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IDENTIFIERS            \*Ohio Competency Analysis Profiles

ABSTRACT

This competency analysis profile contains a list of 70 communications skills that have been identified as core competencies for inclusion in programs in 49 occupational areas. The core competencies, which have been identified by employers and verified by English-certified instructors, have been organized into units devoted to reading, writing, speaking, and listening. Also included in this competency analysis profile are cross-reference charts illustrating the correlation between the identified competencies and the Ohio Model Competency-Based Language Arts Program. A copy of the Ohio Model Competency-Based Language Arts Program is also included. It organizes reading, writing, listening/visual literacy, and oral communication skills into the following categories: structure, meaning construction, application, and multidisciplinary skills. (MN)

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# OCAP

## OHIO'S COMPETENCY ANALYSIS PROFILE

# COMMUNICATIONS

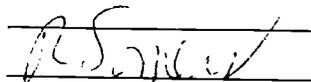
This core communications list applies to forty-nine occupational areas. It contains core competencies that have been identified by employers and verified by English-certified instructors. Also included in this OCAP are cross-reference charts that show the correlation between these competencies and the Ohio Model Competency-Based Language Arts Program.

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Ohio Department of Education

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Center on Education and Training  
for Employment



**This OCAP applies to the following occupational areas.**

*Accounting*  
*Administrative/Secretarial Services*  
*Agricultural Business Feed and Grain Worker*  
*Agricultural/Industrial Mechanical Technician*  
*Agricultural Production*  
*Agricultural Products Sales and Service Worker*  
*Animal Management Technician*  
*Auto Collision Technician*  
*Auto Mechanics*  
*Building and Property Maintenance*  
*Business Administration and Management*  
*Business Information Systems*  
*Carpentry*  
*Clothing and Interiors, Production and Services*  
*Commercial Art*  
*Cosmetology*  
*Dental Assistant*  
*Diesel Mechanics*  
*Diversified Health Occupations*  
*Drafting*  
*Early Childhood Education and Care*  
*Electrical Trades*  
*Electronics*  
*Entertainment Marketing*  
*Fertilizer/Chemical Sales and Service Worker*  
*Floriculture and Greenhouse Worker*

*Food Production, Management, and Services*  
*Forest Industry Worker*  
*General Marketing*  
*Graphic Communications: Commercial Photography*  
*Graphic Communications: Graphic Arts*  
*Heating, Ventilation, Air-Conditioning, and Refrigeration*  
*Horticulture*  
*Hospitality and Facility Care Services*  
*Industrial Maintenance*  
*Law Enforcement*  
*Machine Trades*  
*Masonry*  
*Meat Processor*  
*Medical Assistant*  
*Natural Resources*  
*Nurse Aide*  
*Nursery and Garden Center Worker*  
*Power Equipment Technology*  
*Practical Nursing*  
*Resource Conservation*  
*Travel and Tourism Marketing*  
*Turf and Landscape Worker*  
*Welding*

# Ohio Competency Analysis Profile Communications

## Unit 1: Reading

- Competency 1.0.1: Evaluate and respond critically to forms and techniques of printed media
- Competency 1.0.2: Select and use appropriate reference sources and illustrative materials
- Competency 1.0.3: Recognize intent and use of propaganda
- Competency 1.0.4: Determine solutions to problems
- Competency 1.0.5: Identify details such as who, what, why, where, when, or how
- Competency 1.0.6: Make predictions about information
- Competency 1.0.7: Cite details that support or do not support predictions
- Competency 1.0.8: Define words used in context
- Competency 1.0.9: Explain stated or implied main idea(s)
- Competency 1.0.10: Explain sequence of time, places, events, and ideas
- Competency 1.0.11: Differentiate facts and opinions
- Competency 1.0.12: Differentiate literal and inferential statements
- Competency 1.0.13: Determine author's purpose
- Competency 1.0.14: Explain cause-and-effect relationships
- Competency 1.0.15: Summarize material
- Competency 1.0.16: Paraphrase material
- Competency 1.0.17: Interpret organizational patterns of writing (e.g., cause and effect, comparison and contrast, simple listing)
- Competency 1.0.18: Identify literary devices (e.g., metaphor, foreshadowing, flashback, allusion, satire, irony)
- Competency 1.0.19: Describe author's attitude, including possible biases
- Competency 1.0.20: Identify main idea and supporting details
- Competency 1.0.21: Identify structural elements of literature (e.g., plot, theme, character, mood, setting, point of view)
- Competency 1.0.22: Compare and contrast characters, objects, or events

\* Advancing  
\*\* Futuring

## Unit 2: Writing

- Competency 2.0.1: Use word processing, graphics, and/or desktop publishing as aids for writing
- Competency 2.0.2: Revise written material
- Competency 2.0.3: Record observations
- Competency 2.0.4: Prepare written report(s)
- Competency 2.0.5: Prepare first draft
- Competency 2.0.6: Demonstrate different forms of writing (e.g., business letters, labels, captions, thank-you notes, application forms)
- Competency 2.0.7: Edit written material
- Competency 2.0.8: Develop main idea(s) supported by details and examples
- Competency 2.0.9: Write legibly
- Competency 2.0.10: Organize facts, details, and examples in logical order
- Competency 2.0.11: Use language appropriate for audience, purpose, and subject
- Competency 2.0.12: Demonstrate completeness in all written materials
- Competency 2.0.13: Use correct grammar
- Competency 2.0.14: Use correct spelling
- Competency 2.0.15: Write complete sentences
- Competency 2.0.16: Use sentences of varied length and pattern
- Competency 2.0.17: Use paragraphing effectively
- Competency 2.0.18: Use written language to express oneself clearly
- Competency 2.0.19: Use appropriate punctuation and capitalization
- Competency 2.0.20: Use transitional words and phrases effectively
- Competency 2.0.21: *Write formal technical reports using suitable format and procedures\**
- Competency 2.0.22: *Write a proposal detailing achievements to date on primary research project\**

### **Unit 3: Listening**

- Competency 3.0.1: Demonstrate effective listening skills
- Competency 3.0.2: Take complete telephone messages
- Competency 3.0.3: Communicate appropriately with coworkers, clients, and supervisors
- Competency 3.0.4: Identify sources of information
- Competency 3.0.5: Identify main idea(s)
- Competency 3.0.6: Follow directions
- Competency 3.0.7: Evaluate spoken communications
- Competency 3.0.8: Draw inferences and/or conclusions
- Competency 3.0.9: Distinguish between fact and opinion
- Competency 3.0.10: Organize ideas
- Competency 3.0.11: Evaluate nonverbal messages
- Competency 3.0.12: Differentiate appreciative, informative, and critical listening skills
- Competency 3.0.13: Recognize propaganda and other persuasive ideas

### **Unit 4: Speaking**

- Competency 4.0.1: Present a researched topic
- Competency 4.0.2: Use nonverbal messages
- Competency 4.0.3: Participate in discussions
- Competency 4.0.4: Lead discussions
- Competency 4.0.5: Participate in dramatic presentations (e.g., role playing)
- Competency 4.0.6: Organize presentation
- Competency 4.0.7: Give telephone messages
- Competency 4.0.8: Give oral directions
- Competency 4.0.9: Give formal and informal talks and speeches
- Competency 4.0.10: Give clear explanations
- Competency 4.0.11: Demonstrate techniques of speech delivery
- Competency 4.0.12: Use appropriate language
- Competency 4.0.13: Use visual media



CROSS-REFERENCE CHART

Communications OCAP		UNIT 1: READING																					
		1.0.1	1.0.2	1.0.3	1.0.4	1.0.5	1.0.6	1.0.7	1.0.8	1.0.9	1.0.10	1.0.11	1.0.12	1.0.13	1.0.14	1.0.15	1.0.16	1.0.17	1.0.18	1.0.19	1.0.20	1.0.21	1.0.22
RA1		◆																					
RA2									◆														
RA3		◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RA4		◆	◆											◆									
RA5		◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RA6		◆	◆	◆	◆				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RA7		◆	◆	◆					◆						◆	◆	◆	◆	◆	◆	◆	◆	◆
RA8		◆	◆		◆									◆								◆	◆
RM1		◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM2		◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM3		◆	◆	◆	◆	◆	◆	◆		◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM4		◆	◆	◆	◆				◆					◆									◆
RM5		◆	◆	◆	◆	◆				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM6		◆	◆	◆	◆	◆				◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM7		◆	◆	◆	◆	◆			◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM8		◆	◆	◆		◆	◆	◆	◆	◆	◆			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
RM9		◆	◆	◆	◆	◆	◆	◆						◆	◆	◆	◆	◆	◆	◆	◆	◆	◆



CROSS-REFERENCE CHART

		Ohio Model Competency-Based Language Arts Program																															
		WS1	WS2	WS3	WS4	WS5	WS6	WS7	WS8	WS9	WS10	WS11	WS12	WS13	WS14	WS15	WS16	WS17	WMC1	WMC2	WMC3	WMC4	WMC5	WMC6	WMC7	WMC8	WMC9	WMC10					
Communications																																	
OCAP																																	
<b>UNIT 2: WRITING</b>																																	
2.0.1		◆																															
2.0.2			◆																														
2.0.3				◆																													
2.0.4					◆																												
2.0.5						◆																											
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2.0.19																				◆													
2.0.20																					◆												
2.0.21*																						◆											
2.0.22*																							◆										



CROSS-REFERENCE CHART

Communications OCAP		UNIT 2: WRITING																						
		2.0.1	2.0.2	2.0.3	2.0.4	2.0.5	2.0.6	2.0.7	2.0.8	2.0.9	2.0.10	2.0.11	2.0.12	2.0.13	2.0.14	2.0.15	2.0.16	2.0.17	2.0.18	2.0.19	2.0.20	2.0.21*	2.0.22*	
WM12																								
WM11			◆	◆	◆			◆	◆		◆		◆			◆	◆	◆	◆			◆	◆	
WM10			◆	◆	◆			◆	◆		◆		◆				◆	◆	◆			◆	◆	
WM9				◆					◆											◆				
WM8			◆	◆				◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆			◆	◆	
WM7			◆		◆			◆			◆						◆	◆	◆					
WM6			◆	◆	◆		◆	◆	◆		◆					◆	◆	◆	◆	◆		◆	◆	
WM5					◆																			
WM4						◆			◆		◆					◆								
WM3			◆	◆	◆			◆			◆					◆	◆	◆	◆					
WM2					◆		◆					◆		◆						◆			◆	
WM1					◆				◆		◆					◆	◆	◆	◆	◆		◆	◆	
WA26				◆		◆			◆		◆						◆	◆	◆	◆		◆	◆	
WA25			◆				◆	◆			◆	◆	◆				◆	◆	◆	◆		◆	◆	
WA24			◆		◆	◆			◆		◆		◆	◆	◆		◆	◆	◆	◆		◆	◆	
WA23			◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆	◆	◆		◆	◆	
WA22					◆	◆	◆	◆			◆	◆	◆				◆	◆	◆	◆		◆	◆	
WA21			◆		◆	◆	◆	◆	◆		◆	◆	◆				◆	◆	◆	◆		◆	◆	
WA20			◆			◆	◆				◆	◆	◆				◆	◆	◆	◆		◆	◆	
WA19							◆				◆	◆	◆	◆	◆		◆	◆	◆	◆		◆	◆	
WA18			◆			◆	◆	◆		◆	◆	◆	◆	◆	◆		◆	◆	◆	◆		◆	◆	
WA17			◆		◆		◆	◆	◆		◆					◆	◆	◆	◆	◆		◆	◆	
WA16			◆			◆	◆	◆	◆		◆					◆	◆	◆	◆	◆		◆	◆	
WA15						◆		◆	◆		◆						◆	◆	◆	◆		◆	◆	
WA14			◆		◆	◆	◆	◆	◆		◆		◆				◆	◆	◆	◆		◆	◆	
WA13			◆		◆		◆	◆				◆					◆	◆	◆	◆		◆	◆	
WA12			◆		◆	◆	◆	◆	◆		◆					◆	◆	◆	◆	◆		◆	◆	
WA11			◆		◆		◆	◆	◆		◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
WA10			◆		◆	◆	◆	◆			◆		◆	◆	◆		◆	◆	◆	◆		◆	◆	
WA9			◆		◆	◆											◆	◆	◆	◆		◆	◆	
WA8				◆	◆		◆					◆					◆	◆	◆	◆		◆	◆	
WA7				◆		◆		◆																
WA6				◆	◆	◆	◆	◆			◆	◆										◆	◆	
WA5			◆		◆	◆	◆	◆	◆		◆						◆	◆	◆	◆		◆	◆	
WA4			◆		◆	◆	◆	◆			◆						◆	◆	◆	◆		◆	◆	
WA3				◆	◆	◆	◆	◆	◆		◆						◆	◆	◆	◆		◆	◆	
WA2			◆		◆	◆	◆	◆	◆								◆	◆	◆	◆		◆	◆	
WA1			◆		◆	◆	◆	◆	◆		◆						◆	◆	◆	◆		◆	◆	





## Ohio Model Competency-Based Language Arts Program

RS=READING: Structure  
RMC=READING: Meaning Construction  
RA=READING: Application  
RM=READING: Multidisciplinary

### READING: Structure

- RS1 Exhibit knowledge of language structure
- RS2 Recognize that there may be more than one interpretation of reading selections
- RS3 Recognize various literary devices
- RS4 Recognize and discuss literary elements
- RS5 Develop and use an increasingly sophisticated vocabulary gained through context
- RS6 Apply knowledge of language structure to reading
- RS7 Explain why there may be more than one interpretation of reading selections
- RS8 Recognize effect of literary devices on meaning
- RS9 Analyze author's use of literary elements
- RS10 Recognize relationship of structure to meaning
- RS11 Discuss various interpretations and meaning levels in reading selections
- RS12 Characterize author's use of literary devices
- RS13 Characterize use of literary techniques
- RS14 Critique a variety of literature with regard to plot, dialogue, theme, setting, and characterization
- RS15 Apply an expanding vocabulary gained through reading
- RS16 Explain various interpretations and meaning levels in reading selections
- RS17 Analyze use of literary techniques (e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration)
- RS18 Understand use of literary devices (e.g., irony, satire, allegory, onomatopoeia)
- RS19 Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, and characterization

### READING: Meaning Construction

- RMC1 Demonstrate ability to recognize appropriate pre-reading strategies
- RMC2 Discuss effectiveness of a reading selection
- RMC3 Read to clarify personal thinking and understanding
- RMC4 Support interpretation of text by locating and citing specific information
- RMC5 Develop personal response to a variety of literary works
- RMC6 Recognize diverse literary interpretations
- RMC7 Engage in self-selected reading activities
- RMC8 Confirm and extend meaning in reading by researching new concepts and facts
- RMC9 Self-monitor and apply corrective strategies when communication has been interrupted or lost
- RMC10 Use features of literary genres to extend meaning
- RMC11 Assess effectiveness of a selection read
- RMC12 Use reading as a possible problem-solving strategy to clarify personal thinking and understanding
- RMC13 Use knowledge of semantic elements (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading
- RMC14 Predict, recognize, interpret, and analyze themes based on familiarity with author's work

- RMC15 Compare and contrast literary genres
- RMC16 Assess validity and quality of selection read
- RMC17 Use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading
- RMC18 Compare personal reaction to critical assessment of a literary selection
- RMC19 Assess validity of diverse literary interpretations
- RMC20 Use reference books to find, evaluate, and synthesize information
- RMC21 Identify tone of a literary work
- RMC22 Critique validity of diverse literary interpretations
- RMC23 Integrate personal reaction to and critical assessment of a literary selection

**READING: Application**

- RA1 Select and read material for personal enjoyment and information
- RA2 Read a variety of complete, unabridged works
- RA3 Employ various reading strategies according to purpose
- RA4 Participate in selection of books, materials, and topics for literature study groups
- RA5 Develop and apply understanding of the interrelationship of concepts
- RA6 Read selections from a variety of styles and formats, recognizing that style and format influence meaning
- RA7 Extend value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities
- RA8 Read extensively from a particular author's work and explain elements of author's style

**READING: Multidisciplinary**

- RM1 Connect themes and ideas across disciplines through literature
- RM2 Read to facilitate learning across curriculum
- RM3 Read to develop awareness of human rights and freedom
- RM4 Participate actively in a community of learners
- RM5 Recognize and explain interaction between literature and various cultural domains (e.g., social technological, political, economic)
- RM6 Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literacy tradition, including works by men and women of many racial, ethnic, and cultural groups
- RM7 Value thinking and language of others
- RM8 Relate literature to historical period about which or in which it was written
- RM9 Read to facilitate content learning

## Ohio Model Competency-Based Language Arts Program

WS=WRITING: Structure  
WMC=WRITING: Meaning Construction  
WA=WRITING: Application  
WM=WRITING: Multidisciplinary

### WRITING: Structure

- WS1 Develop and expand a repertoire of organizational strategies (e.g., narration, comparison/ contrast, and description) through practice and discussion
- WS2 Clarify word choice according to audience, topic, and purpose
- WS3 Locate and correct errors in usage, spelling, and mechanics using a variety of resources
- WS4 Recognize information gained from primary and secondary sources
- WS5 Develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
- WS6 Use information from a variety of sources to develop an integrated piece of writing
- WS7 Evaluate and revise writing to focus on such things as audience, tone, and purpose
- WS8 Recognize differences between documentation and reference list styles
- WS9 Develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
- WS10 Select from a repertoire of organization strategies a pattern appropriate to a topic
- WS11 Synthesize information from a variety of sources
- WS12 Refine word choice and tone according to audience, situation, and purpose
- WS13 Appropriately cite information gained from primary and secondary sources
- WS14 Use style manuals or software to prepare documentation and reference lists
- WS15 Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas
- WS16 Determine organization patterns appropriate to writing topic
- WS17 Respond to others' suggested revisions to a writing piece

### WRITING: Meaning Construction

- WMC1 Demonstrate understanding of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences
- WMC2 Develop criteria for writing evaluation using scoring guides and peer/teacher assistance to clarify meaning
- WMC3 Respond to others' suggested revisions to a piece of writing
- WMC4 Use word processing, graphics, and publishing aids to construct meaning in writing
- WMC5 Engage in self-initiated writing activities
- WMC6 Incorporate personal criteria with generally accepted standards for writing evaluation
- WMC7 Evaluate, analyze, and synthesize information for writing
- WMC8 Evaluate own writing using personal and established scoring criteria
- WMC9 Assess personal/peer revisions to a writing piece
- WMC10 Recognize and refine personal writing styles

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**WRITING: Application**

- WA1 Apply appropriate writing techniques suitable for varied writing tasks
- WA2 Use sentence-combining techniques to improve syntactic fluency and maturity
- WA3 Write in response to prompted and self-selected topics in practical, persuasive, descriptive, narrative, and expository domains
- WA4 Develop personal voice in writing
- WA5 Consider audience and purpose for writing
- WA6 Develop criteria for selection and potential development of topic
- WA7 Write in a journal or learning log to clarify personal thinking and understanding
- WA8 Apply an expanding vocabulary gained through writing
- WA9 Make judicious use of reference sources (e.g., dictionary, thesaurus, on-line data base, encyclopedia)
- WA10 Demonstrate an appreciation for aesthetically pleasing language through word choice and style
- WA11 Apply revising and editing strategies needed for writing task
- WA12 Vary sentence lengths and patterns
- WA13 Refine personal voice in writing
- WA14 Vary styles and formats for intended purpose and audience
- WA15 Apply criteria for selection and development of topic
- WA16 Participate in peer review of writing in progress
- WA17 Use transitions between sentences, ideas, and paragraphs in writing
- WA18 Revise and edit papers extensively in preparation for presentation/publication
- WA19 Develop a variety of genres
- WA20 Focus writing and tone on such elements as audience, situation, and purpose
- WA21 Develop topic fully and appropriately
- WA22 Use writing process to clarify personal thinking and understanding
- WA23 Apply appropriate recursive writing process as suggested by writing task and writer's process
- WA24 Develop an extended piece of writing
- WA25 Revise writing and tone to assure focus on such elements as audience, situation, and purpose
- WA26 Use writing process to write reflectively

**WRITING: Multidisciplinary**

- WM1 Use writing process for learning across curriculum
- WM2 Use writing process to demonstrate understanding of need for human rights and freedom
- WM3 Value and apply collaborative skills in writing process
- WM4 Write in response to reading, speaking, viewing, and listening
- WM5 Use multidisciplinary resources in writing projects
- WM6 Use writing process to facilitate learning across curriculum
- WM7 Recognize value of and engage in collaboration in writing process
- WM8 Use communication processes to develop a published writing piece in collaboration with others
- WM9 Record experiences and observations related to content learning
- WM10 Apply collaborative skills in writing process
- WM11 Write collaboratively with peers
- WM12 Use cross-disciplinary resources in writing projects

## Ohio Model Competency-Based Language Arts Program

LS=LISTENING/VISUAL LITERACY: Structure  
LMC=LISTENING/VISUAL LITERACY: Meaning Construction  
LA=LISTENING/VISUAL LITERACY: Application  
LM=LISTENING/VISUAL LITERACY: Multidisciplinary

### LISTENING/VISUAL LITERACY: Structure

- LS1 Listen to and view a wide variety of genres
- LS2 Become aware of an author's style through listening and viewing a variety of works
- LS3 Recognize correct and appropriate grammar, diction, and syntax
- LS4 Expand vocabulary through listening to and viewing varied media
- LS5 Recognize beauty of language
- LS6 Enhance recognition of an author's style through listening and viewing a variety of works
- LS7 Recognize use and misuse of language in media
- LS8 Refine knowledge of style through listening and viewing multiple works by the same author
- LS9 Expand and refine grammar, diction, and syntax through listening
- LS10 Compare authors' styles through viewing and listening to their works
- LS11 Expand knowledge of complex grammar, diction, and syntax issues

### LISTENING/VISUAL LITERACY: Meaning Construction

- LMC1 Develop critical thinking skills necessary to evaluate media and assess oral presentations
- LMC2 Compare new oral texts to past experiences and knowledge in order to enhance comprehension
- LMC3 Recognize how rhythmic patterns, silence, and cadences enhance quality of speech and literature
- LMC4 Focus listening and viewing on themes and/or plots
- LMC5 Gather information from listening and viewing experiences to enhance research
- LMC6 Use critical thinking skills to evaluate media and oral presentations
- LMC7 Use prior knowledge and experiences to facilitate comprehension of new oral texts
- LMC8 Identify rhythmic and time patterns in speech and literature
- LMC9 Identify and analyze themes and/or plots when listening and viewing
- LMC10 Use information gathered from listening and viewing experiences to expand research
- LMC11 Enhance use of critical thinking skills to evaluate media and oral presentations
- LMC12 Consider prior knowledge and experiences when attempting to understand the meaning of new texts
- LMC13 Appreciate rhythmic and time patterns of speech and literature
- LMC14 Select viewing and listening materials to support written text
- LMC15 Evaluate media and oral presentations analytically and critically
- LMC16 Organize prior knowledge and experiences to comprehend new texts
- LMC17 Organize and use viewing and listening materials to support written text

**LISTENING/VISUAL LITERACY: Application**

- LA1 Listen attentively during oral reading
- LA2 Use media as stimuli for learning and thinking
- LA3 Develop knowledge of structure through art, music, and literature
- LA4 Use electronic media to enhance and highlight language learning
- LA5 Listen and view for entertainment and enjoyment
- LA6 Use technology and other media as means of expressing ideas

**LISTENING/VISUAL LITERACY: Multidisciplinary**

- LM1 Facilitate learning across curriculum through critical listening and viewing
- LM2 Engage in individual, small-group, and whole-group listening and viewing activities
- LM3 Develop language arts (e.g., viewing, listening) projects collaboratively
- LM4 Investigate language and cultural differences through listening and viewing activities
- LM5 Participate in a community of learners through productive listening

## Ohio Model Competency-Based Language Arts Program

OS=ORAL COMMUNICATION: Structure  
OMC=ORAL COMMUNICATION: Meaning Construction  
OA=ORAL COMMUNICATION: Application  
OM=ORAL COMMUNICATION: Multidisciplinary

### ORAL COMMUNICATION: Structure

- OS1 Refine oral communication skills
- OS2 Demonstrate understanding of grammar, usage, and syntax when presenting
- OS3 Select topics and vocabulary suitable to audience
- OS4 Organize notes and ideas for speaking
- OS5 Use language imaginatively
- OS6 Modulate voice to enhance meaning when interpreting literature orally
- OS7 Organize notes and ideas for formal, semiformal and informal presentations of information
- OS8 Refine speaking techniques for formal, semiformal, and informal settings
- OS9 Develop repertoire of organizational strategies for presenting information orally
- OS10 Expand vocabulary to fit topic
- OS11 Select topics suitable to audience, situation, and purpose
- OS12 Select appropriate strategies when organizing notes and ideas for speaking

### ORAL COMMUNICATIONS: Meaning Construction

- OMC1 Make connections between prior knowledge and new information for oral presentations
- OMC2 Participate in informal speaking activities
- OMC3 Use interviewing techniques to gather information
- OMC4 Communicate orally to entertain and to inform
- OMC5 Participate in group communication activities
- OMC6 Take and organize notes when preparing speech/presentation
- OMC7 Interpret texts orally to illustrate meaning
- OMC8 Respond to needs of various audiences
- OMC9 Gather and assess information for speaking
- OMC10 Communicate orally to inform and persuade
- OMC11 Prepare and deliver formal speech/presentation
- OMC12 Participate in a variety of oral interpretations
- OMC13 Assess needs of audience and adjust language and presentation according to their understanding
- OMC14 Analyze and synthesize information for speaking
- OMC15 Discuss effectiveness of literary selection
- OMC16 Discuss topic or idea in order to clarify personal/audience thinking
- OMC17 Analyze and synthesize information gathered from a variety of sources for speaking
- OMC18 Discuss validity and/or quality of a literary selection and justify selection
- OMC19 Interpret orally a variety of literature
- OMC20 Discuss topic or idea to clarify meaning for others

**ORAL COMMUNICATION: Application**

- OA1 Become proficient at using interviewing techniques
- OA2 Give an oral interpretation for a specific audience
- OA3 Develop and apply oral communication skills for cooperative/collaborative learning
- OA4 Use oral communication for a variety of purposes and audiences (e.g., negotiations, book reviews, rationales)
- OA5 Develop and apply decision-making strategies
- OA6 Practice interviewing techniques
- OA7 Apply interviewing techniques to purposeful interviews
- OA8 Focus oral interpretation on a specific audience

**ORAL COMMUNICATIONS: Multidisciplinary**

- OM1 Value thinking and language of others
- OM2 Develop oral projects collaboratively
- OM3 Be involved in individual, small-group, and whole-group language activities
- OM4 Participate actively in a community of learners
- OM5 Investigate language and cultural differences through oral language activities



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