variety of situations. | Students will develop, apply, and refine active listening skills across a variety of situations. | Students will develop, apply, and refine active listening skills across a variety of situations. | Students will develop, apply, and refine active listening skills across a variety of situations. |

| K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to construct meaning. | | | | |
|---|---|---|---|---|
| **Concept** | **MIDDLE/HIGH SCHOOL Grade Level Standards** | | | |
| | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 12** |
| **Speaking Skills** | **Students will develop and apply speaking skills to communicate key ideas in a variety of situations.** | **Students will develop and apply speaking skills to communicate key ideas in a variety of situations.** | **Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.** | **Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.** |
| **Curricular Indicators** | | | Organize a presentation in a format appropriate to its purpose | Organize a presentation in a format appropriate to its purpose |
| | | | Demonstrate and adjust speaking techniques for a variety of purposes and situations | Demonstrate and adjust speaking techniques for a variety of purposes and situations |
| | Utilize available media to enhance a presentation | Utilize available media to enhance a presentation | Utilize available media to enhance a presentation | Utilize available media to enhance a presentation |
| | | | | |

## K-12 Comprehensive Speaking/Listening Standard:
## Students will learn and apply speaking and listening skills and strategies to construct meaning.

| Concept | MIDDLE/HIGH SCHOOL Grade Level Standards | | | |
|---|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 | Grade 12 |
| **Listening Skills** | **Students will develop and demonstrate active listening skills in a variety of situations.** | **Students will develop and demonstrate active listening skills in a variety of situations.** | **Students will develop and demonstrate active listening skills in a variety of situations.** | **Students will develop and demonstrate active listening skills in a variety of situations.** |
| **Curricular Indicators** | Listen to multi-step directions in order to complete a task | Listen to multi-step directions in order to complete a task | Listen to multi-step directions in order to complete a task | Listen to multi-step directions in order to complete a task |
| | Develop the listening skills needed for multiple situations and modalities (listening via video, audio, distance, one-to-one, group, live group) | Develop the listening skills needed for multiple situations and modalities (listening via video, audio, distance, one-to-one, group, live group) | Develop and use listening skills needed for multiple situations and modalities (listening via video, audio, distance, one-to-one group, live group) | Develop and use listening skills needed to summarize and evaluate information given in multiple situations and modalities (listening via video, audio, distance, one-to-one group, live group) |
| | Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information | Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information | Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information | Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information |
| | | | Listen to, analyze, and evaluate thoughts, ideas, and information being communicated | Listen to, analyze, and evaluate thoughts, ideas, and information being communicated |