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ABSTRACT

Learning skills determined by Oregon teachers to be necessary for all Oregon students are presented in this booklet. The skills are divided according to seven outcome goals expected of students by the end of grades 3, 5, 8 and 11: (1) ability to demonstrate the use of vocabulary, speech, numerals, and other symbol systems essential for effective communication, computation, and problem solving; (2) ability to interpret the literal meanings of information presented in written, visual and oral communication; (3) ability to interpret the implied meanings of information presented in written, oral, and visual communication; (4) ability to evaluate content and use of written, oral, aural, and visual communication; (5) ability to generate, organize, express, and evaluate ideas in oral and written forms; (6) ability to use reasoning skills; and (7) ability to manage personal habits and attitudes, time, and instructional resources constructively in order to accomplish learning tasks. Under each of the goals are listed specific skills that identify learning outcomes needed as a basis for success in other learning tasks. (HOD)

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ESSENTIAL LEARNING SKILLS

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Oregon Schools — A Tradition of Excellence



FOREWORD

In June 1984, the State Board of Education adopted the Oregon Action Plan for Excellence, which establishes the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

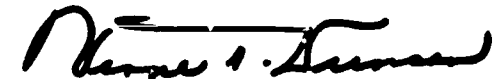
As emphasized in the Action Plan, the state's role is to clearly state the common curriculum goals for elementary and secondary education. Local school districts are responsible for defining and organizing the curriculum at a finer level of detail. Districts must also provide a comprehensive instructional program which extends beyond the common curriculum and advances students' unique educational goals.

By taking a stronger role in defining expectations for student learning, the State Board and the Department of Education in partnership with the educational community intend to: (1) establish educational standards commensurate with the challenges students will

encounter in the future; (2) focus public attention on the essential outcomes of schooling that are expected of all students; and (3) mobilize and coordinate the energies of Oregon educators to provide learning experiences that motivate and engage all students.

In December 1985, the State Board adopted the Essential Learning Skills presented on the following pages. The State Standards for Public Schools have also been amended to reflect this development.

I appreciate the tremendous response received from educators during the development of the Essential Learning Skills. Further information and inquiries may be directed to Ardis Christensen, Assistant Superintendent, General Education Division, 378-3613.



Verne A. Duncan
State Superintendent
of Public Instruction

January 1986

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6

INTRODUCTION

OREGON SCHOOLS... A TRADITION OF EXCELLENCE

In June 1984, the State Board of Education adopted the Oregon Action Plan for Excellence. Created by seven task forces, the Oregon Action Plan identified seven areas of improvement for Oregon schools. A significant component of the plan is defining what students should learn....

"The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required common curriculum goals for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience."

"Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the common curriculum goals."

The first stage in defining the common curriculum goals is now complete. With the help of educators throughout the state, these Essential Learning Skills have been developed which establish the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. During the 1985-86 school year, school districts will analyze the Essential Learning Skills to correlate

them with existing programs. The first year of implementation will be the 1986-87 school year.

The second stage in defining the common curriculum goals will be the development of Common Knowledge and Skills in individual subject areas. Together with the Essential Learning Skills, these will form the core of common learning for all students. The first subject area for which Common Knowledge and Skills will be developed is language arts; the common curriculum goals will be available for district review in early February 1986.

The Essential Learning Skills Program

The Essential Learning Skills were carefully selected from a vast array of objectives. They represent consensus decisions about skills which are basic to all students' learning. As such, it is the responsibility of all teachers to provide instruction in the Essential Learning Skills to assure that each student has the skills needed to learn in all content areas. District programs will have additional skills which they believe are "essential," and which they will want students to learn. It is the district's responsibility to select those additional skills and prioritize learning objectives to focus on the needs of all students as they progress through the school system.

The Essential Learning Skills represent a broader and stronger definition of basic skills. They go beyond "the three R's" to include learning skills needed in our Information Age. Critical thinking, problem solving, speaking and listening and study skills are required as well as

the traditional reading, writing and mathematics skills. These are the basic skills which enable students to continue to learn, to become independent learners. A central goal of schooling is for students to be able to teach themselves and to wish to do so.

A Skills Continuum: Development Through Continued Use and Broadened Application

The Essential Learning Skills are significantly different from the acquisition of knowledge in subject areas. In *The Paideia Proposal*, Mortimer J. Adler identifies Essential Learning Skills as the KNOW-HOW skills. Know-how consists of skilled performance--competence in the use of the skill. Only to the degree that students develop the Essential Learning Skills and form the habit of using them, can instruction in subject matter areas be successful. The Essential Learning Skills cannot be acquired in a vacuum. They do not grow in isolation from subject matter. They must be practiced in the study of basic content areas as well as in the process of acquiring competence in communication, in handling symbol systems, and in critical thinking. The interdependence of skill development and acquisition of knowledge is central to instruction. The Essential Learning Skills should not be isolated or separated from content instruction, for they are best mastered when used as tools of learning.

The Essential Learning Skills which appear in this document are the KNOW-HOW skills determined by Oregon teachers to be necessary for all Oregon students. Therefore, the Oregon Department of Education requires that they be taught to all students.

Since the Essential Learning Skills are necessary for all students, they must be the basic instructional concern of all teachers. The skills are not specific to any one discipline but provide a link across all disciplines. Skills and abilities do not grow in isolation from content; they are strengthened through practice and use in all subject areas. The interdependence of skills and content is central to instruction; however, without essential learning skills, knowledge of history, science, language and all other subjects is unattainable. Improvement of learning is a collective enterprise, in which all teachers share the responsibility for skill development.

The Essential Learning Skills are not a program of instruction in and of themselves. They are not a scope and sequence separate from the offered curriculum. They are not a mastery curriculum. The skills are developmental and constitute a continuum which is important to lifetime learning. The skills can be viewed as a system of goals central to the entire educational system which help guide instructional practices, materials selection and assessment.

State and District Roles in Skills Development

The Oregon Department of Education's intention is not to replace district policy or programs but to provide leadership in curriculum development and to make visible our shared goals. Skill objectives are designed to be incorporated into local curricula; in fact, many of the skills are already being addressed in local school programs. Some adjustment in district curriculum may, however, be needed in order to provide more opportunities for students to learn and practice the Essential Learning Skills.

The Essential Learning Skills are a strong beginning, a narrow but crucial set of fundamental skills schools must teach. They are not the only skills a school should set for its students, however. Educators, together with parents, should define more fully what they consider to be the essentials of education. They will need to look beyond the Essential Learning Skills toward knowledge and skills in subject areas and toward democratic values, attitudes and citizenship.

Performance Expectations

The skills are written as outcome goals. The performance expectations for students are placed at four grade-level checkpoints throughout the twelve years of schooling. These expectations reflect the combined instruction in a particular skill at all previous grade levels.

The expectations do not define minimum performance. Some of the expectations will challenge students to reach beyond what they thought they could do. The teacher must expect the highest performance possible of all students. High expectations generally stimulate success; high standards alone may discourage or prevent it.

Most teachers who have reviewed the skills, have indicated that an acceptable range of performance could be reached by most students. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

Organization

Seven categories serve as organizers for the Essential Learning Skills, identifying the most general outcomes expected of students. Under each of the seven categories are listed specific skills that identify learning outcomes needed as a basis for success in other learning tasks. Grade-level expectations describe the learning outcomes expected of students by the end of grades 3, 5, 8 and 11. These expectations constitute the basis for local curriculum planning and state assessment of student achievement. Variation in the specificity of the statements is generally due to the differences in types of skills.

To make the best use of this document, teachers should examine the skills at all four grade levels to see how skills are progressively developed throughout the grades. This progression will assist in determining the prerequisite skills needed. When the same skill is repeated in later grade levels, it should be reinforced and developed with more sophistication in increasingly more difficult materials. Any blank area to the right of a listed skill in the grade-level column means that that particular skill should have been learned.

ESSENTIAL LEARNING SKILLS

1. Students will be able to demonstrate the use of vocabulary, speech, numerals and other symbol systems essential for effective communication, computation and problem solving.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS	<ul style="list-style-type: none"> a Use phonetic analysis skills b Use context clues in a paragraph to infer correct word(s) c Distinguish compound and plural words d Recognize common words at sight (e.g., Dolch list*) 	<ul style="list-style-type: none"> b Use context clues in a passage to infer correct word(s) c Distinguish affixes, root words, contractions, possessives d Recognize common words at sight (e.g., Fry list*) 	<ul style="list-style-type: none"> b Use context clues in a selection to infer correct word(s) c Distinguish affixes, root words, contractions, possessives d Recognize common words at sight in content area materials 	<ul style="list-style-type: none"> b Use context clues in a selection to infer correct word(s) c Distinguish affixes, root words, contractions, possessives d Recognize common words at sight found in written materials
1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS	<ul style="list-style-type: none"> a Use adjacent words to infer meaning of unknown words b Use knowledge of each part of a compound word to determine meaning c Use dictionaries and glossaries in grade-level curriculum materials 	<ul style="list-style-type: none"> a Use context clues to infer meaning of unknown words b Use knowledge of affixes and root words to determine word meanings c Use context to determine correct dictionary definition of word 	<ul style="list-style-type: none"> a Use context clues, punctuation and syntax to infer meaning of unknown words and concepts b Use knowledge of affixes and root words to determine word meanings c Use dictionaries, glossaries and other reference materials to find word meanings 	<ul style="list-style-type: none"> a Use context clues, punctuation and syntax to infer meaning of unknown words and concepts b Use knowledge of affixes and root words to determine word meanings c Use dictionaries, glossaries and definitions in footnotes to find word meanings

*Dolch list - A published list of words commonly used at the primary grade level.

*Fry list - A published list of words commonly used at the intermediate grade level.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.3 SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS	<p>a Produce correct basic speech sounds</p> <p>b Pronounce words according to acceptable Standard English</p> <p>c Control volume and rate of oral presentation</p>	<p>b Pronounce words according to acceptable Standard English</p> <p>c Control volume and rate of oral presentation</p>	<p>b Pronounce words according to acceptable Standard English</p> <p>c Use pitch, rate, tone and volume to enhance oral presentations</p>	<p>b Pronounce words according to acceptable Standard English</p> <p>c Make oral presentations that use verbal and non-verbal communication skills effectively</p>
1.4 USE NUMBER/NUMERIC FIGURES, LETTERS, WORDS, SYMBOLS AND VISUALS TO COUNT, COMPUTE AND COMMUNICATE QUANTITATIVE DATA	<p>a Read and write whole numbers to 10,000, commonly used fractions ($1/2$, $3/4$, $1/3$, $5/10$), and decimals in tenths and hundredths</p> <p>b Order, compare and model (demonstrate comprehension by use of objects or a drawing) place values to 1000, commonly used fractions and decimals in tenths and hundredths</p> <p>c Use basic arithmetic terms (such as sum, total, difference, product, less than, equal, greater than) to convey concepts of quantity, order and operation</p> <p>d Use mental, manual or calculator processes to perform grade-level arithmetic operations</p>	<p>a Read and write whole numbers to one million, commonly used proper fractions, mixed numbers, improper fractions and decimals to thousandths</p> <p>b Order, compare and model place values to one million, commonly used proper fractions, mixed numbers, improper fractions and decimals to thousandths</p> <p>c Use arithmetic terms to convey concepts of quantity, order and operation</p> <p>d Use mental, manual or calculator processes to perform grade-level arithmetic operations</p>	<p>a Read and write numbers, including decimals, commonly used fractions and percents</p> <p>b Order, compare and model commonly used fractions, decimals and percent</p> <p>c Use basic mathematical terms and symbols to convey arithmetical concepts of quantity, order and operation</p> <p>d Use mental, manual, calculator and computer processes to perform mathematical operations</p>	<p>a Read, write and order numbers including decimals, commonly used fractions, percents and numbers in scientific notation</p> <p>b Order, compare and model commonly used fractions, decimals and percents</p> <p>c Use basic mathematical terms and symbols to convey arithmetical concepts of quantity, order and operation</p> <p>d Use mental, manual, calculator and computer processes to perform mathematical operations</p> <p>e Convert mentally, manually and electronically among decimals, percents and commonly used fractions</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.5 RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY	<p>a Identify similar and different attributes of two or more geometric figures</p> <p>b Identify, sketch or model squares, rectangles, circles, triangles and cubes</p> <p>c Identify symmetry and geometric forms in the environment</p>	<p>a Identify properties of common geometric figures, including solids</p> <p>b Draw or model simple, common geometrical figures with specific dimensions</p> <p>c Identify, sketch or model intersecting lines, right angles and lines of symmetry occurring in the environment</p>	<p>a Classify common polygons and common geometric solids and identify their properties</p> <p>b Sketch or build common geometric solids and two-dimensional figures including those which have point or line symmetry</p> <p>c Identify, sketch or model parallel and intersecting lines, right angles and lines of symmetry occurring in the environment</p> <p>d Locate and give coordinates of points on graph paper, maps, globes and other charts</p>	<p>a Identify, classify and compare common 2- and 3-dimensional geometric shapes and solids according to attributes and properties</p> <p>b Model or make drawings of 2- or 3-dimensional shapes and solids useful in solving problems</p> <p>c Recognize and apply the concepts of symmetry, congruency and similarity of geometrical figures as commonly used in man-made objects</p> <p>d Locate points and lines and determine distance and area in a rectangular coordinate system</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.6 RECOGNIZE AND USE MATHEMATICAL PATTERNS, RELATIONSHIPS AND PRINCIPLES TO QUANTIFY* PROBLEMS OR MAKE PREDICTIONS	<p>a Apply intuitive probability concepts*; e.g., make predictions in games by using terms such as "more likely," "less likely," "fair," etc.</p> <p>b Collect and record data from picture graphs, bar graphs and charts to draw conclusions and make predictions</p> <p>c Find numerical patterns in charts and tables</p>	<p>a Generate, record and interpret data from probability experiments, and predict chances of an outcome</p> <p>b Read, interpret, construct bar graphs, line graphs, tables and charts and make predictions based on them</p> <p>c Find numerical patterns in charts and tables, and use patterns to complete simple charts and tables</p>	<p>a Determine the number of possible events and the probability of an outcome in a probability experiment</p> <p>b Show the relationship among variables using tables, graphs, formulas and models</p> <p>c Identify misleading or incorrect methods of displaying data</p> <p>d Determine, interpret and compare advantages and disadvantages of mean, median and mode</p> <p>e Evaluate and make tables for two-variable formulas</p> <p>f Create and solve problems that use proportions</p> <p>g Use scale drawings to determine actual distances</p>	<p>a Interpret everyday uses of probability such as weather predictions, election forecasts or chances of winning a lottery</p> <p>b Show the relationship among variables using tables, graphs, formulas and models</p> <p>c Interpret and evaluate misleading or incorrect methods of displaying data</p> <p>d Collect, display, interpret statistical data such as mean, mode, median, range and percentile</p> <p>e Interpret and apply formulas in solving problems</p> <p>f Interpret and use the concepts of ratio, percent and commonly occurring rates such as growth, speed, interest and cost per unit</p> <p>g Apply ratio and proportion concepts in making and using scale drawings and models, and in solving problems</p>

*Quantify - use of mathematical expressions to indicate size, amount or magnitude

*Intuitive probability concepts - ideas based on experiences and observations in tossing coins, rolling dice, spinning spinners, etc.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.7 ESTIMATE AND MEASURE QUANTITIES, DEFINE PROBLEMS, DEVELOP HYPOTHESES, SELECT METHODS OF COMPUTATION, AND SOLVE PROBLEMS	<p>a Choose and apply mental, manual and calculator processes to problem-solving strategy(ies)</p> <p>b Estimate answers to computations and check answers for reasonableness</p> <p>c Identify and order by value; make change using US currency</p> <p>d Read time using standard and digital clocks</p> <p>e Select and use appropriate instrument and unit to measure length and weight, metric and English (US customary)</p>	<p>a Choose and apply mental, manual and calculator processes to problem-solving strategy(ies)</p> <p>b Estimate answers to problems and sense reasonableness of all computed answers</p> <p>d Create and solve problems that involve time and money</p> <p>e Estimate, measure or calculate area, perimeter and volume of rectangles and rectangular solids in metric and English (US customary)</p> <p>f Estimate and determine the weight of common classroom objects in metric and English (US customary) units</p> <p>g Estimate, read and record temperature in C° and F° to nearest degree in real and given situations</p> <p>h Estimate distances between places represented by points on maps</p>	<p>a Choose and apply mental, manual, calculator and computer processes to problem-solving strategy(ies)</p> <p>b Estimate answers to problems and sense reasonableness of all computed answers</p> <p>d Create and solve problems that involve time and money</p> <p>e Estimate and directly measure distances, angles and other quantities, and indicate in some way the precision of the measurement, metric and English (US customary)</p> <p>h Find and record measurements using proportions and formulas</p> <p>i Estimate and solve simple percentage problems mentally, with calculator or by appropriate model</p>	<p>a Choose and apply mental, manual, calculator and computer processes to problem-solving strategy(ies)</p> <p>b Estimate answers to problems and sense reasonableness of all computed answers</p> <p>e Estimate and determine measurements and precision in appropriate units from gauges or scales of measuring devices</p> <p>i Estimate and solve simple percentage problems mentally, with calculator or by appropriate model</p>

2. Students will be able to interpret the literal meanings of information presented in written, visual and oral communication.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
	2.1 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS	<p>a Locate facts in grade-level materials</p> <p>d Identify main idea in a paragraph</p> <p>e Follow written directions and sequences when signal words are given in grade-level selections (e.g., first, then)</p>	<p>a Locate facts in grade-level selections</p> <p>b Recall facts and supporting evidence</p> <p>d Identify main idea in a selection</p> <p>e Follow directions or sequences of events when signal words are not given</p>	<p>a Distinguish facts from opinions</p> <p>b Recall both facts and opinions and related supporting details</p> <p>c Arrange facts and opinions in order of time and degree of importance</p> <p>e Follow directions or sequences of events when signal words are not given</p>
2.2 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION	<p>a Use table of contents to locate general and specific information</p> <p>c Use guide words in a dictionary or glossary to locate words</p>	<p>a Use table of contents and index to locate general and specific information</p> <p>b Use supportive illustrations, detail and summations to obtain information</p> <p>c Use diacritical markings or respellings to pronounce words</p>	<p>a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed</p> <p>b Use organization of materials (summaries, headings and review questions) for preview and review</p> <p>c Use diacritical markings or respellings to pronounce words</p> <p>d Use selectively a variety of audio and visual materials to obtain needed information</p>	<p>a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed</p> <p>b Use organization of materials (summaries, headings and review questions) for preview and review</p> <p>c Use diacritical markings or respellings to pronounce words</p> <p>d Use selectively and independently a variety of resources such as a thesaurus, an almanac and <u>Bartlett's Quotations</u></p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.3 USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS	a Paraphrase oral messages	a Paraphrase oral messages	a Paraphrase oral messages	a Paraphrase oral messages
		b Give accurate oral directions	b Give accurate oral directions	b Give accurate oral directions
	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information
	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others
		e Provide accurate descriptive detail orally	e Provide accurate descriptive detail orally	e Develop accurate detail based on oral explanations by others
	f Repeat oral messages verbatim	f Repeat oral messages verbatim		
		g Take notes from oral presentations	g Take notes and write summaries based on oral presentations	g Take and make notes based on oral presentations
				h Prepare accurate, detailed summaries from oral presentations
	i Follow 2-3 step oral instructions	i Follow 3-step oral instructions	i Follow multi-step oral instructions	i Follow multi-step oral instructions

3. Students will be able to interpret the implied meanings of information presented in written, oral and visual communications.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
3.1 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS	<p>b Draw logical conclusions from information presented</p> <p>g Interpret communication through body language, gestures, tone, inflection, volume</p>	<p>a Relate new information to previous knowledge</p> <p>b Draw logical conclusions from information presented</p> <p>c Identify literal and implied main ideas from information presented in grade-level selections</p> <p>d Infer direct cause and effect relationships</p> <p>e Predict simple, possible future outcomes or actions</p> <p>f Make inferences and draw conclusions based on perception of implied meaning</p> <p>g Recognize subtleties in communication through body language, gestures, tone, inflection, volume</p> <p>h Recognize double meanings of words and gestures</p>	<p>a Relate new information to previous knowledge</p> <p>b Draw logical conclusions from information presented</p> <p>c Summarize literal and implied meanings of main and subordinate ideas from information presented in grade-level selections</p> <p>d Recognize direct and indirect cause and effect relationships</p> <p>e Predict probable future outcomes or actions</p> <p>f Make inferences and draw conclusions based on perception of implied meaning</p> <p>g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume</p> <p>h Recognize double meanings of words and gesture;</p>	<p>a Relate new information to previous knowledge</p> <p>b Synthesize information and draw conclusions</p> <p>c Compare and contrast literal and implied meanings of information from two or more sources</p> <p>d Infer direct and indirect cause and effect relationships</p> <p>e Defend conclusions from information given</p> <p>f Make inferences and draw conclusions based on perception of implied meaning</p> <p>g Interpret subtleties of emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume</p> <p>h Recognize double meanings of words and gestures</p>

4. Students will be able to evaluate content and use of written, oral, aural and visual communications.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
4.1 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL AND VISUAL COMMUNICATIONS	a Separate real from unreal information and ideas	a Identify fiction and non-fiction b Identify emotional appeals used in communication	a Separate between relevant and irrelevant information used to draw conclusions b Identify propaganda and other persuasion techniques c Identify biases and stereotypes	a Distinguish between logical and illogical conclusions b Identify propaganda and other persuasion techniques c Identify biases and stereotypes
4.2 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION	a Ask questions and draw reasonable conclusions from answers c Express own feelings, knowledge and beliefs	a Provide logical answers based upon factual data b Use multiple sources to verify information c Express own feelings, knowledge and beliefs f Present a persuasive talk	a Provide logical answers based upon factual data b Use multiple sources to verify information c Express own feelings, knowledge and beliefs e Recognize sources of persuasion and select appropriate persuasive response f Present a persuasive talk	a Provide logical answers based upon factual data b Use primary and secondary source materials to verify information c Express own feelings, knowledge and beliefs d Argue opposite sides of issues e Recognize sources of persuasion and select appropriate persuasive response f Use verbal persuasion techniques in a class presentation

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
4.3 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT	<ul style="list-style-type: none"> a Distinguish among natural and created sounds b Recognize sounds with messages (e.g., sirens) 	<ul style="list-style-type: none"> a Distinguish subtleties among sounds b Recognize sounds with messages 	<ul style="list-style-type: none"> a Identify, analyze and interpret sounds in nature and the environment b Recognize sounds with messages 	<ul style="list-style-type: none"> a Identify, analyze, interpret and appreciate sounds of nature, language, music and environment b Use discrimination skills to enhance interpretation of natural and created sounds
4.4 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA	<ul style="list-style-type: none"> a Recognize use of mass media techniques 	<ul style="list-style-type: none"> a Recognize use of mass media techniques 	<ul style="list-style-type: none"> a Recognize elements and identify influences of mass media upon self and society b Critically evaluate mass media influences c Recognize persuasion techniques found in audio and visual communications 	<ul style="list-style-type: none"> a Evaluate roles of mass media in society b Listen, read and view critically c Recognize elements and use of propaganda techniques found in audio, printed and visual communications d Employ intellectual defenses against propaganda techniques

5. Students will be able to generate, organize, express and evaluate ideas in oral and written forms.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
5.1 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWRITING*)	<ul style="list-style-type: none"> a Use personal experiences, knowledge, and feelings as sources of writing and speaking b Use brainstorming, discussion and sharing to find and develop topics c Make lists of interesting words and ideas as sources for writing topics e Discuss and share thoughts and ideas 	<ul style="list-style-type: none"> a Use personal experiences, knowledge and feelings as sources of writing and speaking b Use brainstorming, discussion and sharing to find and develop topics c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas 	<ul style="list-style-type: none"> a Use personal experiences, knowledge and feelings as sources of writing and speaking b Use idea-generation techniques such as brainstorming and focused-object thinking c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas 	<ul style="list-style-type: none"> a Use personal experiences, knowledge and feelings as sources of writing and speaking b Use idea-generation techniques such as brainstorming and focused-object thinking c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas
5.2 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT (PREWRITING AND PLANNING)	<ul style="list-style-type: none"> a Classify words and topics b Use detail and examples to develop topic c Develop ideas chronologically d Sequence ideas and events 	<ul style="list-style-type: none"> a Classify words and topics b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic c Select and organize details which support a topic d Organize information using formats such as outlining, clustering and making maps and charts 	<ul style="list-style-type: none"> a Classify words, topics and ideas b Use evidence from verifiable sources to support own ideas and concepts c Select and use details, examples, illustrations, evidence and logic to develop a topic d Organize information using formats such as outlining, clustering and making maps and charts 	<ul style="list-style-type: none"> a Classify words, topics and ideas b Use evidence from verifiable sources to support own ideas and concepts c Select and use details, examples, illustrations, evidence and logic to develop a topic d Organize information using formats such as outlining, clustering and making maps and charts e Plan an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary

*Prewriting - includes any experience, activity, or exercise that motivates a person to write, generates material and ideas for writing, or focuses a writer's attention on a particular subject

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
5.3 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE (PREWRITING AND PLANNING)	<p>a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions</p> <p>b Write for audiences such as self, parents, principal, peers or public</p>	<p>a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions</p> <p>b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences</p>	<p>a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions</p> <p>b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences</p>	<p>a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues</p> <p>b Use language, information, style and format appropriate to purpose and selected audience</p>
5.4 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED (DRAFTING)	<p>a Write simple sentences in a variety of forms: statements, questions and commands</p> <p>b Write sentences which connect related ideas</p> <p>c Write paragraphs containing a stated main idea and a closing sentence</p>	<p>a Write complete sentences</p> <p>b Write paragraphs in which all sentences are related to the topic</p> <p>c Write paragraphs containing a stated main idea and a closing sentence</p>	<p>a Write complete sentences</p> <p>b Write paragraphs in which all sentences are related to the topic</p> <p>c Write paragraphs containing a stated main idea and a closing sentence</p> <p>d Write multiparagraph essays, letters, stories and reports</p> <p>e Write in narrative, descriptive, expository and persuasive modes</p>	<p>a Write complete sentences</p> <p>b Write essays in which all paragraphs are related to the topic</p> <p>c Write paragraphs containing a stated main idea and a closing sentence</p> <p>d Write multiparagraph essays, letters, stories and reports</p> <p>e Write in narrative, descriptive, expository and persuasive modes</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
5.5 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (PLANNING AND DRAFTING)	<ul style="list-style-type: none"> a Select words which make the meaning clear b Select words and gestures which express ideas and concepts effectively d Plan and make oral and visual presentations 	<ul style="list-style-type: none"> a Select words which make the meaning clear b Select words and gestures which express ideas and concepts effectively d Plan and make oral and visual presentations 	<ul style="list-style-type: none"> a Use a variety of techniques and figurative expressions to convey meaning b Use gestures and inflections to enhance oral presentations c Design communication appropriate to topic, audience and desired outcome d Plan and make oral and visual presentations e Evaluate effects of communication and modify subsequent communication 	<ul style="list-style-type: none"> a Employ verbal, symbolic, graphic and visual techniques to convey information b Use gestures and inflections to convey meaning c Design communication appropriate to topic, audience and desired outcome d Plan and make oral and visual presentations e Evaluate effects of communication and modify subsequent communication

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
5.6 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (REVISING AND REWRITING)	<p>a Revise own writing to enhance clarity and meaning</p> <p>b Vary sentence patterns</p> <p>e Use words which connect ideas and thoughts in sentences</p>	<p>a Revise own writing to enhance clarity and meaning</p> <p>b Vary sentence patterns</p> <p>c Use descriptive terms to emphasize facts and feelings expressed in writing</p> <p>e Use words which connect ideas and thoughts in sentences</p>	<p>a Revise own writing to enhance clarity and meaning</p> <p>b Vary sentence patterns</p> <p>c Choose words and phrases that effectively convey thoughts and emotions</p> <p>d Use appropriate style and vocabulary for intended audience</p> <p>e Use transitional words and phrases to connect ideas in sentences and paragraphs</p>	<p>a Revise own writing for correctness and comprehensiveness</p> <p>b Vary sentence structures</p> <p>c Use descriptive, qualifying and connecting terms to enhance meaning, clarity and precision</p> <p>d Distinguish subtleties of written expression; use tense, tone, and vocabulary appropriate to audience</p> <p>e Use transitional words and phrases to connect ideas in sentences and paragraphs</p>
5.7 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION: (EDITING AND PROOFREADING)	<p>a Edit for capitalization, end punctuation, and complete sentences</p> <p>b Spell correctly</p> <p>c Produce legible final copy (manual or electronic processes)</p>	<p>a Edit for correct punctuation, pronoun use, subject-verb agreement, and apostrophe placement</p> <p>b Spell correctly</p> <p>c Produce legible final copy (manual or electronic processes)</p>	<p>a Edit for complete and correct sentences, pronoun use, punctuation and usage</p> <p>b Spell correctly</p> <p>c Produce legible final copy (manual or electronic processes)</p>	<p>a Edit to produce a correct, legible, effective piece of writing</p>

6. Students will be able to use reasoning skills.*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE:				
	<p>6.1 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS</p>	<p>a Identify general characteristics of objects which make them similar or different from another</p> <p>b Identify a statement as a simple analogy (A comparison of two things which have some characteristics alike; e.g., a car is like a bullet.)</p> <p>c Identify characteristics of simple objects that remain the same even though some change occurs (cut object into two pieces)</p>	<p>a Classify things according to specific characteristics</p> <p>b Construct and state a simple analogy</p> <p>c Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., butterfly from same species as cocoon)</p>	<p>a Classify things or ideas according to patterns</p> <p>b Construct and state a simple metaphor (A figure of speech implying a similarity between two dissimilar objects, persons or ideas; e.g., mountain of ice cream.)</p> <p>c Explain how things or ideas can change when interacting with others</p>
6.2 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESES	<p>a Identify facts that support an explanation and a prediction</p> <p>b Identify factors that may influence a behavior or a result</p> <p>c Identify ways to determine whether a duplicate of an experiment will produce the same results</p>	<p>a Identify parts of an explanation and a prediction not supported by fact</p> <p>b Predict what influence different factors will have on a behavior or result</p> <p>c Follow directions to conduct an experiment and identify the hypothesis used</p>	<p>a Interpret differences between two explanations</p> <p>b Develop a hypothesis from observed data</p> <p>c Gather data that confirms or negates a hypothesis</p>	<p>a Critically analyze explanation and interpretation to confirm or validate them</p> <p>b Develop a hypothesis using data from a variety of sources</p> <p>c Design means to test hypotheses</p>

*Note: Reasoning was the last skill to be developed in the Essential Learning Skills outline. It has undergone a different review process than the other skills and will continue to have some modifications during the 1985-86 school year.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
6.3 IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER	<p>a Identify problems that need a solution</p> <p>b Identify alternative solutions to a simple problem</p> <p>d Solve problems using strategies such as guessing and checking, using concrete objects, making a model, generating a pattern or drawing a picture</p> <p>f Engage in cooperative problem solving and compare alternative solution strategies</p> <p>g Develop new suggestions or approaches if problem is not solved</p>	<p>a Use simple questioning strategies to clarify problems</p> <p>b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed</p> <p>c Use data from the questioning process to develop a problem-solving plan</p> <p>d Solve problems using a variety of strategies such as guessing and checking, making predictions based upon a pattern, making a drawing or model</p> <p>e Share successful and unsuccessful problem-solving strategies</p> <p>f Engage in cooperative problem solving and compare alternative solution strategies</p> <p>g Use formative (in process) data to modify or confirm problem-solving plan</p>	<p>a Use a combination of questioning strategies and observation to analyze whether a problem exists</p> <p>b Define a problem, choose information to solve the problem and supply additional information, if needed</p> <p>c Use data from several sources to develop a problem-solving plan</p> <p>d Solve problems using appropriate strategies such as guessing and checking, making a systematic list, looking for patterns, making or drawing a model, eliminating possible answers or solving a simpler problem</p> <p>e Describe both successful and unsuccessful solution strategies</p> <p>f Engage in cooperative problem solving and compare alternative solution strategies</p> <p>g Use summative (final) data to determine if the problem-solving approach was successful, and if not, how it should be modified</p>	<p>a Apply recognized research techniques from biological, physical or social sciences to clarify problems</p> <p>b Define a problem, choose information to solve the problem and supply additional information, if needed</p> <p>c Design and carry out a plan for solving an identified problem</p> <p>d Select and apply the most appropriate tools, methodologies, processes and operations in solving a variety of problems</p> <p>e Evaluate problem-solving strategies in terms of tools, methodologies, processes, operations</p> <p>f Engage in cooperative problem solving and compare alternative solution strategies</p> <p>g Analyze the formative and summative data to confirm or revise the proposed solution</p> <p>h Translate "real-world" problems into mathematical statements or equations, and mathematical problems and answers back into "real-world" context</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
6.4 MAKE REASONED EVALUATIONS	<ul style="list-style-type: none"> a Identify simple fallacies b Identify appropriate types of information that should be included in simple forms of communications c Evaluate whether a simple written or oral presentation is consistent with known facts d List some reasons why a person would decide to engage in a particular activity e List general criteria for assessing the worth of a performance or work of art 	<ul style="list-style-type: none"> a Identify common fallacies b Explain why certain types of information and style of communication are ineffective c Determine a strategy for determining whether a statement is a fact d State personal criteria for deciding whether to engage in a particular activity e Identify personal criteria for assessing the worth of a performance or work of art 	<ul style="list-style-type: none"> a Explain reasons why fallacies might be included in statements b Analyze statements in mass media in terms of appropriateness and effectiveness c Evaluate whether a conclusion is based on evidence or opinion d State societal criteria for deciding whether to engage in a particular activity e Identify societal criteria for assessing the worth of a performance or work of art 	<ul style="list-style-type: none"> a Evaluate the effect of fallacies on the clarity of communications b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication c Critically evaluate arguments or positions in terms of known facts d Assess the worth of a given course of action or policy e Use established criteria to assess the quality of a product, a work of art, or a performance
6.5 FORMULATE AND SUPPORT A POSITION USING APPROPRIATE INFORMATION AND SOUND ARGUMENT	<ul style="list-style-type: none"> a Identify issues related to school that need clarification b Define a position on an issue using the personal criteria 	<ul style="list-style-type: none"> a Clarify an issue, using a data gathering device such as a personal interview b Defend a position using interview data as a basis 	<ul style="list-style-type: none"> a Take a position on an issue based on written documentation b Support another person's position on an issue c Analyze arguments against own cultural knowledge or beliefs 	<ul style="list-style-type: none"> a Analyze authoritative data to determine what alternative positions are possible on a specific issue b Formulate, support, and defend a position based upon data gathered from objective and authoritative sources c Analyze arguments against own cultural knowledge or beliefs

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
6.6 REFLECT UPON AND IMPROVE OWN REASONING	<p>a Describe in simple terms how a solution was reached</p> <p>b Identify where bias influenced a decision</p> <p>c Act upon suggestions for improving reasoning capabilities</p>	<p>a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning</p> <p>b State rationale for people having biases</p> <p>c Identify authoritative sources for obtaining feedback about reasoning capabilities</p>	<p>a Describe the strengths and weaknesses of inductive and deductive reasoning</p> <p>b Explain personal biases</p> <p>c Refrain from defending positions when recognized authority provides constructive criticism</p>	<p>a Present arguments supporting the use of deductive or inductive reasoning for a particular purpose</p> <p>b Evaluate when bias, inconsistency or other weaknesses affect reasoning</p> <p>c Defend position when criticized by an authority who is biased</p>

7. Students will be able to manage personal habits and attitudes, time and instructional resources constructively in order to accomplish learning tasks.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
7.1 CLARIFY PURPOSES OF ASSIGNMENT	<p>a Determine general purpose of assignment and ask clarification questions if necessary</p> <p>b Determine ideas and concepts addressed in the assignment</p>	<p>a Determine general purpose of assignment and ask clarification questions if necessary</p> <p>b Determine ideas, concepts, and generalities addressed in the assignment</p>	<p>a Determine general purpose of assignment and ask clarification questions if necessary</p> <p>b Determine ideas, concepts, generalities, principles and issues addressed in the assignment</p>	<p>a Determine general purpose of assignment and ask clarification questions if necessary</p> <p>b Determine ideas, concepts, generalities, principles and issues addressed in the assignment</p>
7.2 USE RESOURCES BEYOND THE CLASSROOM	<p>a Locate, check-out and return books and other circulating media materials</p> <p>b Locate and use non-circulating reference materials</p>	<p>a Locate, check-out and return books and other circulating media materials</p> <p>b Locate and use non-circulating reference materials</p> <p>c Use library classification system and services to locate specialized resources required to complete assignments</p>	<p>a Locate, check-out and return books and other circulating media materials</p> <p>b Locate and use non-circulating reference materials</p> <p>c Use library classification system and services to locate specialized resources required to complete assignments</p>	<p>a Locate, check-out and return books and other circulating media materials</p> <p>b Locate and use non-circulating reference materials</p> <p>c Use library classification system and services to locate specialized resources required to complete assignments</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
7.3 SELECT AND USE APPROPRIATE STUDY TECHNIQUES	<p>a Follow a study plan including: time management, appropriate study environment, processing of information</p> <p>b Accomplish learning task using appropriate study techniques (read and reread text, ask clarifying questions, seek help when needed, use memory devices)</p> <p>c Vary reading rate according to purpose for reading the selection</p> <p>d Keep study materials organized and accessible</p> <p>e Turn in assignments on time</p> <p>f Use appropriate test-taking techniques</p>	<p>a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information</p> <p>b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)</p> <p>c Vary reading rate according to purpose for reading the selection</p> <p>d Keep study materials organized and accessible</p> <p>e Turn in assignments on time</p> <p>f Use appropriate test-taking techniques</p>	<p>a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information</p> <p>b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)</p> <p>c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)</p> <p>d Keep study materials, log and related notes organized and accessible</p> <p>e Turn in assignments on time</p> <p>f Use appropriate test-taking techniques</p>	<p>a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information</p> <p>b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)</p> <p>c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)</p> <p>d Keep study materials, log, related notes and filing system organized and accessible</p> <p>e Turn in assignments on time</p> <p>f Use appropriate test-taking techniques</p>

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
7.4 PRACTICE APPROPRIATE AND POSITIVE HEALTH BEHAVIORS TO ENHANCE LEARNING	<p>a Identify foods which enhance learning</p> <p>b Identify common substances that can affect mental and physical performance</p> <p>c Identify common stressful situations</p> <p>d Identify physical activities which promote physical fitness</p>	<p>a Explain how a balanced diet based upon dietary goals for the nation relate to physical and mental performance</p> <p>b Explain how substance use can produce healthful or harmful effects on mental and physical performance</p> <p>c Explain how stressful situations can affect physical and mental performance</p> <p>d Explain how physical fitness contributes to optimum student performance</p>	<p>a Evaluate components in personal diet which affect physical and mental performance</p> <p>b Evaluate the effects of substance use on physical and mental performance</p> <p>c Evaluate impact of stress or stressful situations on individual lifestyles</p> <p>d Evaluate personal fitness habits which affect physical and mental performance</p>	<p>a Implement a personal dietary plan which will enhance individual physical and mental performance</p> <p>b Apply information and skills concerning substance use which will enhance physical and mental performance</p> <p>c Implement a personal plan to minimize the negative effects of stress which will enhance physical and mental performance</p> <p>d Implement a personal fitness program designed to enhance individual physical and mental performance</p>