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## ABSTRACT

This curriculum was developed to assist adult education teachers (especially in Kentucky) to prepare adults to function in today's society and that of the next century. Materials in the guide go beyond preparing adults to pass the General Educational Development (GED) test to preparing them with life skills. The curriculum includes traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools. The curriculum is divided into 16 duty areas, with learning activities that integrate academic skills with life skills throughout the curriculum. The 16 subject categories are as follows: communication skills; mathematics; community resources; consumer economics; cultural diversity; employability and occupational skills; family relationships; government and citizenship; health and wellness; home management; interpersonal and social skills; self-management skills; science; social studies; technology and tools; and thinking skills. They were identified through a modified DACUM (Developing a Curriculum) process as important for adults to function adequately in today's society. Each subject area is divided into three levels of instruction: beginning (literacy level), intermediate (adult basic education), and advanced (pre-GED). Each section of the guide is further divided into six progress benchmarks that represent performance goals (what students should be able to demonstrate upon completion of the material). Learning activities within each benchmark are designed to be progressively more difficult, culminating with a benchmark test. Sample individual and group activities are included. The sections of each duty area are as follows: level, competencies, related skills, prerequisites, progress benchmarks, terminology, reflections, benchmark task, basic content areas, sample learning activities, resources, additional learning activities, and worksheets. The guide also contains directions for use, addresses of publishers of instructional resources, and a topical index. (KC)

ED 394 073

# KENTUCKY COMPETENCY-BASED ADULT EDUCATION CURRICULUM

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## PREFACE

The Kentucky Competency-Based Adult Education (KCBAE) curriculum project represents a three-year effort culminating in an instructional guide for adult education and literacy programs throughout Kentucky. The first year of the project resulted in organization of committees, the design phase for the guide, and a list of competencies for adult education and literacy.

During the second year of the project, intensive work was completed to write 58 curriculum guides for a minimum of three levels (beginning, intermediate, and advanced). The evaluation plan was developed during the project's second year, and assessment instruments identified.

Curriculum materials and assessment items were field tested in 14 Kentucky and 3 West Virginia programs during the third project year. The field test provided feedback on the appropriateness of design, the curriculum content and activities, and the assessment instruments.

### KENTUCKY FIELD TEST SITES AND FIELD TEST COORDINATORS:

Bardstown-Nelson County Learning Center, Bardstown (Diane Wise)  
Barren County Literacy Program, Glasgow (Flo Strange)  
Bullitt County Adult Literacy Center, Shepherdsville (Jim Boswell)  
Christian County Adult Learning Center, Hopkinsville (Bev Thomson)  
Covington PACE/9th District School, Covington (Johanna Willis)  
Hardin County Adult Learning Center, Elizabethtown (Renae Harrison)  
Laurel County Literacy Program, London (Kathryn Hardman)  
Logan County Literacy Program, Russellville (Cheryl Kelley)  
Morehead State University-Licking Valley Center, West Liberty (Barbara Motley)  
Northpoint Training Center, Burgin (Henrietta Cannon)  
Pewee Valley Center, Peewee Valley (Rebecca Knisely)  
Prestonsburg Community College, Pikeville (Caroline Owens)  
Pulaski County PACE Program, Somerset (Pat Richardson)  
Shiloh Adult Learning Center, Lexington (Patricia Barkley)

### WEST VIRGINIA FIELD TEST SITES AND FIELD TEST COORDINATORS:

Ceredo JOBS Center, Ceredo, Wayne County (Mary Ann Thomas)  
Princeton Learning Center, Princeton (Marcia Ware)  
Jackson County Schools, Ripley (Jerry Grady)

## RESOURCE AND COMMITTEE CREDITS

Appreciation is extended to the many persons, organizations, and agencies who contributed to the KCBAE Project through participation in the design and development of the curriculum or through shared resource materials. Teresa Suter, Commissioner for Adult Education and Literacy, Cabinet for Workforce Development, gave freely of her valuable time and support throughout the three-year project. Wilburn Pratt, Harry Baker, and Dr. Ruthann Phillips from the Department for Adult Education and Literacy assisted in the initiation and monitoring of the KCBAE project, as well as actively participating in committee meetings. The appendices include a complete list of committee members who worked on various phases of the curriculum or served on the advisory committee, and a special acknowledgment section lists information sources for the project.

A special thanks is extended to Dreama Ward who spent many hours at the computer to input and print the curriculum guide and evaluation plan and to Pat Miller who assisted with drafts for the field test materials. Appreciation is also extended to Debbie Nunley who served as research assistant during the first year of the project. Dr. Charles Byers, Department Chairman for the first two years of the project, gave valuable assistance and guidance for project operational procedures. Dr. Eddy Van Meter, Department Chair for the third year of the project, provided support and encouragement for project completion. Mary Ann Belcher, Jonathon Prasse, Leisha Horton, and Linda Clark handled the financial procedures and kept project paperwork flowing smoothly and efficiently.

## CURRICULUM WRITERS AND EDITORS

Special recognition is due the following list of adult educators who wrote one or more sections of the KCBAE Curriculum Guide:

Patricia Barkley, Lexington Shiloh Adult Learning Center	Mathematics 1b
Patricia Barkley and Brenda Fitzpatrick, Lexington Shiloh Adult Learning Center	Mathematics 1a; Home Management I
Kaye Beall, Frankfort Department for Adult Education and Literacy	Consumer Economics I, II, and III
James Boswell, Shepherdsville Bullitt County Adult Literacy Center	Science I, II, and III
Roberta Brown, West Liberty MSU-Licking Valley Adult Learning Center	Cultural Diversity I, II, and III
Luther Carte, Dry Ridge Grant County Adult Education	Mathematics 311c
Marian Colette, Williamsburg Whitley County Communities for Children	Community Resources I and III
Maureen Cordell, Versailles Woodford County Adult Learning Center	Self-Management II and III
Janice Crane, Nicholasville Jessamine County Adult Learning Center	Communication (Reading) I Competency Checklist
Laura Dake, Versailles Workplace Skills Project Texas Instruments	Social Sciences 311a and 311b Communication (Reading) III
Rebecca Knisely, Pewee Valley Pewee Valley Correctional Center	Community Resources II Communication (Speaking) I Communication (Writing) I Social Sciences I Health and Wellness II and III
Krista Lee, Louisa Lawrence County Literacy Program	Interpersonal and Social I, II, and III Self-Management I
Faye Matthews, Russellville Logan County Adult Learning Center	Employability III Family Relationships I, II, and III
Barbara Motley, West Liberty MSU-Licking Valley Adult Learning Center	Health Education/Wellness I Employability I Home Management II
Dr. Ruthann Phillips, Frankfort Department for Adult Education and Literacy	Communication (Reading) II Communication (Writing) II

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Thinking Skills III

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Technology and Tools I, II, and III

Dana Cosby Thomas, Bowling Green  
Sumitomo Electric Wiring Systems

Social Sciences II  
Government/Citizenship II

Jimmy Wilkerson, Jamestown  
Russell County Adult Education

Government/Citizenship I

Johanna Willis, Covington  
PACE/9th District School

Thinking Skills I and II  
Mathematics II  
Government/Citizenship III

The following duty (subject) areas were written by the Project Director: Home Management III, Communication (Speaking and Listening) II and III, and Communication (Writing) III. Employability II was written by the Curriculum Consultant.

Rebecca Knisely, Johanna Willis, and Jim Boswell reviewed suggestions by field test coordinators and edited the curriculum guide to reflect suggested changes. The work completed by the writers, field test coordinators, editors, and committee members was critical to the success of the curriculum. The high involvement of adult educators in the field made this curriculum truly a product of the people who work in Kentucky's adult education programs.

The following consultants assisted throughout the KCBAE Curriculum Project, and appreciation is extended for their expertise, assistance, and support:

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## ORGANIZATION OF THE CURRICULUM GUIDE

This curriculum guide has been developed to assist adult education teachers throughout Kentucky with the preparation of Kentucky's adult citizens to function in today's society and to meet the challenges of the 21st Century. Materials in this guide go beyond preparing adults to pass a test to qualify for a General Equivalency Diploma (GED). Although completing a high school program as evidenced by the GED remains an important goal, the GED is only a portion of the continuous educational development and life skills needed by today's adults. This curriculum encompasses educational growth in the traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools.

Materials in this guide are not intended to be covered in entirety by any one student. The curriculum establishes a framework of content and activities for adult education and literacy programs; it is to be used by teachers as a resource from which appropriate student goals (benchmarks) and learning activities may be selected. Adult learners come to programs with recognized needs. Their basic skill functional level must be determined and their expressed needs addressed. Duty (subject) areas, progress benchmarks, and learning activities should be selected based on individual student needs and interests. Although the curriculum guide is divided into 16 duty areas, learning activities integrate academic skills with life skills throughout the curriculum. The teacher may use the Related Skills section on the first page of each level of a duty area, along with the topical index in the appendices, to identify additional learning activities for a specific competency, progress benchmark, or content area. Students should become familiar with the variety of competencies that may be developed through their work in the adult education and literacy programs.

The curriculum guide covers 16 subject categories (duty areas) identified through a modified DACUM process as important for adults to adequately function in today's society. Each subject area is divided into 3 levels of instruction: Beginning (literacy level), Intermediate (ABE), and Advanced (Pre-GED). A separate section of the guide covers each level of each subject area. Mathematics (Beginning and Advanced) and Social Studies (Advanced) are subdivided into additional sections.

Each section of the guide is further divided into 6 progress benchmarks that represent performance goals (what students should be able to demonstrate upon completion of the material). These benchmarks are derived from the competency statements. Learning activities within each benchmark are designed to be progressively more difficult. After completing reading assignments and hands-on activities similar to the sample learning activities under each progress benchmark (PB), students should be able to demonstrate proficiency by satisfactorily completing the benchmark task or passing a test selected or developed by the teacher.

When a student satisfactorily completes a level within a duty (subject) area, a certificate should be given to the student showing the competencies mastered. A sample certificate that may be duplicated is provided to each adult education and literacy program for this purpose. Students are not expected to cover all learning activities in a subject area. When the student demonstrates mastery of the progress benchmarks, as listed on the first page of the section, a certificate may be granted for that area and level. Students may "test out" on selected benchmarks because of prior experience or education.

The sample learning activities included in the guide have a mix of individual and group activities. At the end of each task, "I" indicates a task to be completed by the individual student. "G" indicates that the task is to be completed by two or more students or is a total group activity. The "ET:" at the end of each learning activity shows the estimated time for completion of the activity. It is recognized that these times will vary based on individual circumstances.

Each Progress Benchmark Task has "Basic Content Areas" listed to alert the adult educator to content knowledge that students should read and practice through use of appropriate resource materials. As the student's content knowledge increases, integrating the learning activities from the curriculum guide will provide realistic applications of the knowledge base. At the end of each section of the curriculum guide, a resource list shows possible books and multimedia that include the types of content students should cover, either in conjunction with performance of the learning activities or prior to beginning.

Books or materials other than those listed may be used if the content areas are covered. A variety of resources are given at the end of each curriculum section since teachers do not all have the same books available. It is not intended that all of the listed resources would be needed in any one center. In some cases, none of the listed resources may be needed if the local center has other materials which cover the topics to be covered.

The following table shows the meaning of each section of the guide and describes its use:

Curriculum Guide Section	Definition and Use
Duty Area	Subject area to be covered.
Level (I = Beginning; II = Intermediate; III = Advanced)	Indication of the degree of knowledge and experience required for completion. May be equated with Literacy, ABE, and Pre-GED; however, some students may work in different levels for different subject areas.
Competencies	What the student should know or be able to do after completing appropriate sections of the curriculum.
Related Skills; also listed as "CR" (Cross Reference) in parenthesis in each section after the "PB" number; such as "PB 1" (CR: 2.01)	Cross-references of other subject areas integrated with benchmark tasks and learning activities. The topical index in the appendices shows page numbers and Progress Benchmark numbers related to an alphabetical list of skills.
Prerequisites	Identification of what students should know or be able to do prior to beginning a section of the curriculum.
Progress Benchmarks (PB)	Kinds of tasks students must be able to do to successfully complete this subject area at this level. Numbers in parentheses after the Progress Benchmark (PB) number identify the competencies covered. The numbers shown come from the master list of "Duty Areas and Competencies for Kentucky Adult Education and Literacy," pp. B7-B11.
Terminology	Terms from the lessons that students should know after completion of this section of the curriculum.
Reflections	Motivational statements about why this subject content is important for students to learn.
Benchmark Task	A specific task that may be used for a student to demonstrate satisfactory completion of a progress benchmark. May be used for informal assessment as part of the instructional process.
Basic Content Areas	Knowledge that students should cover using resource materials prior to or concurrent with completion of learning activities.

Curriculum Guide Section	Definition and Use
Sample Learning Activities	Relevant instructional activities that require students to apply the knowledge required for mastery of the progress benchmarks and competencies. Teachers may add, delete, or change these activities to meet local or student needs.
Resources	Suggested books, software, videotapes, or other resources that include part or all of the content necessary to perform the learning activities and benchmark tasks. A variety of resources are listed. Centers are not expected to have all of these resources and may have none of the listed resources if other materials at the center cover the content.
Additional Resources	Resource materials added by the teacher that are not listed in the Resources section but which cover the content for one or more benchmark tasks.
Additional Learning Activities	Instructional activities that the teacher may wish to add or substitute for learning activities described in the guide. These activities should cover the same content but may be more appropriate because of local resources and students' needs or interests.
Attachments	Worksheets to be completed by students as part of the learning activities in this curriculum section. The specific progress benchmark (PB) number and learning activity (Activity) number are included for reference.

## Assumptions for Curriculum Guide Use

Adult educators using this curriculum guide should review the following list of assumptions:

1. Hands-on activities for daily living and/or the workforce should be a part of instruction in all duty (subject) areas. A variety of learning activities are presented in the guide. These activities may be used, modified, or deleted, and other activities may be used as appropriate to the local situation and student needs.
2. Communication and mathematics are key skills and are integrated throughout the curriculum, as well as the focus of instruction in the first two subject areas of the guide. The topical index of skills listed in the appendices will help locate other subject areas and related activities.
3. Daily living skills and employability skills are integrated throughout the curriculum, in addition to being distinct subject content areas.
4. The curriculum guide includes beginning, intermediate, and advanced levels for 16 subject areas. These areas define the Adult Education and Literacy curriculum framework. The guide, however, should serve as a reference for learning activities and resources. Adult educators select from the guide those sections and those learning activities appropriate for the individual students and the locale.

5. **Adult education students have diverse backgrounds and varied needs. There is no expectation that a student would complete all 16 subject areas. Student need and skill level assessment should determine the selection of subject areas, levels, and learning activities for study and completion. A complete record should be kept for each student that documents the subject areas, levels, and progress benchmarks completed.**
6. **Resources listed at the end of each level of each subject area include multiple references that cover part or all of the content areas; however, all references listed would not be needed to teach the subject area. Adult centers may have other references that include the content areas equally well. The main point is that reading reference material and including skill practice exercises should accompany the use of hands-on learning activities. In some cases, learning activities specify reading and practice. Where reading and skill practice is not specifically listed, it is assumed that references will be used for the subject content knowledge.**
7. **The curriculum guide promotes interaction among students, teachers, and the community, thus, indirectly promotes communication, collaboration, problem solving, and thinking skills.**
8. **Levels of difficulty for each subject are identified as beginning, intermediate, and advanced. Correlation of these skill levels approximate previous designations of literacy, adult basic education, and pre-GED.**

### Directions for Instructional Use

1. **Familiarize yourself and teachers with the curriculum guide and assessment plan (a minimum of a one-day inservice is recommended).**
2. **To start students in the curriculum -**
  - a. **pre-test the students,**
  - b. **discuss test results with the student on an individual basis and have the student select the subject (duty) areas after discussing the activities and student goals,**
  - c. **select appropriate activities and tasks and prepare a prescriptive summary sheet (Student Progress Record) prepared to identify for the student work to be done and to begin a summary record for the student folder of work to be checked off as completed, and**
  - d. **plan for individual and group activities; as appropriate, use students as peer tutors or as partners in completing some of the learning tasks.**
3. **If the student begins at the literacy level as a non-reader, the teacher or tutor should work closely with the student to develop a beginning reading vocabulary. Learning activities in Communication (Reading I) may be used, as well as Communication (Speaking and Listening I).**
4. **Make changes in curriculum learning activities, as appropriate, to address the needs of the student and the local situation.**
5. **Identify appropriate resources that cover content for each duty (subject) area.**
6. **Determine feasible field trips. Hold discussions with students about trips before deciding where to go. Let students choose specific sites, where possible.**
7. **Keep student work in student folders, along with test results and required student data.**

## Evaluation of Instruction

1. **Study the KCBAE Curriculum Evaluation Notebook and become familiar with the assessment plan.**
2. **Begin formal testing only after an initial interview and discussion of the student's goals and interests.**
3. **Administer the TABE and a performance task as a pre-test and post-test. The performance task can help determine how well the student can apply knowledge to complete a task. After approximately 50 hours of instruction and again prior to exit, repeat the TABE and give another performance task. In most cases, the post-test performance task would differ from the one given for the pre-test. However, the same task may be given a second time if the student was unable to do very little of the task on the pre-test.**
4. **During instruction, evaluate the student's work through test scores, completion of benchmark tasks, class participation, and teacher observation.**
5. **On a regular basis, determine how students perform learning activities. Provide assistance as needed.**
6. **Use a student folder to document progress and to keep a record of student enrollment data.**

DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY 1995

DUTY AREA	COMPETENCIES			
01. SCIENCE	1.01 Demonstrate knowledge of natural resources	1.02 Demonstrate knowledge of simple machines	1.03 Discuss properties of classifications of matter	1.04 Discuss factors influencing our environment
	1.05 Demonstrate knowledge of human biology	1.06 Identify characteristics of plants and animals	1.07 Apply scientific methods to life situations	
02. HEALTH EDUC. AND WELL- NESS	2.01 Demonstrate a knowledge of health care systems	2.02 Identify health services available in the community	2.03 Explain how to access health services	2.04 Demonstrate knowledge of patient rights
	2.05 Demonstrate basic life-saving maneuvers	2.06 Distinguish between acute and non-acute health problems	2.07 Demonstrate mental and emotional wellness behaviors and practices	2.08 Explain the relationship of mental and physical health
	2.09 Practice health maintenance behavior and identify high-risk behaviors	2.10 Demonstrate a knowledge of responsible drug and medication use	2.11 Identify measures to maintain a healthy and safe environment	2.12 Practice good grooming and personal hygiene
	2.13 Describe how diseases are transmitted and prevention measures	2.14 Demonstrate ability to complete medical and dental history forms		
03. MATHE- MATICS  (COMPU- TATION)  13	3.01 Compute using whole numbers	3.02 Compute using fractions	3.03 Compute using decimals	3.04 Compute using percentages, ratio, and proportion
	3.05 Convert decimals to fractions or per cent	3.06 Solve word problems	3.07 Apply equations or formulas to solve problems	3.08 Count money and make change
	3.09 Measure geometric shapes, lines, or angles	3.10 Calculate linear dimensions, volume and area	3.11 Calculate units of time	3.12 Interpret scale drawings
	3.13 Interpret and use probability and statistics	3.14 Demonstrate estimation and mental arithmetic skills	3.15 Demonstrate basic knowledge of the metric system	3.16 Demonstrate consumer math skills: i.e., banking, cost comparisons, invoices, interest, and wages
	3.17 Interpret data in maps, charts, tables, and graphs	3.18 Prepare data in table, graph, and chart formats		14

## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
04. TECH- NOLOGY/ TOOLS	4.01 Demonstrate knowledge of computer applications	4.02 Demonstrate use of measuring tools	4.03 Demonstrate ability to use electronic technology	
05. CON- SUMER  ECO- NOMICS	5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms	5.02 Identify available housing options and services	5.03 Identify ways to reduce utility costs	5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting
	5.05 Explain and demonstrate comparison shopping for goods and services	5.06 Identify criteria for selection of major household appliances	5.07 Demonstrate knowledge of automobile maintenance and purchase procedures	5.08 Demonstrate knowledge of consumer protection laws for transactions: contracts, leases, and fraud protection
	5.09 Determine insurance needs and basic types of coverage			
06. HOME	6.01 Demonstrate knowledge of good nutritional practices	6.02 Demonstrate knowledge of clothing care and laundry techniques	6.03 Demonstrate knowledge of home maintenance	6.04 Demonstrate knowledge of home housekeeping practices
MANAGE- MENT	6.05 Demonstrate knowledge of local ordinances for neighborhood safety and security	6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods	6.07 Demonstrate knowledge of simple food preparation techniques	

## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
<b>07. FAMILY RELATIONSHIPS</b>	7.01 Identify positive and negative family characteristics	7.02 Identify human life cycle stages	7.03 Demonstrate knowledge of parenting skills	7.04 Discuss different family structures
<b>08. INTERPERSONAL/SOCIAL SKILLS</b>	8.01 Demonstrate ability to initiate and carry on conversation	8.02 Demonstrate problem-solving skills	8.03 Demonstrate appropriate behavior in social situations	8.04 Demonstrate teamwork skills for effective group work
<b>09. SELF-MANAGEMENT SKILLS</b>	9.01 Exhibit self-reliance	9.02 Demonstrate ability to learn on one's own (life-long learning skills)	9.03 Demonstrate time management	9.04 Demonstrate ability to set priorities
	9.05 Evaluate personal needs and goals	9.06 Demonstrate how to locate and use assistance from community resources	9.07 Analyze ability to be flexible and adaptable	9.08 Exhibit resourcefulness
	9.09 Recognize and practice activities to build self-esteem	9.10 Identify the process to obtain a driver's license	9.11 Recognize and demonstrate behaviors appropriate for given situations	9.12 Demonstrate self-control and responsibility for one's own behavior
	9.13 Demonstrate decision making based on one's ethical values	9.14 Demonstrate knowledge of community laws, regulations, and mores	9.15 Identify and select recreational and cultural leisure-time activities	
<b>10. EMPLOYABILITY AND OCCUPATIONAL</b>	10.01 Demonstrate job-search skills	10.02 Identify information about job training opportunities	10.03 Explore career options and educational requirements	10.04 Describe employee/ employer rights and responsibilities
	10.05 Demonstrate knowledge of work maturity skills			

## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	C O M P E T E N C I E S			
<b>11. COMMUNI- CATION  SKILLS</b>	11.01 Demonstrate listening skills	11.02 Demonstrate verbal communication skills	11.03 Demonstrate written communication skills	11.04 Demonstrate ability to give and receive messages
	11.05 Interpret non-verbal communication	11.06 Write legibly	11.07 Demonstrate a functional vocabulary	11.08 Comprehend written materials
	11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization	11.10 Distinguish between fact and opinion	11.11 Use research tools to locate information	11.12 Apply instructions or information from manuals or reference materials
	11.13 Demonstrate awareness of various forms of literature	11.14 Communicate ideas and feelings through music, movement, and art		
<b>12. THINKING SKILLS</b>	12.01 Use effective learning techniques to apply new knowledge and skills	12.02 Demonstrate decision-making skills	12.03 Organize Information	12.04 Demonstrate ability to follow a problem-solving process
	12.05 Demonstrate critical thinking skills	12.06 Demonstrate creative thinking	12.07 Demonstrate accurate assessment of one's own knowledge and skill	12.08 Demonstrate logical reasoning
<b>13. SOCIAL SCIENCES</b>	13.01 Identify historical events, issues, and key personalities in Kentucky history	13.02 Describe historical events, issues, and trends in U.S. history	13.03 Demonstrate knowledge of U.S. geography	13.04 Identify significant historical events, issues, and trends in world history
	13.05 Demonstrate knowledge of world geography	13.06 Identify geographic areas and characteristics of Kentucky		

1995

B-10

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## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	C O M P E T E N C I E S			
14. GOVT./  CITIZEN- SHIP	14.01 Identify requirements for U.S. citizenship and citizen responsibilities	14.02 Interpret Individual tax requirements	14.03 Identify and describe the form of government in the United States	14.04 Describe the election process
	14.05 Demonstrate environmental awareness	14.06 Describe different forms of government	14.07 Apply democratic principles: justice, equality, responsibility, choice, and freedom	
15. CULTURAL  DIVERSITY	15.01 Demonstrate knowledge of major ethnic and cultural differences and customs	15.02 Exhibit awareness and respect for individual differences	15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior	15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion
16. COM- MUNITY  RE- SOURCES	16.01 Identify and access community resources	16.02 Demonstrate knowledge of transportation options and how to use them		

1995

B-11

# Duty Area: COMMUNICATION SKILLS (READING)

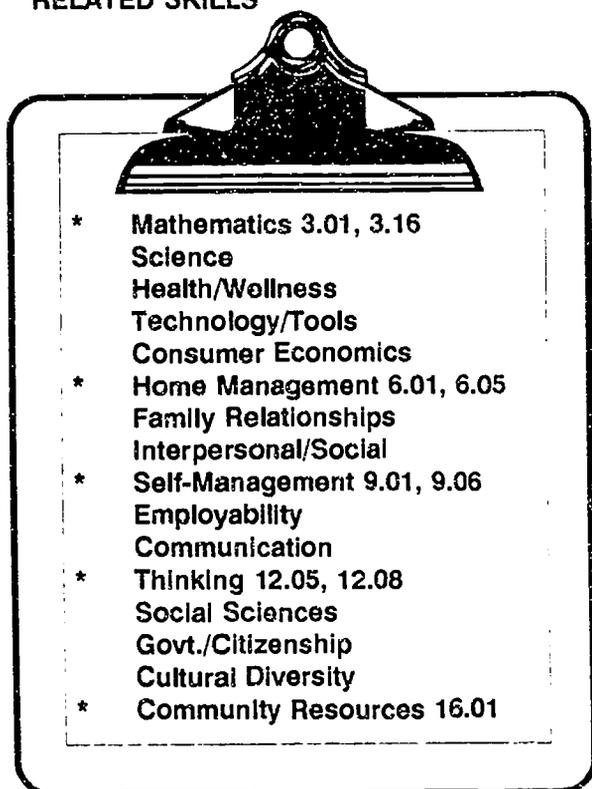
KCBAE Level I

Beginning Level



- COMPETENCIES:**
- 11.07 Demonstrate a functional vocabulary
  - 11.08 Comprehend written materials
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



## PREREQUISITES

Demonstration of verbal communication skills  
Recognition of common signs and symbols  
Discrimination of same and different patterns  
Auditory discrimination

## PROGRESS BENCHMARKS

1. Recognize survival words and symbols
2. Use phonics awareness, and context clues
3. Recognize root words, prefixes, suffixes, compound words, and abbreviations
4. Read labels, dates, and prices
5. Use directories, advertisements, and schedules for information
6. Read for content meaning
7. Identify fact and opinion
8. Recognize figurative language and emotions conveyed by the written word; use prediction skills

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Days of Week	Months of Year	Family Names	Affix	Suffix	Prefix
Sight Words (will vary with individual students)					
Utility Words (e.g., an, and, the, there, were, where)					
Survival Words (e.g., exit, women, men)					
Vowel Patterns (e.g., an, at, it)					

## REFLECTIONS

Learning to read better helps you to communicate more effectively in every part of your life--in relationships, in the home, and on the job. As you increase your ability to read and understand new words, you will also increase your ability to separate fact from opinion and to locate and use information to solve everyday problems. As you experience poetry, fact, and fiction and learn to get greater meaning from the written word of both song and story, it will become even more obvious how reading can enrich your life.

C-11-01

## COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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**PB1 (11.07, 11.08) (CR 9.01)**

**Benchmark Task:** Read basic words from student's oral survival words. Make the connection between oral and written communication.

(Basic content areas: Word recognition, universal symbols, speaking, recall)

#### NON-READER

1. Identify through conversation with a student a language experience story of no more than five sentences. Write down the student's exact words. Read the story back to the student and ask if there are any changes to be made. (I, ET: 20 min.)
  2. Print the story in a notebook for the student to read. Begin each sentence on a new line. Call attention to basic sight words and end punctuation. Continue adding to this booklet and review all stories with the student. (I, ET: 20 min. each time)
  3. Make mini-flash cards of sight words used in the language experience stories. Tell the student to practice recognizing the sight words. Direct the student in playing Word-O- (similar to Bingo but with sight words in the squares). (I, ET: 15 min. each time)
  4. Make flash cards of meanings of common signs and symbols (road signs, rostrums, exit, no smoking). Tell the student to match the meanings with the appropriate words. When the student is doing well, reverse the process. Have him or her read the words first, then check himself/herself by turning the cards over. (I or pairs, ET: 5 min. each time)
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**PB 2 (11.01, 11.07, 11.08)**

**Benchmark Task:** Increase sight word vocabulary and begin phonics awareness.

(Basic content areas: Word recognition, phonics awareness, context clues, auditory discrimination)

#### EARLY READER

1. Administer a basic reading diagnostic test to determine the student's needs: phonics, comprehension, sound discrimination, and vision. (SLOSSON, READ SPACHE) (I, ET: Varies with each student. Spend no more than 30 min. at a time)
2. Help the student select reading materials that interest him/her and that are written on a level that enables the student to experience initial success. (I, ET: 20 min.)
3. Develop phonics awareness with words that begin with the same consonant sounds. Relate this to the words on the first page of student-selected reading materials and language experience stories. (I, ET: 10 min. each time)

## COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

4. Continue with a good phonics text and relate each new letter sound to the student's words, as well as to the key phonics words from the text. (I, ET: 30 min. each time)
  5. After teaching new words that will be encountered, allow the student to work on passages alone before reading these aloud to the tutor. (I, ET: 30 min. each time)
  6. Ask the student questions related to the following to check comprehension: recall of the facts, understanding of the setting, predicting what will happen, retelling the story. (I, ET: 15 min.)
  7. When a student comes to a word that he/she does not know, ask him or her to continue reading the rest of the sentence. Then, ask the student if he or she can guess the word. (I, ET: 5 min. each)
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#### PB 3 (11.03, 11.07, 11.08)

**Benchmark Task:** Read calendar words, dates. Recognize and write abbreviations, compound words, and root words. Know common affixes and prefixes and their meanings.

(Basic content areas: Recognizing words for months and days, dates written in varied formats, common abbreviations, compound words)

1. Tell students to use a calendar and read the names of months and days. Instruct the students to make their own flash cards on one color for days of the week, another color for the months. Tell students to practice their days of the week and months by putting each group in the correct order. Ask the students to learn the spelling of each word. (I, ET: 30 min. initial, 10 min. practice)
2. Instruct the students to recognize the dates written in words and in numbers; e.g., 5/7/95, May 7, 1995, and May seventh, nineteen ninety-five. Have the students read the dates to a tutor using words. (I or G, ET: 10 min.)
3. With a tutor, have the student make a list of common abbreviations. Ask the student: Why do we use abbreviations? Instruct the student, using a page from the newspaper classifieds, to circle all the abbreviations found by him/her. (I or G, ET: 20 min.)
4. Given a list of words, ask the students to match and write the abbreviation for each. Instruct the students to address envelopes using correct abbreviations. (I, ET: 15 min.)
5. Give the students a list of compound words. Discuss with the students the meaning of a compound word and its parts. Ask the students to write each word on the list as two separate words. (I, ET: 15 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

6. Help the students make lists of verbs. Instruct the students to write the verbs with **-ing** and **-ed** endings. Ask the students to read each new word and use it orally in a sentence. Using books that the students are reading, ask them to point out any words with endings. Tell the students to notice that the spelling changes for some words (try-tried). (I, ET: 30 min.)
  7. Now ask the students to do the opposite of #6. Tell the students to find words that have endings added. Instruct the students to write the root word (Tutors--include **-ing**, **-ed**, **-y**, **-ly**, **-lest**, **-er**, **-less**). Ask the students to look for root words that have prefixes added (**re-**, **inter-**, **un-**, **dis-**). Ask the students: How do the affixes and prefixes change the meaning of the word? (I or G, ET: 30 min.)
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#### PB 4 (11.08, 11.10, 11.11, 11.12) (CR 3.01, 3.16)

Benchmark Task: Use coupons and advertisements to order from a menu.

(Basic content areas: Recognizing and writing food names, reading dates and prices)

1. Using a prepared shopping list for a trip to the supermarket, write down the items below the aisle heading where you would most likely find it; e.g., dairy products, beverages, produce. (I, ET: 15 min.)
  2. Plan daily and/or weekly well-balanced and nutritional menus using word cards of key foods (hamburger, cheese, salad) color coded in food groups: fruits & vegetables; grains, breads & cereals; milk products; beans, nuts, meat & fish. Use the food pyramid as a guide. (I, ET: 1 hr.)
  3. Go to the grocery store, locate and make a list of foods on the shelf that you can get in a restaurant already made; e.g., hamburger, bun, onion, tomato. Compare the cost to make it with the estimated restaurant cost. (I & G, ET: 30 min.)
  4. Collect menus from restaurants and practice reading focusing on key words, and variations of formats. Answer orally sample questions related to each menu; eg., Which restaurant serves more than two kinds of soup? (I, ET: 30 min.)
  5. Cut out and sort advertisements and coupons from the newspaper, junk mail and catalogues. Check for expiration dates and compare values. (I, ET: 1 hr.)
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#### PB 5 (11.11, 11.12) (CR 9.06, 16.01, 16.02)

Benchmark Task: Use real-life materials to locate and use information; e.g., phone books, primary dictionary, TV schedule, newspaper advertisements, job applications.

## COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

(Basic content areas: Recognizing letters, alphabetical order, using an index, reading job want ads, reading directories and transportation schedules)

1. Practice doing drills putting sets of letters in correct alphabetic order; e.g., PROSQ becomes OPQRS, FHEDG becomes DEFGH. From a random list of letters, determine which letter comes before and after a particular letter. Practice arranging words in alphabetical order. What do you do when two or more words begin with the same letter? (I, ET: 30 min.)
  2. Names are listed alphabetically by last name in the phone book. When several people have the same last name, how are they listed? Write the names of 10 family members (aunts, uncles, and cousins) and friends in the order they would appear in a phone book. (I, ET: 20 min.)
  3. Using the newspaper index, complete a chart of where to find specific stories and/or headlines. The chart would include topics, pages, and sections. (I, ET: 20 min.)
  4. Read a sample help-wanted ad and notice the information given about each job, answer questions about the ads; e.g., To ask about the nurse's aide job, what time should you call? How many attendants are needed at the service station? Between what hours should a person apply at Ted's Steak House? (I, ET: 20 min.)
  5. Obtain a job application. List and review any unfamiliar words. Look up the words in your classroom dictionary (alphabetically again). Tell in your own words what each word means. You may be uncertain how to complete some sections of the application. Discuss those sections with your teacher. (I, ET: 30 min.)
  6. Locate the listing from a telephone book of a grocery store, restaurant, construction company, hospital garage, and school. List the name, address, telephone number of each. (I, ET: 15 min.)
  7. Using a bus schedule, list all the stops a particular bus would make between two points assuming the bus made every stop. (I, ET: 15 min.) & (G, ET: 10 min.)
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#### PB 6 (11.07, 11.08, 11.13) (CR 9.15)

**Benchmark Task:** Select and read a personal interest story or poem and tell the story to someone else (a classmate or teacher).

(Basic content areas: Word meanings, context clues, reading labels and safety directions, communicating orally, reading for the main idea, summarizing)

# COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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## SAMPLE LEARNING ACTIVITIES

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### PB 6 (Continued)

1. Write or state the meaning of unfamiliar words in a series of sentences using context clues. (I, ET: 10 min.)
  2. Read medicine bottles and/or cleaning agents and have student(s) restate in own words the "fine print" information on the labels substituting familiar words for unfamiliar words. (I or G, ET: 15 min.)
  3. Read passages from a workplace safety manual and give the main idea of each passage. (I, ET: 10 min.)
  4. Think of a scene that you remember well from a movie or TV show. Tell what happened in that scene in sequence. Each person in the group shares a cartoon strip that he or she enjoyed. Cut the frames apart and put in an envelope. Trade envelopes and sequence the frames you receive. (G, ET: 25 min.)
  5. Select a very short story to read. Summarize what the story was about in 2 or 3 short sentences. You might enjoy using Slices of Life (See Resources.). (I or G, ET: 25 min.)
  6. Find the main idea or topic sentence of each paragraph of a story you select. (Teacher guided, I, ET: 15 min. each time.)
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### PB 7 (11.07, 11.08, 11.10) (CR 12.05, 12.08)

**Benchmark Task:** Read a newspaper story or editorial and make a list of facts from the story and a list of opinions.

(Basic content areas: Distinguish facts from opinions, restate ideas, interpret meaning, draw conclusions, write sentences, recognize points of view)

1. What is the difference between fact and opinion? How is this different from just true or false? (I or G, ET: 10 min.)
2. Use magazine, newspaper ads, radio, and television commercials. Give examples of facts and opinions. Where else can you find examples of facts and opinions? (I or G, ET: 25 min.)
3. Select and read an article from the National Inquirer or other similar publication. Ask your partner for an opinion on the believability of the article. Restate in your words what you think your partner said. Ask if you restated his/her opinion correctly. (Pairs, G, ET: 15 min.)
4. Read three letters to the editor about the same topic and decide which one you most agree with and why. From each letter, what conclusions can you draw about the author's point of view? (I or G, ET: 20 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 7 (Continued)

5. Rewrite 10 factual sentences to form opinions. (I, ET: 20 min.)
  6. Compare 2 interpretations of the same accident report by answering a series of questions; e.g., Do you think both interpret the incident in the same way? Which restatement do you think is more accurate and why? Write or tell your version of the accident. (I, ET: 20 min.)
  7. Alternate activity: Show a short action video clip and have each student tell what they saw. Compare and discuss. Show the clip again. (G, ET: 1 hr.)
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#### PB 8 (11.07, 11.08, 11.13) (CR 9.15, 12.05)

**Benchmark Task:** Read a poem, play, or song lyrics and discuss with the teacher or write a summary of the meaning and a description of the emotion or feeling represented.

(Basic content areas: Interpret emotion and feeling from reading, video movie, or from music, interpret meaning, write summaries, read to locate information, identify figurative language)

1. Read the opening paragraphs of a mystery. Pick out words or clues that suggest where and when the story is taking place. (New Readers Press or similar resource) (I, ET: 30 min.)
2. Continue reading the mystery and predict what will happen next. Discuss 3 possible endings based on the information in the story. (I & G, ET: 45 min.)
3. Begin a video movie. Based on the music during the opening credits, predict what type of movie (comedy, romance, mystery) it will be. Continue watching the movie and notice how the background sounds cue what is about to happen or set the mood. Discuss. (I & G, ET: 30 min.)
4. Choose a poem or listen to one read by the teacher. Tell what the poem is about in your words. Was there a particular word or phrase that set the tone or painted a picture? (I, ET: 20 min.)
5. Read a poem, underline the figurative language and explain the intent of this language; e.g., "Her hair was a jungle," refers to it being wild and unmanageable. (I, ET: 30 min.)
6. Underline the important facts in a short story, those facts that if left out would change what happens. Draw a line through the unimportant facts or events in the story, those that would have little impact on the overall plot. Reread the story leaving out the unimportant details. Write or discuss with the teacher or another student how you felt reading the story without the unimportant details. (I, ET: 1 hr.)

# COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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## RESOURCES

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- Lexington Herald.                      Slices of Life (Collection of writings by Kentucky literacy students)
- National Textbook Company.        Essential Life Skills Series (Second Edition)  
What You Need to Know About Reading Signs, Directions, Schedules, Maps, Charts, & Utility Bills
- Academic Therapy Publications.    English Day By Day
- Contemporary.                        Reading Skills that Work  
A Functional Approach for Life and Work  
Whole Language Series  
Viewpoints-Nonfiction Selections
- Jamestown Publishers.                A Jamestown Classic: (Levels 4.5-5.5)  
Diable, A Dog  
The Masque of the Red Death  
The Last Leaf  
The Pit and the Pendulum  
The Girl from Pike County  
Miss
- Literacy Volunteers of America.    Tutor
- Pendulum Press.                        Readalong Books w/Tapes (Ex. Jane Eyre, A Christmas Carol, White Fang)
- Kentucky New Reader Series.        (Levels 4-6) Home Voices, Kentuckians Before Boone, Three Kentucky Tragedies
- Fearon.                                    Spellbinder Series (Levels 3-5)  
Changing Times, Cloak and Dagger, Winners and Losers
- Steck-Vaughn.                          How to Get a Job and Keep It  
Economics: Concepts & Applications
- New Readers Press.                    Reading Attainment  
Laubach Skill Books (Books 1, 2, 3, 4)  
English at Work Took Kit  
Say the Word  
Laubach Way to Reading Readers
- South-Western Publishing Co.        Reading for Dally Living  
Reading for Job and Personal Use  
Reading for Employment

# COMMUNICATION SKILLS - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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## RESOURCES (Continued)

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### Computer Software IBM compatible

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|----------------------------|--|
| Advantage Computing.       | <u>Alphabet Game</u> (\$39.95)   |
| Queue.                     | <u>Life Skills Reading I</u> (\$129.95)<br><u>Life Skills Reading II</u> (\$129.95)  |
| Victoria Learning Systems. | <u>Life Skills English Series: Answering Questions about Words</u> (\$44.95)<br><u>Completing Applications and Other Forms</u> (\$49.95)<br><u>Life Skills English Series: Some Everyday Reference Books</u> (\$44.95)<br><u>Life Skills English Series: What's There and How to Find It</u> (\$49.95) |
| New Readers Press.         | <u>Laubach Way to Reading Software</u>   |
| Lakeshore Life Skills.     | <u>Coping Skills Workbook Series</u><br>Facts and Sources<br>Forms and Messages<br>Signs and Labels  |
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## ADDITIONAL RESOURCES

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# COMMUNICATION SKILLS (READING) - KCBAE Level I

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: COMMUNICATION SKILLS (READING)

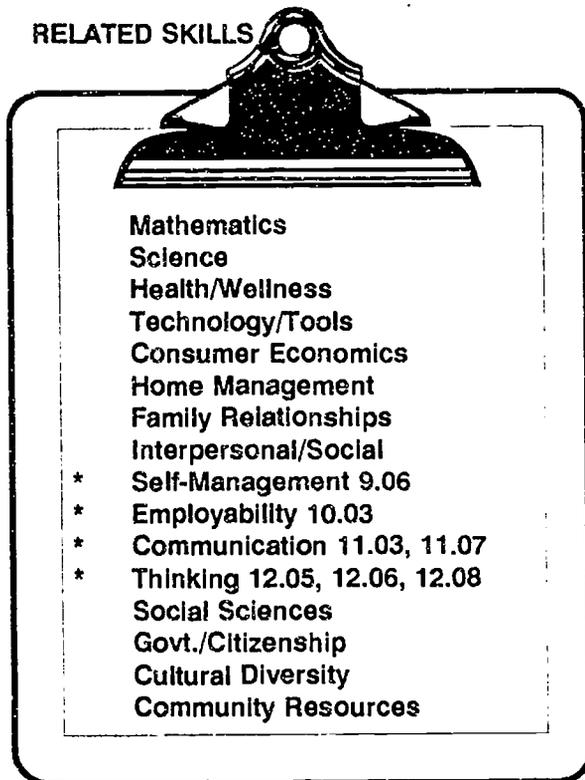
KCBAE Level II

Intermediate Level



- COMPETENCIES:**
- 11.07 Demonstrate a functional vocabulary
  - 11.08 Comprehend written materials
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



## PREREQUISITES

Beginning reading skills

## PROGRESS BENCHMARKS

1. Use newspapers or magazine articles to identify details and sequence
2. Make an oral presentation using a newspaper or magazine article
3. Read and comprehend materials for pleasure, school, work and work enhancement
4. Read, interpret, and write job-related vocabulary terms
5. Read an essay and interpret literal or stated information and inferential or implied information
6. Select an issue to research and draw oral or written conclusions with a judgment on the issue

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Propaganda	Point of view	Fact	Opinion
Inference	Paraphrase	Literal	Logical fallacy

## REFLECTIONS

Learners at this level decode. However, many have difficulty comprehending what they read. Reading comprehension taught as a unified set of processes which integrate text and situational context is more successful than teaching it traditionally as isolated subskills with worksheets and the identification of ideas and answering of questions. Research shows that teaching emphasis centering on understanding how comprehension occurs and providing models helps learners comprehend effectively. Readers find learning techniques to monitor their comprehension helpful. Instructor modeling of these techniques aids learners. Reading and writing are reciprocal processes. The instructor may want to teach intermediate writing concurrently. He/She is strongly urged to consult the references listed for additional activities, especially the works of Rice and Meyer and Keefe which were written particularly for adult education and literacy instructors.

## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.07, 11.08)**

**Benchmark Task:** Use newspapers or magazines to identify details and sequence.

(Basic content areas: Expanding basic vocabulary; using context to determine meaning; identifying main ideas and supporting facts; sequencing ideas)

1. The instructor will copy sentences from a short newspaper article onto 3 x 5 cards. The learner(s) will arrange these cards in proper sequence. The instructor will point out the transitional words which are clues to proper sequence. (I or G, ET: About 20 min.)
  2. The instructor will give the learner(s) a 4 to 5 paragraph article. Together they will identify the main ideas, the details which support them, and the sequence of the main ideas. The learner(s) will then repeat the process with a similar article independently. (I or G, ET: 30 min.)
  3. The instructor will give learner(s) sentences copied from a newspaper or magazine article. These sentences should represent main ideas of 4-5 paragraphs. Another list of sentences supporting these ideas should be distributed. The learner(s) will arrange the details with the appropriate main ideas and place them in correct sequence. (I or G, ET: 30 min.)
  4. The instructor will make several sets of cards by copying sentences from a complete passage made up of relatively short paragraphs. The instructor may want to write the passages himself/herself to ensure clear main ideas and supporting details. Each passage should contain about 30 sentences. The instructor will distribute these passages to teams of 3-4 learners. The instructor will have the learners compete to determine which can arrange the cards in the correct sequence first. (G, ET: 1 hr.)
  5. The instructor will supply the learner(s) with a cartoon with 9 or 10 frames. The instructor should develop a plot diagram or simply story map for the cartoon on the board. He/She will give the learner(s) a second cartoon to develop a story map. (These relatively simple narrative structures will serve as prerequisite activities for the graphic organizers introduced later as an aid to comprehension.) (I/G, ET: 45 min.)
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**PB 2 (11.02, 11.07, 11.08, 11.09) (CR 12.03)**

**Benchmark Task:** Make an oral presentation using a newspaper or magazine article. The presentation describes the story sequence and meaning.

(Basic content areas: Communicating ideas and opinions; speaking clearly and sharing information; deriving literal and inferential meaning from reading; paraphrasing and summarizing meaning)

1. The learner(s) will read a short article of his/her choice. Newspaper articles are easily accessible. The learner(s) will then summarize the article orally for the instructor, a classmate, or the entire class. (I or G, ET: About 20 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

2. The instructor will cut out comic strip frames omitting the last one. The learner(s) will try to determine what the last frame will look like and say. (I or G, ET: 5 minutes for each strip)
  3. The learner(s) will read a newspaper article. The learner(s) will develop at least 3 conclusions from the article and be prepared to defend the conclusion based on the information in the article. (I or G, ET: 10 min. to read the article and 5 min. for each presentation)
  4. The instructor will explain that literal comprehension deals with what the author actually says; what is explicitly stated. The instructor will provide an example from a piece of writing that he/she brings to class. He/She will explain that inferential comprehension deals with what the author means by what he says. Inferential comprehension requires the learner(s) to read between the lines and come to conclusions not directly stated. The instructor will also provide an example of an inference. The learner(s) will then be given one or two passages and asked to distinguish between literal facts and inferences. The learner(s) should also be asked to explain these inferences. (I/G, ET: 1 hr.)
  5. The instructor will give the learner(s) an account of a happening such as an automobile accident or a crime. The learner(s) will be given a list of 8 or 10 questions to answer as "true" or false," or "information not available." After the questions are answered, the learner(s) will support each answer with evidence from the text. (I or G, ET: 30 min.)
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#### PB 3 (11.07, 11.08, 11.13) (CR 9.15)

**Benchmark Task:** Read and comprehend materials for pleasure, school, work, and work enhancement.

(Basic content areas: Expanding basic vocabulary, using context for meaning, deriving literal and inferential meaning from reading, selecting reading for a purpose, recognizing a variety of types of reading materials)

1. The instructor will provide learner(s) with a short magazine article or another writing that can reasonably be expected to contain some unfamiliar words. The learner(s) will read the article and underline any unfamiliar words. The instructor will list these words on the board and model the process used to determine the meaning of the word. This modeling process might include such processes as inferring meaning from context, breaking the word into parts such as prefixes and suffixes, or inflected endings; or using the semantic position of the word to infer the meaning. Looking the word up in the dictionary should be a last resort; learner(s) should be taught to use the context and structural analysis to determine word meanings.

## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

After the process is modeled, the learner(s) will be given a second passage of the approximate same level of difficulty and asked to demonstrate the modeled process orally. (Stress the importance of articulating the process at least once; learners need to develop a consciousness of the process to monitor their own reading process.) (I or G, ET: 15-20 min. for the modeling process and 7 min. for each learner to model the process orally)

2. The instructor will choose words that are unfamiliar to the learners from a particular content area such as science or social studies. He/She will teach these words as part of the content lesson in question. After 30 or 40 new words and definitions have been introduced, he/she will construct bingo cards with the new words used in place of numbers. As the instructor calls out the definitions, the learners will cover their cards. The first learner to cover the entire card wins. (G, ET: 45 min.)
3. The instructor will use the bingo cards constructed in Activity 2. Instead of calling out definitions, he/she will call out the word itself. The learner who first completes his/her card wins. (This activity provides practice with sight words and ensures that the learners recognize the word when they hear it.) (G, ET: 45 min.)
4. The instructor will give a learner a set of instructions for a game or activity and ask him/her to read the instructions with the purpose of explaining to the instructor, a partner, or the class how to play the game or perform the activity. Play the game or perform the activity exactly as the learner instructs. If the game or activity is not performed as the directions indicate, ask the learner to reread and retell the directions until the game or activity is performed properly. (This activity is taken from Valerie Meyer and Donald Keefe's Reading for Meaning: Selected Teaching Strategies.) The activity establishes for learners a reason for their reading and directs them to read for this reason. (I and G, ET: 30-50 min.)
5. The instructor will give the learner(s) a list of various types of reading materials; i.e., a novel, directions, the newspaper classified ads, familiar magazine titles, and familiar reference titles. The learner(s) will match these with appropriate uses. (I or G, ET: 20 min.)
6. The instructor will give the learner(s) the following list of questions:

Why am I reading this?

What do I hope to learn from reading it?

What questions do I have about this topic or story that I want answered?

How might this material be useful to me or my family?

Ask the learner(s) to answer these questions before beginning to read. (From Gall Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (I or G, ET: 20 min.)

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## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 4 (11.07, 11.08, 11.12) (CR 10.01, 11.03, 11.06)

**Benchmark Task:** Read, Interpret, and write job-related vocabulary terms.

(Basic content areas: Expanding vocabulary of job-related terms, writing sentences and paragraphs, using job-related vocabulary terms)

1. Make a list of terms related to work and explain their meanings; e.g., salary, wage, employee benefits, deductions, pay period, FICA, employer. (I, ET: 30 min.)
  2. The instructor will ask area employers to supply job-related materials that are not considered proprietary. The learners will select unfamiliar words from these materials and repeat the exercises in Activities 2 and 3 of PB 3 above substituting these job-related words for the general vocabulary used there. (I or G, ET: 15 min. per passage)
  3. The instructor will copy advertisements of job vacancies from major newspapers such as the Louisville Courier Journal or Lexington Herald which cover a wide array of jobs. The learner(s) will locate unfamiliar words and find their meanings. This activity may include utilizing persons in the community who work in these occupations as resources. (I or G, ET: Time will vary depending on resources used.)
  4. The learners will write a description of their own jobs or jobs in which they have an interest. The instructor will help the learners revise their passage for inclusion in a book of job-descriptions which will be used as reading material for their fellow learners. The learners will footnote any specialized job-related words and provide definitions. (I and G, ET: 1 hr.)
  5. The learners will analyze the job descriptions written for PB 1, Activity 4 above to identify objective and subjective statements. (I, ET: 30 min.)
  6. The learner will interview a friend, a relative, or a fellow classmate who works in a job unfamiliar to the learner. He/she will ask the interviewee to define any unfamiliar, job-related terms. (I, ET: 1 hr.)
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PB 5 (11.07, 11.08, 11.10, 11.13) (CR 12.05, 12.08)

**Benchmark Task:** Read an essay or story and interpret literal or stated information and inferential or implied information.

(Basic content areas: Deriving meaning from written passages; identifying main ideas and supporting facts; identifying literal and inferential meaning; analyzing content, intent, and point of view of written materials; distinguishing fiction from non-fiction)

1. The instructor will distribute copies of a short essay. The learner(s) will identify the main ideas and supporting ideas of these paragraphs. (I or G, ET: About 5 min. for each paragraph)

## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 5 (Continued)

2. The instructor will construct a graphic organizer (beginning with the main idea, the supporting ideas, and the details supporting the ideas). The learner(s) will then develop their own graphic organizers from other reading materials. (I or G, ET: About 29 min. for the modeling process. Learner(s) should develop an organizer for an half-page paragraph in about 15 min.)
3. The learner(s) will perform the activities defined in the Communication Skills, Intermediate Writing PB 5, Activities and 1 and 2. The instructor will provide the learner(s) with editorials, feature articles, and straight news articles. The instructor will summarize one of these articles and then distinguish between what he/she inferred from the article and what is quoted or paraphrased. After the instructor models the process, the learner(s) will demonstrate the process by writing a summarizing paragraph and distinguishing between the literal and the inferred. (I and G, ET: 1 hr.)
4. The instructor will collect several different news or feature articles on the same subject. The learner(s) will point out the differences in the interpretation and telling of the event or in the information presented on the subject that result from different emphasis on certain facts or different points of view of the people involved. The instructor may also ask the learners to write another fictionalized version of the story from a different point of view. (From Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (I and G, ET: 50 min.)
5. The learner(s) will underline statements of fact in a newspaper report and will replace the fact statements with opinion statements so as to make the articles biased and opinionated. (Also taken from Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (G, ET: 35 to 45 min.)
6. The instructor will select 2 sample short stories--one fiction and one non-fiction. After a discussion of fiction and non-fiction, learners will analyze the 2 short stories to identify differences in purpose of the 2 sample articles. (G, ET: 45 min.)

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PB 6 (11.07, 11.08, 11.09, 11.10, 11.11, 11.13) (CR 1.01, 9.08, 9.13, 12.02, 12.05, 12.08)

**Benchmark Task:** Select an issue such as recycling, mining, or logging. Locate resources giving information on the topic and report (orally or written) conclusions drawn from the reading, details to support the conclusion, and a judgment of the adequacy of information available on the topic.

(Basic content areas: Locating and reading material on a subject; deriving meaning from written information; analyzing content, intent, and point of view; distinguishing facts from opinion; presenting conclusions supported by facts; evaluating support for ideas)

1. The instructor will demonstrate logical fallacies or illegitimate shortcuts of reasoning. These might include begging the question, strawman arguments, propaganda techniques,

## COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

overgeneralizations, confusion of fact and opinion, either-or reasoning. (Most freshman composition text books have ample illustrations for each of these.) The learner(s) will then supply examples of each fallacy or shortcut. (G, ET: 30-45 min.)

2. A group of learners will identify a subject of interest to the group. Topics of interest to the community should be encouraged but not required. The learners will bring to class gathered information from a variety of sources. The group will analyze each for propaganda techniques, overgeneralizations, confusion of fact or opinion, bias or prejudice, name-calling as demonstrated in Activity 1. (From Rice, Preparing Your Own ABE Adult Education Reading Materials) (G, ET: About an hr.)
  3. The learner(s) will develop conclusions about the topic in question. The learner(s) will then decide which of the sources selected in Activity 2 may be used to support each of the conclusions. (G, ET: 45 min.)
  4. The instructor will provide the learner(s) with several articles from tabloid magazines. The learner(s) will critically critique each for logical fallacies/conclusions based on unsupported facts. (I or G, ET: 30 min.)
  5. The learner will write a letter to the author of an article asking questions about unsupported statements or arguments. (I, ET: 30-45 min.)
  6. The learner(s) will analyze advertisements for products or services for emotional language, point of view, feelings evoked, any misleading information, or faulty reasoning. (I, ET: 30 min.)
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### RESOURCES

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Scott Foresman & Co.

- 1) Reading for Meaning: Selected Teaching Strategies
- 2) Preparing Your Own ABE Adult Basic Education Reading Materials
- 3) Instructor's Guide for Scott Foresman Adult Reading, Comprehension Series

Prentice Hall.

Teaching Reading Comprehension Processes

Teachers' College.

Reading Activities for Middle and Secondary Schools

Contemporary.

- 1) Building Basic Skills In Reading, Books 1 and 2
- 2) Reading Fiction  
Bridges to Critical Thinking

# COMMUNICATION SKILLS (READING) - KCBAE Level II

COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13

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## RESOURCES (Continued)

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- Lakeshore Life Skills.      1) Real-Life Reading Worktext  
   2) Read That Label  
   3) Vocabulary Makes Sense
- Globe-Fearon.                1) Globe Literature, Blue Level  
   2) Globe Comprehension Workbook
- Steck-Vaughn.                Connection in Literature and Arts
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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

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**Duty Area: COMMUNICATION SKILLS (READING) KCBAE - Level III**  
**Advanced Level**



- COMPETENCIES:**
- 11.01 Demonstrate listening skills
  - 11.07 Demonstrate a functional vocabulary
  - 11.08 Comprehend written materials
  - 11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

**RELATED SKILLS**

- \* Mathematics 3.16, 3.17
- Science
- \* Health/Wellness 2.02, 2.09, 2.13
- Technology/Tools
- \* Consumer Economics 5.01, 5.04
- Home Management
- Family Relationships
- \* Interpersonal/Social 8.01, 8.03
- \* Self-Management 9.06
- \* Employability 10.03
- Communication
- \* Thinking 12.05
- Social Sciences
- \* Govt./Citizenship 14.02
- \* Cultural Diversity 15.01
- \* Community Resources 16.01

**PREREQUISITES**

- Write grammatically-correct sentences
- Initiate and carry on a conversation
- Locate and use reference materials
- Read at pre-GED level
- Perform arithmetic functions at pre-GED level

**PROGRESS BENCHMARKS**

1. Read and interpret forms
2. Complete forms such as tax forms, social security, voter registration, and financial assistance
3. Read reference materials, make notes, and write a report
4. Analyze career interests and increase knowledge of a selected career field
5. Demonstrate reading skills for different purposes
6. Analyze prose style and structure
7. Interpret form, tone, and figurative language of poetry

**TERMINOLOGY**

Terms that students should know or learn as part of this lesson.  
**PB 1** Contract                      Loan                      Collateral                      Interest (Annual percentage rate)  
**(TERMINOLOGY CONTINUED ON THE NEXT PAGE)**

**REFLECTIONS**

Printed words surround us every day, making reading an extremely important part of our lives. Reading is a survival skill that you can use to educate yourself. You can read to increase your knowledge of a subject that interests you or that may improve your job (career) knowledge.

You can also read for pleasure. A book can carry you to another time and place and allow you to see the world through the eyes of others. Reading helps you to communicate, to solve problems, and to become a life-long learner.

# COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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## TERMINOLOGY (Continued)

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### PB 1 (Continued)

Cosign Beneficiary	Finance charge Security deposit	Lease Premium	Minimum monthly payment Insurance
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<u>PB 2</u> Withholding Financial aid	Income Tax	Deductions	Earned income credit
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<u>PB 3</u> Culture	Ethnicity	Race	Bibliography
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<u>PB 4</u> Interest inventory	Career	Vocation	
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<u>PB 5</u> WPM	Skimming	Scanning	Comprehension rate
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<u>PB 6</u> Fiction Climax/conclusion	Sequence Setting	Setting Theme	Biography/autobiography
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<u>PB 7</u> Tone Personification	Form	Simile	Metaphor
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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.07, 11.08, 11.11, 11.12) (CR 5.04, 5.09, 12.01, 12.05, 12.08)**

**Benchmark Task:** Read and Interpret contracts; e.g., insurance policies, rental agreements, credit applications, loan applications.

(Basic content areas: Interpreting technical materials, deriving literal meaning, applying reading skills to life situations)

1. Bring to class one or more contracts (e.g., insurance policy, rental agreement, credit application, loan application). Make a copy for everyone. Brainstorm why each type of contract is important. Contracts are based on two parts. Identify the benefits and responsibilities of both parties. (G, ET: 1 hr.)
2. Study 2 different types of contracts and write down (on a separate piece of paper) approximately 8 pieces of information you must include when filling out the forms. Do this for both contracts. Discuss fair and unfair practices. (I or G, ET: 30 min.)
3. Discuss what to do if you believe your application for a loan, credit, insurance, or lease was turned down unfairly (e.g., you didn't get a loan because of your race.) (G, ET: 15 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 1 (Continued)

4. Assuming that the payback on a loan varies according to the original amount of the loan, the interest rate, and the length of the loan, calculate the interest paid on a loan you are currently paying off or on an example your instructor gives you. (I, ET: 45 min.)
  5. Discuss the advantages and disadvantages of having credit cards. Compare the various credit applications from the class and rank the credit cards from "best to worst" (based on factors such as annual fee and interest rate). Then, draw a line graph showing this ranking. (G, ET: 1 hr. 30 min.)
  6. Complete at least one type of contract form. (I, ET: 45 min.)
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#### PB 2 (11.07, 11.08, 11.12) (CR 5.01, 5.08, 12.03, 12.05, 12.08, 14.02)

**Benchmark Task:** Interpret and complete state and federal forms; e.g., tax forms, withholding tax statements, financial aid applications, SSI forms, voter registration, unemployment compensation application(s), housing assistance forms, food stamp application.

(Basic content areas: Interpreting technical materials, relating technical terminology to different situations, completing information on legal or technical forms)

1. Discuss the various forms in a small group of 3-4 persons. Give reasons why the government requires us to fill out these forms. Share your group's reasons with the whole class. (G, ET: 30 min.)
2. With a partner, find various items (from a list your instructor gives you) in an income tax instruction booklet and record the page on which the information appears. (G, ET: 20 min.)
3. Using the instruction booklet, decide which federal tax form (1040EZ, 1040A, or 1040) is right for your situation. Fill out the appropriate form as accurately as possible for your situation even though you may have to make up some numbers for this practice activity. Look in the instruction booklet for help. (I, ET: 1 hr. 30 min.)
4. Figure out whether or not you are eligible for an Earned Income Tax Credit. As a learning exercise, fill out an Earned Income Tax Credit form whether you are eligible or not. (I, ET: 45 min.)
5. Fill out a KY state income tax form that is appropriate for your situation. Use the instruction booklet for help. (I, ET: 1 hr.)
6. Discuss why having tax withheld is good for an employee. In pairs, fill out a W-4 (withholding form) for each person. (G, ET: 20 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

7. Complete one of the following forms: Social Security Insurance application. Also, complete one of the following: financial aid application (schools/colleges); unemployment compensation application; housing assistance form; or an application for food stamps. (I, ET: 1 hr. 30 min.)
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#### PB 3 (11.07, 11.08, 11.09, 11.11, 11.13) (CR 4.01, 12.03, 12.05, 12.06, 15.01, 15.02)

**Benchmark Task:** Read articles, stories, poems, or plays about another culture and prepare an exhibit (i.e., poster, display) based on what has been learned about the culture.

(Basic content areas: Perceiving different forms of literature (including those of multicultural and contemporary cultures), analyzing and evaluating content, understanding figurative language, predicting and verifying information, communicating ideas in outline format, deriving meaning from a variety of written sources)

1. Discuss what a culture is as compared to a race or an ethnicity. Brainstorm about some of the characteristics of "American" culture or your own culture. (G, ET: 30 min.)
2. Choose a country/culture that is unfamiliar to you (e.g., African-American, French, Mexican, Egyptian, Chinese, South African). Before researching this country/culture, write how you think this culture may differ from your own country/culture. Be specific. (I, ET: 20 min.)
3. Visit the library individually or as a class and find a newspaper or periodical article about the country/culture that you chose in PB 3, Activity 2. Bring a copy of the article to class. In your own words, tell the class the most important points of the article. Summarize what this article says about your country's culture (e.g., religious affiliation, hostility toward women, warlike behavior). (I/G, ET: 3 hrs.)
4. Visit the library and read at least one poem and one story or play from the country/culture you chose in PB 3, Activity 2. Write down the titles, authors, publishers, and copyright dates of your resources (bibliography). From these literary examples, what did you perceive to be valued by this culture? (I, ET: 3-5 hrs.)
5. Using the resources from the library (periodicals, encyclopedias, biographies, literature), prepare a short report on what you learned about your country/culture. Submit the report and bibliography to your instructor. (I, ET: 3 hrs.)
6. If possible, interview someone of this culture to verify and enhance your research. (I, ET: 1 hr.)
7. Using your notes from PB 3, Activity 2, discuss in groups of 3-4 people how your research revealed information about the country/culture you chose that differed from what you first assumed about it. (G, ET: 30 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

8. Prepare an exhibit (e.g., a poster display, diorama, or model) based on what you have learned about the country/culture you chose. (I, ET: 2-4 hrs.)
  9. Select 3 different poems, and identify the use of figurative language, irony, or satire. (I or G, ET: 1 hr.)
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#### PB 4 (11.07, 11.08, 11.09, 11.11, 11.12) (CR 9.01, 9.02, 9.05, 10.02, 10.03)

**Benchmark Task:** Identify a career field and locate and read information about the requirements and duties of that field. Analyze your own strengths and interests in relation to the career field.

(Basic content areas: Locating and reading resources on a topic; evaluating own interests, strengths, and skills in relation to occupations; interpreting and summarizing materials read; reading to obtain factual information)

1. Discuss how a career/vocation differs from a job. (G, ET: 10 min.)
  2. Take an interest or skills inventory. Compare your results with the inventory's suggestions of careers that fit your profile. (I, ET: 1 hr.)
  3. Interview someone who works in a field that most appeals to you. Be sure to take notes or use a tape recorder. You can use this person as one of your sources in the next activity. (I, ET: 30 min.)
  4. Using a career field chosen from the inventory in PB 5, Activity 2, read at least 3 articles/books on the field. Write a short report on the chosen field's requirements and duties. Include a list of your sources. (I, ET: 4 hrs.)
  5. As a class, choose 1-2 career(s) and invite someone from each to speak. Each person should be prepared to ask at least one question. As a group, write and send a thank-you note. (G, ET: 2 hrs.)
  6. In groups of 3-4 people, share what you learned about the career field you chose. Listen to your group members as they describe their field. Ask questions, if time permits. (G, ET: 30 min.)
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#### PB 5 (11.07, 11.08) (CR 3.07)

**Benchmark Task:** Demonstrate different reading approaches for recreational reading and texts or technical manuals.

(Basic content areas: Reading for specific purposes, expanding vocabulary, selecting reading material for special purposes)

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

1. In groups of 3-4 people, brainstorm how recreational reading differs from reading a text or technical manual. Have one person record your group's suggestions. Share your group's suggestions with the class. (G, ET: 20 min.)
2. Practice increasing your reading speed by using short, recreational reading passages that your instructor has divided into meaningful thought groups of 3 to 5 words each. You can read more quickly this way. Or, try reading by running your finger down the middle of the page, keeping your eyes on your finger as you read the words. Then, answer questions about what you've read. (I, ET: 5-10 min.)
3. Record your beginning and ending time (in seconds) as you read each passage in PB 5, Activity 2. The formula for finding your words per minute is:

$$\text{WPM} = \frac{\text{number of words read}}{\text{number of seconds reading}} \times 60.$$

Also, calculate your comprehension rate:

$$\frac{\text{number words correct}}{\text{number of questions.}}$$

Repeat the exercise with other passages, trying to improve both your speed and comprehension. (I, ET: 5-10 min. each)

4. Use a textbook chapter. Skim by reading the title, subheadings, pictures, and charts first and last paragraphs. Summarize orally what the chapter is about. (I, ET: 15 min.)
  5. Scan for a name or date by glancing over a page very rapidly. Don't worry about skipping over large portions of the content. You don't want to read every word. (I, ET: 5 min.)
  6. Using instructor prepared materials, answer questions by using your skimming and scanning skills. As a class, discuss situations when you might need these skills, and when you would want to read every word. (I, ET: 30 min.)
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#### PB 6 (11.08, 11.13) (CR 8.02, 8.04, 12.05, 12.06, 15.02)

**Benchmark Task:** Become aware of a variety of forms of literature. Recognize the elements of a story, identify the writer's purpose, and apply literature to problem solving.

(Basic content areas: Explore reading preferences; determine sequence; recognize story structure and elements of prose; analyze and apply information)

1. In groups, discuss the types of pleasure reading you enjoy; e.g., biographies, science fiction, romance, mystery. Share examples of your favorites. (G, ET: 25 min.)

# COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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## SAMPLE LEARNING ACTIVITIES

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### PB 6 (Continued)

2. Listen to an unfamiliar story read by the instructor. The instructor hands out several large (14" x 16") pictures from the story. The student who thinks (s)he has the first picture takes it to the front of the room (chalk trays or bulletin boards would be good). Then, the next picture and the next until all are displayed. Discuss any changes you want to make in the sequence. (G, ET: 30 min.)
  3. A story has four basic parts: a beginning, a problem, a climax (when the problem is solved), and a conclusion. Identify these parts in "Little Red Riding Hood." Then, do the same with other stories and movies familiar to most students. (G, ET: 20 min.)
  4. Discuss the 4 main elements of a story: characters, plot, setting, and theme. Then, read a story in class that is familiar to most. In small groups, identify the story's 4 main elements. It's fun to begin with childhood stories (e.g., "Cinderella") and build the skill to novels and plays. (G, ET: 45 min. to 1 hr.)
  5. Discuss the five "W" questions and one "H" question (Who is the story about? Where and When did it happen? What happened? Why did it happen? How did it happen and how could it have been changed or stopped?) Then, read a text, a newspaper article, or other non-fiction on your own and answer these questions about your selection. (I/G, ET: 1 hr. 30 min.)
  6. Brainstorm ways you can relate pleasure reading to problem solving. (G, ET: 30 min.)
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### PB 7 (11.01, 11.08, 11.13, 11.14) (CR 9.15, 12.06)

**Benchmark Task:** Interpret form, tone, and figurative language of poetry.

(Basic content areas: Listen to the rhyme and rhythm of poetry, identify tone, theme, and form, explain simile, share views and emotions of others, appreciate poetry for relaxation, improve memory skills)

1. Listen to recorded poetry to get a feel for the rhyme and rhythm. Does all poetry have rhyme and rhythm? Locate other forms of poetry. (I/G, ET: 20 min.)
2. Tone, or mood, of the poem is created by the writer. Read poems selected by your teacher and for each tell how it made you feel. How did the author create this tone? Did the form add to the tone? Select other poetry to read. Be aware of the tone and the writer's style. (I/G, ET: 45 min.)
3. Poetry not only conveys a message, but through descriptive language it creates vivid images and rhythms that affect the emotions of the reader. Define and give an example of a simile, metaphor, and personification in poems. (G, ET: 30 min.)

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 7 (Continued)

4. Read "Mother to Son" by Langston Hughes. What is meant by, "Life for me ain't been on crystal stair?" In small groups, discuss what this mother is telling her son. Explain the metaphors the writer uses. What else supports the tone of this poem? (Teacher may substitute another metaphor-based work.) (G, ET: 20 min.)
  5. Memorizing poetry not only gives pleasure, but also develops memory skills that will serve you well in other areas. Select a poem you would like to memorize and begin working on it. You may chose to work with a partner. (I, ET: Varies.)
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### RESOURCES

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#### PB 1

Fearon.

Forms

Cambridge.

Just Around the Corner: A C-B Program for Adults (User's Guide)

#### PB 1, 2

Media Materials.

Fill in the Blanks: Learning to Fill Out Forms & Applications

#### PB 2

Steck-Vaughn.

Forms & Messages, Life-Coping Skills Series

#### PB 3

Steck-Vaughn.

- 1) Continents Overseas, Geography Skills Series
- 2) A History of Multicultural America: Minorities Today
- 3) Maps - Globes - Graphs: An Interactive Program for Adults, Book 3: World

#### PB 4

Simon & Schuster.

Discover What You're Best At

Robert Ventre Associates.

Getting Ready to Be A Nursing Assistant  
Delmar Occupational Learning System

Steck-Vaughn.

Practicing Occupational Reading Skills: (name of occupational title), Series

## COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### RESOURCES (Continued)

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Ten Speed Press.                    What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers

#### PB 5

**NOTE:** Some books in PB 5 are simply suggestions for reading materials for the instructor.

Jamestown Publishers.            1) Skimming and Scanning: Advanced Level  
    2) Timed Readings and Timed Readings in Literature (Both Book 10)  
    3) Reading and Understanding Short Stories, Levels I & II

South-Western Publishing Co.        Reading in Focus: Learning to Get the Message

Cambridge.                            Snapshots: A Collection of Readings for Adults, (RL 8)

Contemporary.                    Expressions, (Stories & Poems) and Viewpoints, (Non-fiction selections), Whole language series

Prentice-Hall.                        Be A Better Reader: Level F (Includes interpreting forms)  
    Be A Better Reader: Level G (Increases reading speed)

#### PB 7

Cambridge.                            Cambridge Pre-GED On Your Own reading (contains "Mother to Son")

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### ADDITIONAL RESOURCES

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# COMMUNICATION SKILLS (READING) - KCBAE Level III

COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

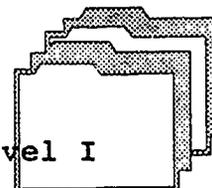
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ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

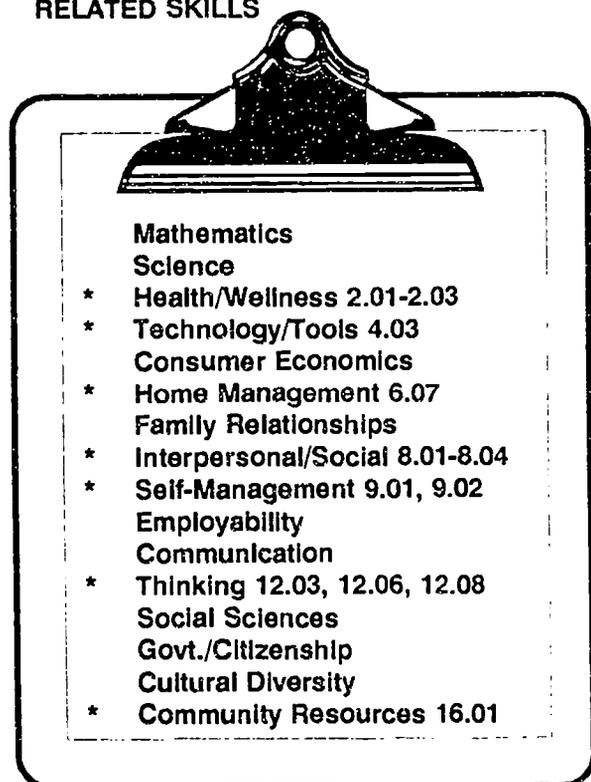
KCBAE Level I



## Beginning Level

- COMPETENCIES:**
- 11.01 Demonstrate listening skills
  - 11.02 Demonstrate verbal communication skills
  - 11.04 Demonstrate ability to give and receive messages
  - 11.05 Interpret nonverbal communication
  - 11.07 Demonstrate a functional vocabulary
  - 11.09 Demonstrate correct oral and written English

### RELATED SKILLS



### PREREQUISITES

Fluency in English  
Ability to hear well  
Ability to speak so that a careful listener  
can understand

### BENCHMARKS

1. Verbally respond to questions about personal data
2. Listen to information and describe content
3. Listen for meaning
4. Give and follow directions
5. Ask for and follow directions
6. Inquire for information and explain information to others

### TERMINOLOGY

**Language Experience Story:** The student dictates a story from personal experience to a tutor who reads the story back. The student adds to or corrects the story. The story then becomes part of the student's reading instruction material.

**Terms in this lesson:** Experience, leisure, communication, listening, audiotapes, video, compact disk, cooperatively, verbal, nonverbal, directions, immunization

### REFLECTIONS

Our oral communication allows us to listen to and consider another's thoughts, as well as to share our own. Language skills are essential for competence in social and occupational settings. Both listening and speaking are skills to develop and improve through practice and attention to good communication models.

C-11-29

## COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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PB 1 (11.01, 11.02, 11.07) (CR 8.01, 8.03, 9.01, 12.08)

**Benchmark Task:** Verbally respond to questions about personal data such as name, address, telephone number, names and ages of family members.

(Basic content areas: Giving and receiving information, speaking clearly and distinctly, comprehending oral communication)

1. Ask the students to dictate to a tutor a language experience story using names and ages of family members. Direct the tutor to read the story back to the students. Have the students listen and add to or correct their stories. (I, ET: 30 min.)
  2. Group the students in pairs. Tell the students to tell each other their names and something they like to do. Instruct the students to listen carefully and to repeat their partners' information. Direct the partners to introduce each other to the group using this information. Model the introductions with a student. Stress the importance of eye contact. (G, ET: 20 min.)
  3. Make a form with one piece of information about each person (e.g., street name, zip code, children's names). Give each student a copy. By asking each other questions, the students will be able to put the correct name beside each piece of information. (G, ET: 20 min.)
  4. Ask the students to share family pictures, telling the names and ages and something about each person in the photos. Instruct the students to remember to make eye contact with their audience. (G, ET: 15 min.)
  5. Using copies of local enrollment forms, instruct the students to role play enrolling their children in school or signing up for adult leisure-time activities. Students are to interview each other to obtain necessary information and fill out required forms. Let the students create their own scenarios (school counselor's office, doctor's office, employer, social security). (G, ET: 45 min.)
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PB 2 (11.01, 11.02, 11.07) (CR 4.03, 12.03, 12.05, 12.06)

**Benchmark Task:** Listen to a radio or television program and tell what subject the program dealt with and 3 or 4 items learned from the program.

(Basic content areas: Interpreting oral communication, conveying information orally, expressing ideas)

1. Use a VCR to tape a TV program. Instruct the class to view the program and discuss the subject (title). Direct students to relate orally the facts learned. Instruct a classmate or a volunteer recorder/tutor to list these facts on the board or on a flipchart. Discuss the purpose of titles and how to choose one with the students. (Suggest using a segment from a news or talk show; permission to tape may be necessary.) (G, ET: 1 hr.)

## COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

2. Read a short article to the class. Ask the students to choose a title and give three reasons (based on the information presented) to support their choice. (G, ET: 30 min.)
  3. Instruct each student to select a story to listen to on audiotape. Instruct the student to re-tell the story to a partner or small group. (I & G, ET: 1 hr.)
  4. Make audiotapes of short newspaper articles. Direct small groups of students to listen to a tape and decide on a title. Each small group reports to the class the title that it has chosen, along with three facts from the article. (G, ET: 1 hr.)
  5. Divide the class into groups. Use the television schedule to discuss programs that will be watched and reported on that week. Direct each group member to select a different program to watch and report about to the group. (G, ET: 1 hr.)
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#### PB 3 (11.01, 11.02, 11.07) (CR 12.05, 12.06, 12.08)

**Benchmark Task:** Listen to the lyrics of a song and tell someone else the meaning or story of the song.

(Basic content areas: Listening skills, comprehension of meaning, oral communication skills, conversational skills)

1. Tape and play the theme song of several television programs. Direct the students to name the program and tell about it. (I & G, ET: 1 hr.)
  2. Ask each student to bring a favorite tape or compact disc to class to share. Have the class discuss with the owner the meaning or story of each tape or compact disc. (Most libraries have music that can be checked out.) (G, ET: 1-2 hrs. depending on group size)
  3. Instruct students to listen to the radio at home and choose a song that "grabbed" their attention. Tell students to discuss with their classmates the name of the song and discuss the meaning of the song and the title. (I & G, ET: 15 min.)
  4. Direct students to draw or cut pictures from a magazine to illustrate the song chosen in PB 3, Activity 3. Instruct the students to explain how the pictures relate the story of the song. (G, ET: 30 min.)
  5. Instruct students to share their favorite songs with a partner or small group. Direct the students to tell why they like the lyrics and how the music supports the lyrics. (G, ET: 20 min.)
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# COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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## SAMPLE LEARNING ACTIVITIES

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PB 4 (11.01, 11.02, 11.04, 11.09) (CR 2.03, 6.07, 8.01, 8.04, 9.01, 9.09, 9.12, 12.02, 12.03, 12.05, 12.08, 16.02)

**Benchmark Task:** Gives and receives oral directions/messages for various life situations; e.g., phones 911 to report an accident, calls for a bus schedule, phones an order for a pizza.

(Basic content areas: Listening skills, verbal communication, giving directions and messages, using the telephone)

1. Tell students to call an absent classmate and explain the homework assignment. (I, ET: 15 min.)
  2. Provide each student an index card with a basic line drawings. Direct students to describe orally (without gestures) to a partner who cannot see the drawing how to duplicate it on a blank card. If a mistake is made, tell students to talk their partner through the correction. Reverse roles for another drawing. (G, ET: 15 min.)
  3. Direct one group member to read a no-cook recipe to a small group. Ask members to listen to instructions and work cooperatively following verbal instructions. Instruct the group to divide responsibility for measuring. (See sample recipe under Resources in this section.) (G, ET: 40 min.)
  4. After watching a safety video (library, Red Cross, police or fire department), direct students to role play a 911 call. Tell students to decide in their groups what the situation is and what information to give in the call. (G, ET: 1 hr.)
  5. Ask students to call for a bus schedule giving their names, addresses, and destinations. (I, ET: 15 min.)
  6. Instruct everyone in the group to tell what they like on pizza. Let the group decide on toppings for a pizza order, write the order, collect the money, and phone in the order. (Give a few days advance notice when money is required.) (G, ET: 15-30 min.)
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PB 5 (11.01, 11.02, 11.04, 11.05) (CR 8.04, 9.01, 9.02, 9.06, 9.08, 9.11, 12.03, 12.05, 12.08, 16.01)

**Benchmark Task:** Ask for and follow directions to a community business or organization with an unknown location. Identify nonverbal behavior used by the person giving directions (i.e., gestures, facial expressions, tone).

(Basic content areas: Understanding nonverbal messages, stating verbal directions, asking for information)

1. Use several laminated copies of a small town map. Ask one person to give directions as the others trace the route on their maps using grease pens. Change the leader for directions to new destinations. (G, ET: 40 min.)
2. Instruct one student to close his/her eyes. Choose a partner for the student. Ask the partner to verbally direct the student through a safe area. (G, ET: 10 min.)

## COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

3. Tell a student to give directions from the classroom to another location in the building where an object or notice has been placed. Instruct another student to listen carefully to the directions. Then, direct the student to follow the directions and bring the item back to classroom. (G, ET: 15 min.)
  4. Give directions to a city park or other public location where the class could meet. Direct class members to tell what was most helpful about the directions (landmarks, distances, street names) and what was unclear. (G, ET: variable depending on selected location)
  5. Ask a nonclass member to give directions to the nearest fast food restaurant or gas station. Ask the class to discuss how gestures and facial expressions used were helpful in understanding the directions. Ask the class to describe gestures that were confusing. (I, ET: 15 min.)
  6. Choose a location that is unknown to most class members (i.e., restaurant, used book store, museum). Give clear, detailed directions so all can meet at the location. Include address and phone number. (G, ET: variable depending on selected location)
  7. Have each student draw a map from their home to the school. Students should include traffic lights, signs, hazards. (I, ET: 30 min.)
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PB 6 (11.01, 11.02, 11.04, 11.07, 11.09) (CR 2.01, 2.02, 2.03, 4.03, 9.01, 9.02, 9.06, 9.08, 9.12, 16.01)

**Benchmark Task:** Call the local health department to inquire about health services available in the community and explain the services to another student.

(Basic content areas: Using the telephone, asking for information, giving and receiving messages, listening skills, using verbal communication skills)

1. Begin a class discussion to see how much is already known about health services in the area--and to develop an interest in finding more information. Model interaction with listeners. (G, ET: 20 min.)
2. Instruct students to use the phone book to make a list of possible sources of health information in their area. Ask class members to volunteer to contact at least one source and report available services to the class. (I & G, ET: 1 hr.)
3. Appoint students to contact a visiting/home nurses' association. Ask students to compare what services and specializations are available and relate their conclusions to the class. (I & G, ET: 30 min.)
4. If your health department or local hospital has a speakers' bureau, invite a volunteer to speak in the class. Direct class members to prepare questions to ask the speaker. (G, ET: 40 min.)

# COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

5. Check the Sunday newspaper for the time and location of health-related classes and groups meeting in your area. Visit one class and relate the experience to the class. Use questions and comments to interact with students. Direct students to listen carefully and be ready for questions and comments. (I & G, ET: 1 hr.)
6. Find out what opportunities exist for volunteers in health care services and share this information with the class. Include a handout with organization names and phone numbers. (I, ET: 10 min.)
7. Direct students to call the local health department and inquire about required immunization for pre-school children--or the availability of flu immunization for adults. (I, ET: 15 min.)

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## RESOURCES

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Steck-Vaughn.

- 1) Real Life English (audiotape with written text)
- 2) A Competency-Based ESL Program for Adults
- 3) Study Skills  
Introductory, Listening, Following Directions and Taking Notes

Fearon/Janus.

Medical Care

Curriculum Associates.

Following Directions

New Readers Press.

- 1) Speaking of Survival (book and cassette)
- 2) You Are Here (Maps, Instructions, and Diagrams)

Lakeshore Life Skills.

Listen for It

Psychotechnics, Inc.  
1900 Pickwick Avenue  
Glenview, IL 60025

Radio Reading audiotapes and booklets

### Videotapes

Glencoe.

Tuning In the USA Radio Series

Instructional Materials

Lab, Univ. of MO-Columbia.

Applied Communication Video Tape Series, 4 tapes, \$100



# COMMUNICATIONS (SPEAKING/LISTENING) - KCBAE Level I

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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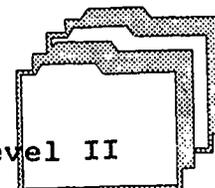
ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

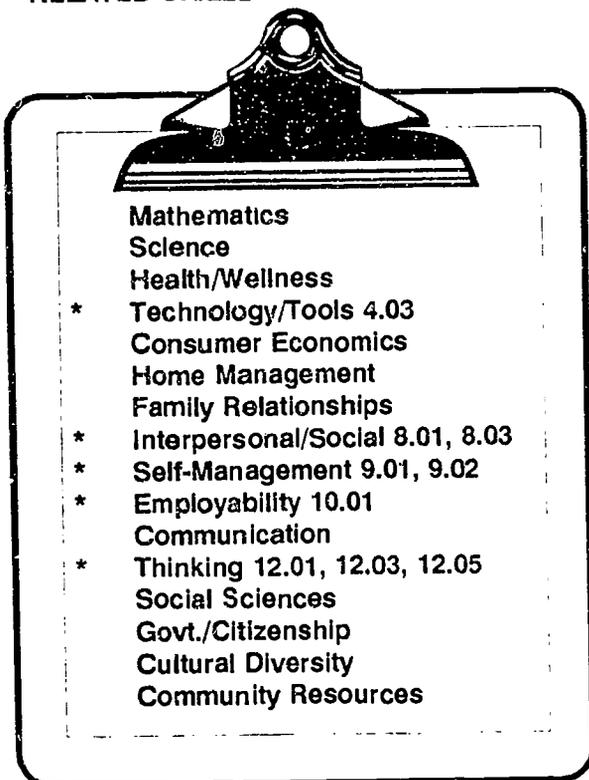
KCBAE Level II

Intermediate Level



- COMPETENCIES:**
- 11.01 Demonstrate listening skills
  - 11.02 Demonstrate verbal communications skills
  - 11.04 Demonstrate ability to give and receive messages
  - 11.05 Interpret non-verbal communication
  - 11.07 Demonstrate a functional vocabulary
  - 11.09 Demonstrate correct oral communication: grammar

## RELATED SKILLS



## PREREQUISITES

Demonstrates simple speaking/listening skills

## PROGRESS BENCHMARKS

1. Listen to a tape or watch a videotape and summarize the main ideas
2. Ask someone to describe a situation and then describe this situation to another student, including nonverbal cues
3. Listen to directions given orally and follow the directions to complete a task
4. Role play as a job applicant for a position
5. Place local and long distance phone calls
6. Create a children's story and tell it to a child

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Pronunciation	Etiquette	Creative	Nonverbal
Scenario	Presentation	Colleagues	Prospective
Cues	Conversational	Verbal	Body language
Proceedings	Concentration	Barriers	Clarification
International	Excessive	Affirmation	Cellular phones
Gestures	Opinion	Initiate	Oral communication

## REFLECTIONS

Oral communication may be the most important activity of our lives. From approximately age 2 until death, most of us spend a high percentage of our time speaking and listening. We communicate orally to share information, to create relationships, and to gain support from others.

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.01, 11.02, 11.07, 11.09) (CR 9.01, 12.05)**

**Benchmark Task:** Listen to a tape or watch a videotape on a topic of interest to you. Summarize the main ideas and verbally share these ideas with a classmate or the instructor. Have the listener rate you on the following areas of speaking for improvement: eye contact, organization of ideas, specific terms, correct grammar, clear enunciation.

(Basic content areas: Improving voice quality, conveying oral messages, listening for main ideas, organizing thoughts, improving how you pronounce and enunciate words)

1. **Get the dictionary habit! Learn 2 new words each week. Select the words from those you hear or read but are unsure of their exact meanings or choose the words directly from the dictionary. Write your words and their definitions in a notebook indicating their pronunciations. Be sure you use each week's new words in writing or in speaking at least 3 times during the week.**

Look in the front of the dictionary and learn how to interpret markings for pronunciation. Discuss the markings with your teacher. Communicating effectively requires expressing clearly your thoughts and interpreting accurately what others say. Improving your vocabulary makes you a better communicator. (I, ET: Varies)

2. **Using Attachment A-1 or A-2, get your colleagues to help you determine how good your listening skills are. Also, use the form to help you observe the listening skills of your colleagues. Learning communication skills is a continuous process. Begin improving your listening and observation skills by paying special attention to improving these skills for the next 2 weeks.**

Listening and observing are keys to good communication. Practice improves these skills. Improvement comes from conscious listening and watching the persons speaking to you. Maintain eye contact and show interest in what the other person is saying. Brief supportive comments and facial expressions show that you are interested. Asking questions when you are not clear about what is said helps assure accurate interpretation. Conversation alternates careful listening and observing with speaking. Conversation involves taking turns with others when switching from speaking to listening. Just as a period indicates the end of a sentence, a drop in voice pitch and a pause in conversation indicate an appropriate time for someone else to assume the speaking role. (G, ET: Varies)

3. **Conversational skills are important in the workplace and social settings. Practice conversational skills by reading Attachment B and completing the suggested activities. (I, ET: Varies)**
4. **Practice the exercises in Attachment C to improve your voice. Controlling the voice improves voice quality and promotes positive communication. (I, ET: Varies)**
5. **Working with one or more students, prepare a bulletin board for the classroom on one of the following topics: "Making Friendly Conversation" (Express an interest in what they do,**

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 1 (Continued)

ask questions, give sincere compliments, listen when people talk, look at persons who are speaking, ask for ideas, share ideas, greet people by name); "Body Language—The Nonverbal Message" (How we handle space; what posture conveys; and what the message of touch, the stare or the glance, facial expressions, or gestures indicate). (G, ET: 1 hr.)

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#### PB 2 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.07)

**Benchmark Task:** Ask a student or a friend about a past situation which required the ability to adapt to a new situation. Then, describe this situation to another student, including nonverbal cues observed when the first student or friend talked to you.

(Basic content areas: Practicing listening skills, improving conversational skills, honing observation skills, conveying oral messages)

1. Read Attachment D, Basics of Communication and Listening. Practice your listening skills by selecting a classmate as a partner. Ask your partner to tell you about his/her family or choose another topic of mutual interest to discuss. Concentrate on the suggestions for good listening. After the conversation, rate yourself on these listening skills and have your partner rate you as a listener. Compare your ratings with your partner's ratings. Use 3 ratings: Good, Fair, Poor. (G, ET: 20 min.)
2. Read Attachment E, Nonverbal Communication. Select another classmate. Tell him/her to conduct an experiment on listening. Ask the classmate to tell you about his/her children, grandchildren, or some other family member. Listen closely enough to be able to repeat back the basic information that you heard. During the conversation, provide nonverbal cues that indicate you are not listening: avoid eye contact, give minimal or no facial expression—smile or nod, appear preoccupied. After the classmate finishes talking, ask what impressions you gave in terms of being interested and listening to what was said. Discuss how nonverbal cues affect the message that you communicate. (G, ET: 20 min.)
3. About 50% or more of all communication is conveyed nonverbally. Learn to watch for the unspoken message. Observe 3 different people for a minimum of 10 minutes. Try to guess what they are feeling based on nonverbal communication. Use Attachment F as a guide. Make a list of nonverbal messages for each person and your interpretation of the meanings. (I, ET: 1 hr.)
4. Read Attachment G, Communication through Conversation. First, try the suggestions with a person whom you know. Then, select someone whom you do not know and introduce yourself and carry on a conversation for a minimum of 5 minutes. Write an evaluation of how well you think you did in following the suggestions for conversational communication. (I, ET: 45 min.)
5. Have you considered the effect posture has on the sound of your voice? Place a tape recorder 3-4 feet away from you. Turn on the recorder. Sit down on a soft, comfortable chair or sofa and cross your legs. Lean forward and speak naturally in a normal tone of

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

voice. Record your voice. Now, move to a firm chair. Sit up straight with shoulders back. Speak naturally, using the same normal tone as before. Try standing up slumped forward with most of your weight on one foot while the other is crossed. Lean against a doorframe or other support. Then, speak naturally in a normal tone of voice. Without stopping, shift to a complete, upright position with shoulders back and weight resting on the balls of both feet. Now, listen to the recording and note the differences in the sound of your voice. Good posture makes it easier for you to speak and produce a better quality speech. The range, clarity, and forcefulness of your voice are also affected. Remember, posture is important in becoming a more effective communicator. (I, ET: 15 min.)

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#### PB 3 (11.01, 11.02, 11.04, 11.05) (CR 4.03, 9.02, 9.05, 12.03, 12.05, 12.07)

**Benchmark Task:** Listen to directions given orally and follow the directions to complete a task. Ask a friend or classmate to orally give you directions how to do something that you do not know how to do or how to go somewhere you have not been. Complete the task or go to the destination. Evaluate yourself in terms of how well you understood and followed the directions given to you. Write a paragraph giving your evaluation of your listening skills and your ability to follow the directions given.

(Basic content areas: Listening, following directions, giving directions, questioning for clarification, repeating information for affirmation, telephoning, taking notes, organizing information)

1. Have a classmate or an acquaintance describe orally something to you. Listen carefully and ask questions for clarification as needed; repeat back parts of what you have heard confirming that you received the intended message. Take a few minutes to reflect on what you heard and to organize your thoughts. Present an oral description of what you heard to the classmate or acquaintance. Ask the person to relate how closely your description matched the message sent. (G, ET: 30 min.)
2. Assume that you are planning a vacation to a new destination. Ask an acquaintance who has been there to suggest areas of interest, places to stay and eat, and the best route to reach the destination. Take notes, ask questions for clarification, and repeat portions of uncertainty for confirmation. (I, ET: 20 min.)
3. Telephone a friend and ask directions to some place that you have not been. Take notes as you listen, ask questions for clarification, and repeat back what you are unsure about and need to confirm. Follow the directions and see how well the message was sent and received. (I, ET: 20 min.)
4. Attend a meeting; listen to the proceedings and discussion and take notes. After the meeting, organize your notes for your use in orally communicating to one or more people what took place in the meeting. Select a classmate or someone else to listen to your verbal description of the meeting. (G, ET: 1 hr. 30 min.)

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

5. Explain the directions for completing an unfamiliar task to a person. Tell the person to repeat to you what was heard or to perform the task from your directions. Ask the person to report to you how good your directions were. (G, ET: 30 min.)
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PB 4 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09) (CR 8.01, 8.03, 9.02, 9.08, 10.01, 12.03, 12.05, 12.07)

**Benchmark Task:** Role play as a job applicant for a position that you have read about in the newspaper classified advertisements. Work with another student as a partner to interview you; then reverse positions and interview your partner.

(Basic content areas: Developing listening skills, making introductions, responding verbally to questions, preparing for an interview, participating in an interview, interviewing others)

1. Read in a book of etiquette or other resource how to make proper introductions. Work with 2 other classmates to practice making introductions for the following scenarios: (I & G, ET: 1 hr.)
  - a. Introduce a customer to your employer.
  - b. Introduce yourself to a prospective employer.
  - c. Introduce one employee to another in the role of an employer.
  - d. Introduce a friend to your mother or father.
  - e. Introduce one acquaintance to another acquaintance.
2. Develop a 3-5 minute introductory description of your work-related experience and verbally give this introduction to another student as if the student were a prospective employer. (G, ET: 30 min.)
3. Work with another student to develop a list of questions that a prospective employer might ask in an interview. Practice responding verbally to these questions. Ask your partner to tell you how well you did. Reverse roles with your partner. (G, 40 min.)
4. Select a job of interest to you. Assume that you are interviewing for this job and are asked to explain why you are interested in the job and how your qualifications fit the requirements of the job. Organize your thoughts for a response and role play this situation with a classmate. (G, ET: 30 min.)
5. Interview a knowledgeable person on one of the following topics:
  - a. Services offered through the health department
  - b. Warning signs of skin cancer
  - c. Neighborhood crime prevention
  - d. Selecting apparel for a job interview

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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#### PB 4 (Continued)

Plan your interview questions in advance and take them with you for reference. Take notes during the interview. Verbally report to the class what you learned. (I, ET: 1 hr.)

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#### PB 5 (11.01, 11.02, 11.04, 11.07, 11.09) (CR 4.03, 8.01, 8.04, 9.01, 9.02, 12.03, 12.08)

**Benchmark Task:** Place local and long distance phone calls choosing an appropriate calling time, pre-planning the message, and using a pleasant telephone voice.

(Basic content areas: Practicing telephone speaking and listening skills, placing and receiving telephone calls, using the cellular phone, placing long-distance and international calls)

1. Read a reference about placing and receiving telephone calls. Practice placing and receiving business and social calls. Before placing a call, consider the message(s) you wish to convey and organize your thoughts. Consider proper times for placing calls, identifying yourself, putting a smile in your voice, and speaking clearly and distinctly. (I, ET: 20 min.)
  2. Practice telephone concentration when placing and receiving telephone calls. Give complete attention to the conversation; don't let your mind wander. Try to understand the message being communicated. Repeat important points for affirmation, write key facts, and ask questions to assure understanding. As a daily exercise for a week, practice listening closely to people without interrupting. Focus on the conversation and trying to understand the sender's message. (I, ET: Varies)
  3. Answer 3-5 phone calls for others and take messages. Be sure to include the caller's name, spelled correctly; the phone number with area code and extension; the time and date of the call; and the message. Ask for the information needed and repeat the phone number, person's name, and message to be certain you have the information correct. (I, ET: 25 min.)
  4. Locate information on placing long-distance calls and international calls. Take notes and use your notes to verbally explain this information to another classmate. (G, ET: 20 min.)
  5. Read information about cellular phones. Place a call on a cellular phone. (I, ET: 20 min.)
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#### PB 6 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09) (CR 8.02, 8.03, 8.04, 9.01, 9.02, 9.08, 12.01, 12.05, 12.06, 12.07)

**Benchmark Task:** Create a children's story and tell it to a child. Describe the child's verbal and nonverbal response and how you used nonverbal language in telling the story.

(Basic content areas: Creative oral presentation, use of nonverbal language to convey understanding and entertain, reaction to verbal and nonverbal cues)

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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### SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

1. Select 3 persons in different age groups (at least 10 years difference between each 2 groups). Observe body language for one week. Make a list for each person of the nonverbal gestures or facial expressions that you observe and the message you believe these gestures convey. (G, ET: Varies)
  2. In a group of 3-5 classmates, tell about your most interesting vacation or the funniest thing that has happened to you. Be conscious of your use of verbal and nonverbal expressions. Ask your classmates for suggestions for improvement. (G, ET: 45 min.)
  3. Communication requires adjusting the words we use to the needs and experiences of the listener. Think about the earliest memory that you have from your childhood. Relate this memory first to someone near your own age. Then, describe the same event to a child. Consider the changes made as you related the story to each listener. Did the persons respond in a positive manner indicating understanding? If so, why? If not, why not? (I, ET: 1 hr.)
  4. Construct an entertaining story, poem, or explanation of a drawing and present it to a classmate or friend. (I, ET: 2 hrs.)
  5. Interaction with others and positive communication come from having a genuine interest in others. You learn much about people by getting people to talk about themselves and actively listening to them. Barriers to communication, however, can negatively affect your ability to interact effectively. Study the list of barriers in Attachment H and evaluate how often you use any of them. Most people are guilty of using some of the items on the list at one time or another. Any of these barriers used excessively, however, create communication problems. (I, ET: 20 min.)
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### RESOURCES

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- |                                 |   |
|---------------------------------|---|
| Curriculum Associates.          | 1) <u>Vocabulary for the Twenty-First Century--Books E &amp; F</u><br>2) <u>Stand Up and Speak, Levels B &amp; C</u><br>3) <u>Story Starters, Intermediate</u>  |
| South-Western<br>Publishing Co. | 1) <u>Listening and Speaking for Job and Personal Use</u><br>2) <u>Listening Skills</u><br>3) <u>Speaking Skills</u><br>4) <u>Business Communication, 2nd Edition</u><br>5) <u>Basics of Oral Communication</u> |
| Dryden Press.                   | <u>Business Communication</u>   |

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

COMPETENCIES 11.01, 11.02, 11.05, 11.07, 11.09

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## RESOURCES (Continued)

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Fearon/Janus/Quercus. Pacemaker Communication Skills Series  
Let's have a Talk  
Give Me a Call

Contemporary. Foundations for Reading

Impact Publications. 1) Complete Q & A Job Interview Book  
2) The Effective Interviewer  
3) Your 1st Interview  
4) The Five Minute Interview  
5) 101 Great Answers to the Toughest Interview Questions  
6) Listening: The Forgotten Skill

### Multimedia

Meridian Education Corporation. 1) Nonverbal Communication, \$49  
2) Verbal Communication, \$45

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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

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CHECK YOUR LISTENING SKILLS

Ask three of your colleagues to help you improve your listening skills. Have two colleagues rate your listening skills using the rating items below. Have them place their ratings in a sealed envelope and give them to a third colleague. The third person is to prepare a summary of the ratings without identification of the raters and give the summary to you. Practice improving your listening skills for two weeks. At the end of that time, go through the rating process again. Note any improvements and areas which need more work.

Rating Scale: 5 Excellent, 4 Good, 3 Average, 2 Fair, 1 Poor

- \_\_\_ 1. Concentrates on what is being said and anticipates what the speaker will say next.
- \_\_\_ 2. Focuses on the message--including verbal cues as well as the spoken word.
- \_\_\_ 3. Overcomes distraction and listens intently to what is said.
- \_\_\_ 4. Provides nonverbal cues to the speaker that the message is heard and understood.
- \_\_\_ 5. Inserts appropriate supportive comments and facial gestures that let the speaker know the message is received and understood.
- \_\_\_ 6. Works at listening; demonstrates interest in what is said.
- \_\_\_ 7. Maintains eye contact.
- \_\_\_ 8. Refrains from interrupting.
- \_\_\_ 9. Detects the central message and asks for clarification if unsure.
- 10. Circle the rating on the following scale for overall listening skills.

Excellent  
 listener  
 (One of the  
 best)

Very Poor  
 Listener  
 (One of the  
 worst)

10      9      8      7      6      5      4      3      2      1

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INFORMAL RATING SCALE

SPEAKER'S NAME \_\_\_\_\_

Rating Scale: 5 Excellent, 4 Good, 3 Average, 2 Fair, 1 Poor

- \_\_\_\_\_ 1. Eye contact
- \_\_\_\_\_ 2. Organization of ideas
- \_\_\_\_\_ 3. Specific terms
- \_\_\_\_\_ 4. Correct grammar
- \_\_\_\_\_ 5. Clear enunciation

COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SOCIAL CONVERSATION

Practice initiating and carrying on a conversation with persons who are not associates or friends. For one month, place a star or an "X" on a calendar page for each day that you initiated such a conversation and maintained it for at least 5 minutes. After each conversation review the following tips for conversation and mentally determine which tips you put into practice and rate how effective they were.

1. Indicated interest in the other person by eye contact, facial expression, and tone of voice.
2. Asked questions of the other person such as hobbies, work, current news events.
3. Listened actively to the other person.
4. Shared information about your own interests.
5. Did not talk excessively; shared speaking time.
6. Did not argue or discuss controversial, emotional-laden topics.
7. Let the conversation flow naturally.
8. Refrained from interrupting.
9. Was not defensive in the communication.
10. Courteously closed the conversation.
11. Held up your end of the conversation.
12. Asked questions requiring more than a "Yes/No" answer.
13. Talked about things other than yourself.
14. Used body language when speaking.
15. Remembered names and used the names in conversation.
16. Paid attention to the conversation without your mind wandering.
17. Did not introduce controversial topics but if they were discussed did not get angry or upset.
18. Avoided slang or cliches.

## IMPROVING VOICE QUALITY

Oral communication is used more extensively than written communication yet we give far less attention to improving our voice quality and speaking mannerisms. The following paragraphs provide tips for improving voice quality.

### Proper Breathing

Two or three deep breaths help relax your sound-producing organs and prepare you for speaking. Sufficient air inhalation and control of air exhalation while speaking improves the sound quality of your voice. Breathe deeply filling your lungs by extending your abdomen rather than raising your shoulders. The diaphragm, a muscular partition between the chest and abdomen should control breathing. A sufficient amount of air helps your voice to sound rich and full.

### Control of Jaw, Tongue, and Lips

Tight jaw, tongue, and lips cause mumbling and increase the difficulty of being heard. Pronunciation, enunciation, and sound clarity depend on flexibility of your jaw, tongue, and lips.

### Pitch

The high or low sound of your voice is called pitch. You need to find your natural pitch and learn to vary your pitch with interest and emphasis. Yawn deeply three times then say "My natural pitch is. . ." Repeat this and notice that your voice becomes lower and richer. Repeat the exercise three times, rest one minute and then again say, "My natural pitch is. . . ." The voice you hear is your natural pitch. Practice varying your pitch to avoid a monotone voice.

### Volume

You must speak loudly enough to be heard but do not want to shout. Notice verbal cues from others to determine if your volume level needs to be adjusted. Varying volume level can also create interest.

### Speed

Become conscious of the speed of speaking. Speed variation in oral communication provides emphasis and increases interest. In one-to-one conversation or small groups, the speaking rate should be from 75 to 250 words per minute. Slowing the speed emphasizes points; however, a high rate of speed communicates excitement.

Emphasis

Different pitch, volume, and speed vary emphasis in speaking. Even the meaning of sentences can be changed by how we emphasize certain words.

Enunciation

Sound each part of words clearly and accurately. Sounding parts of words is enunciation. Sound "g's" clearly on word endings. Examine your own speech patterns or ask a partner to help you determine areas for improvement.

## PRACTICE EXERCISES

1. Practice proper breathing. Inhale air deep into your lungs without raising your shoulders and exhale in a forceful, controlled fashion.
2. Practice speaking with a loose jaw, flexible tongue, and flexible lips by repeating aloud these words and sentences:

willingly  
frequency  
innermost  
humidify

anxiously  
proposition  
likelihood  
equestrian

Order me a jelly sandwich.

What did you do on your last vacation?

Bill asked if you would go with him to the seashore.

Missy missed the morning train to Minnesota.

3. Count from 1 to 10 very slowly, then repeat slowly, and again count rapidly. Hold each word or syllable for several seconds on the same pitch.
4. Use a tape recorder and say the following sentences or words, pronouncing each syllable clearly and distinctly. Play back your recorder and evaluate your performance. Repeat until you are satisfied.

Peter Piper picked a peck of pickled peppers.  
Six thick thistle sticks, six thick thistles stick.  
pop bottle  
hangings  
picture  
fountain

bad time  
several special sales  
Should such shapely sashes shabby stitches show?  
finally  
yellow  
tribulation  
number  
shipping  
My friend fell five floors Friday.  
Enunciation elevates elocution.

5. Read the following sentences into a tape recorder emphasizing the words that are underlined. Notice the difference in tone or meaning:

Who did the marking on the wall?

Who did the marking on the wall?

Who did the marking on the wall?

Did she show up at the meeting?

Did she show up at the meeting?

I didn't hear the message.

I didn't hear the message.

I didn't hear the message.

## BASICS OF COMMUNICATION

Communication means exchanging information. We may exchange information by using words in spoken or written forms or by using actions such as our facial expressions and other body movements. In one form or another, we all communicate.

An important part of communication is learning to communicate effectively. It is critical that your message be understood exactly as you mean for it to be. If your message is not understood correctly, others can be drastically misinformed. Poor communication may also be offensive to someone else even though you had no intention of hurting anyone's feelings. Everyone should be cautious to communicate as effectively as possible at all times.

Fortunately, communication skills can be learned. Not all of us are excellent communicators at this time; however, now that you realize the importance of communicating effectively, you can develop your communications skills.

The types of communication we most often think about and study are spoken and written communication. Both of these areas will be covered in more detail in later Instruction Sheets in this module. However, there are two other areas of communication that will be covered here. These are listening and nonverbal communication.

### LISTENING

To be an effective communicator, you must be a good listener. Some people make poor conversationalists because they do not listen to the other people with whom they are talking. Most people spend about one-half of the time they are awake listening to others. Therefore, to be a good communicator either in informal conversation or in a formal business meeting, you must be a good listener.

Some suggestions for good listening are listed as follows:

1. Take time to listen. Be willing to give your time and attention to the speaker.
2. Concentrate on what is being said. Do not let your mind wander away from the speaker.
3. Show that you are listening by smiling or nodding to let the speaker know you are paying attention.
4. When you are unclear on a point, if appropriate, ask questions.
5. Avoid barriers to listening by not interrupting, arguing, talking too much, being preoccupied, or anything else that may hinder listening for you or others who are trying to listen.

(Source: Vocational Education Competency-Based Modules, Kentucky Department of Education, 1985-86)

### NONVERBAL COMMUNICATION

The adage, "actions speak louder than words," is sometimes very true. Nonverbal communication includes facial expressions, the use of gestures, and all types of body language. Ideas and thoughts are expressed to others many times without the use of words.

Your instructor may at times stop his/her teaching and "stare you down" for talking too much in class. Without saying a word, the teacher is asking you to be quiet. A public speaker may emphasize a point by using a facial expression or using his/her hands to get your attention. Ballet dancers express their interpretations of music through body movements and dance.

Facial expressions say a great deal about how you feel. A smile generally indicates happiness. A frown generally indicates unhappiness or discomfort. Wrinkled brows could mean you are thinking about a problem, concentrating, or doubting something that has been said.

Eye contact is also very important in communication. When talking to others, good eye contact shows you are self-confident, honest, direct, knowledgeable, and interested.

Hand and arm movements, called gestures, can add to the effectiveness of communication as well. Raised arms in a speech, folded hands in a prayer, a shaking finger, hands on the hips, or arms folded across the chest all are gestures that have certain meanings. Gestures can add emphasis; however, too many gestures or too much movement can be distracting and annoying.

Nonverbal communication is not necessarily good. Twisting hair around fingers, biting fingernails, pushing up glasses, or touching the face excessively can indicate nervousness, insecurity, or boredom. Always be conscious of your nonverbal cues and try to only use them to your advantage in communicating to others.

NON-VERBAL COMMUNICATION

If they are:

Smiling  
Nodding affirmatively  
Leaning forward  
Maintaining eye contact

Then they may be feeling:

Enthusiasm and interest  
  
Agreement with what's  
happening

If they are:

Yawning  
Staring off into space  
Shuffling feet  
Leaning back in chair  
Looking at clock

Then they may be feeling:

Boredom  
Fatigue  
Disinterest

If they are:

Frowning  
Scratching head  
Pursing lips  
Staring off into space  
Avoiding eye contact

Then they may be feeling:

Confusion  
Disagreement  
Suppression of feelings

## COMMUNICATION THROUGH CONVERSATION

Conversation is the sharing of ideas, opinions, and thoughts with others. Conversation is talking "with" others not talking "at" them. Being a good conversationalist is important in socializing and making friends as well as in succeeding in school and on the job. The main form of communication between people is conversation.

Some people are better conversationalists than others. The best way to engage in conversation with someone else is to identify the areas in which you have common interests. You might discuss your hobbies, career plans, favorite movies, sports, current events, or any other topics in which you are all interested. Controversial subjects such as politics and religion should be avoided or at least discussed very tactfully.

When starting a conversation, you should ask open-ended questions or make statements that should initiate a response from your conversation partner. Questions that can be answered with a one-word response should be avoided. Questions beginning with "who," "what," "when," "why," or "how" tend to work well to draw people into conversation.

In conversation with others, be sure to do your share of listening. Do not spend a lot of time talking about yourself. Try to hear from others as much as possible. Concentrate on what others are saying. Some people are so concerned about what they should say next that they do not hear what is being said by others. Let the conversation flow naturally.

Some general suggestions concerning conversation are:

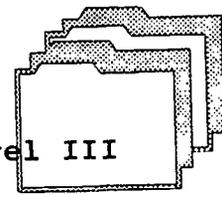
1. Ask questions that promote conversation.
2. Be genuine and sincere when conversing with others.
3. Listen so others will talk.
4. Introduce yourself and start conversation with people in your school or group whom you do not yet know.
5. Do not argue or discuss controversial subjects.
6. Let the conversation flow naturally.

BARRIERS TO EFFECTIVE ORAL COMMUNICATION

1. Use of madeup nicknames. Teasing persons by coming up with a nickname based on some characteristic and frequent use of this nickname can be viewed as a "put down" or attempt to ridicule.
2. Moralizing and Advising. Telling others what we think is proper or providing solutions to every problem mentioned can be an annoying habit. Most people with problems want your attention and support as a good listener while they talk through their problems rather than a solution that expecting you to say what is right or what they should do. If they don't ask for advice, don't give it. Be a good listener.
3. Ordering or Threatening. Trying to control others' actions or speaking in a dictatorial tone does not give the respect people want and deserve. You should ask your colleagues to do something rather than tell them to do it.
4. Questioning. Too much questioning can make a person feel uncomfortable as if they are being cross-examined. Also, questions which probe personal matters, cost of items, or amount of earnings are inappropriate in most situations.
5. Criticizing. Speaking negatively about another person's behavior or attitudes is a conversation stopper. This barrier carried to extreme is guaranteed to disrupt interpersonal relationships.
6. Evaluative Praise. Overuse of praise can be a barrier, particularly if it is given in a superior manner or perceived as insincere. Praise is appreciated and valuable when sincere, but overuse is annoying (Example, You did a great job, but then you always do.)
7. Diversion. Changing the subject and minimizing another person's problems with such comments as "Don't dwell on it. . . ." or "You should have had the problems I had. . . ." leave the listener believing you are disinterested.
8. Logical Argument. Trying to appeal to a person with facts and logic without knowing about other factors may result in miscommunication.

# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

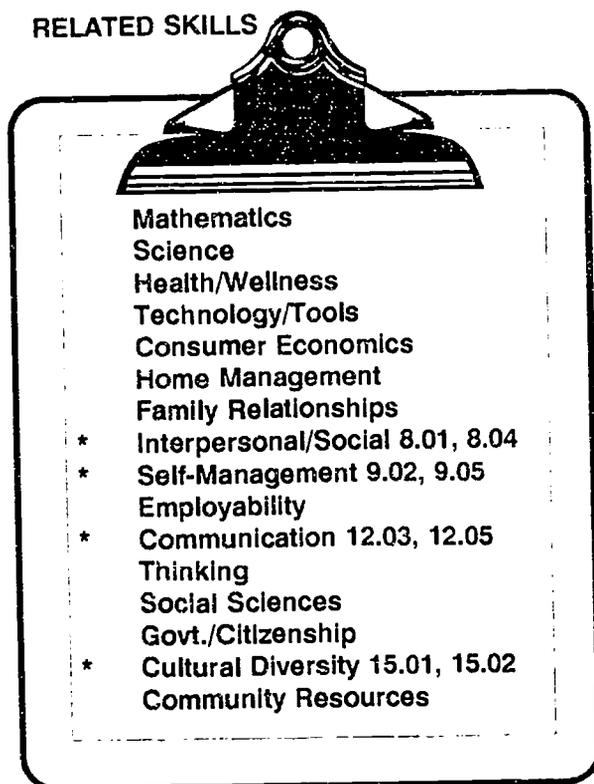
KCBAE Level III



Advanced Level

- COMPETENCIES:**
- 11.01 Demonstrate listening skills
  - 11.02 Demonstrate verbal communication skills
  - 11.04 Demonstrate ability to give and receive messages
  - 11.05 Interpret non-verbal communication
  - 11.07 Demonstrate a functional vocabulary
  - 11.09 Demonstrate use of oral and written and English
  - 11.11 Use research tools to locate information

## RELATED SKILLS



## PREREQUISITES

Rudimentary listening and speaking skills

## PROGRESS BENCHMARKS

1. Ask questions to clarify oral instructions when given directions to accomplish a task
2. Conduct a small group meeting to plan and carry out a task
3. Give an oral presentation including visuals
4. Conduct a business meeting demonstrating leadership skills and a functional knowledge of parliamentary procedure
5. Roleplay an interview for a job; videotape the interview and critique it
6. Describe verbal and nonverbal differences when communicating orally with a person from another country

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Evaluate	Summary	Presentation	Journal
Graphic	Layout	Alternative	Visual
Introductions	Fraud	Independently	Interpretation
Rehearse	Opinion	Transparencies	Impromptu
Parliamentary Procedure	Functional		

## REFLECTIONS

Effective speaking and listening are important in every aspect of life. As we relate to other people, we strive to clearly communicate messages orally more often than in written form. Giving attention and practicing speaking and listening techniques can improve our communication with others. Remember, communication translates to a mutual understanding of the message conveyed.

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.01, 11.02, 11.04, 11.07, 11.09) (CR 9.02)**

**Benchmark Task:** Ask questions to clarify oral instructions when given directions to accomplish a task. Select something that you would like to learn to do. Identify someone who can help you learn the task you have selected and have them give you verbal instructions. Listen carefully and ask questions to be sure you understand directions. Take notes as necessary. Repeat back instructions you need verified. Have the person teaching you the task help you evaluate how well you listened and how well you followed instructions.

(Basic content areas: Evaluating listening strengths and weaknesses, improving listening skills, listening and noting instructions, repeating information and asking questions for clarification)

1. Watch a television "self-help" show (i.e., cooking, gardening, home repairs, or other topic). Write down questions that would help you understand the directions better if you could ask them of the presenter. (I, ET: 1 hr. 30 min.)
  2. Work with a partner in class to exchange information on how to do a task with which you are unfamiliar. Take notes and ask questions for clarification. Help each other evaluate listening skills and how well you understood the directions. (G, ET: 20 min.)
  3. Listen to a speech given by someone (i.e., organizational meeting, church, television program, community group). Listen and take notes of important points made by the speaker. Write a summary of the content of the presentation using your notes as a guide. At the top of the summary, give the name or title of the speaker and the date of the presentation. (I, ET: 1 hr. 30 min.)
  4. Work with a fellow student to evaluate your skill in listening, notetaking, and interpretation of what you hear. Select a presentation that you both can listen to separately; for example, a television news commentary such as a segment of "60 Minutes." Each person is to listen carefully, take notes, and write a summary. The next day, compare notes with each other and see how closely the two of you reached a common understanding. Discuss with each other the responsibilities of the speaker and the listener to achieve accurate verbal communication. (G, ET: 2 hrs.)
  5. During the next week, focus on evaluating and improving your listening skills when you are asked to do anything by someone in or outside of class. Keep a journal by date identifying the task and your evaluation of how well you listened and clearly understood what you were told. At the end of two weeks, review your journal entries and rate your listening skills as Excellent, Good, Fair, or Poor and explain the rationale for your ratings. (I, ET: Varies)
  6. Reflect on your experiences in improving your listening skills. Write a list of "Ten Tips for Better Listening" based on what you have learned. If possible, prepare your list as a handout which could be shared with other students. Include a drawing or graphic design and prepare the layout in a neat and attractive manner. An alternative project could be to make a poster or bulletin board including these tips. (I, ET: 45 min.)
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## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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### SAMPLE LEARNING ACTIVITIES

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PB 2 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 8.01, 8.04)

**Benchmark Task:** Conduct a small group meeting for 3-5 people to plan and carry out a task: a panel discussion to be presented to the total class on a selected topic or a recorded public service announcement for radio about the adult education program.

(Basic content areas: Conversational skills, introduction skills, listening skills)  
teamwork, group facilitation skills, group interaction, brainstorming, teamwork in work groups)

1. Using Attachment A, work with two other classmates to practice making introductions. (G, ET: 1 hr.)
2. Work with two other classmates to improve your thought organization and oral response to questions. Each person in the group is to write 5 questions to ask the other two group members. After all questions are written, take turns asking and responding to the questions. Discuss with each other your evaluation of your responses in terms of organization of ideas, clarity of response, and appropriate interpretation of the question. (G, ET: 40 min.)
4. Participation in work groups is a commonplace activity in today's industry setting. Regular meetings take place with teams of workers seeking ways to increase productivity and improve product quality. Learning to communicate effectively and to achieve the common purpose of a group are important work skills. These skills are also beneficial for participation in community service groups. Becoming an effective group member requires attention to the following interpersonal attributes: respect and consideration for ideas and opinions of others; ability to present your ideas in a logical, organized manner; and assumption of joint responsibility with other members for accomplishment of the group purpose. Read about teamwork and group participation in a resource book, and complete the self-evaluation of your own skills as a group facilitator using Attachment B. (I, ET: 1 hr.)
5. Participate in a small group meeting of 4-6 classmates to discuss ways to improve the adult education program. Orally present at least one idea to the group. Preplan the idea before presenting it to the group. Present your idea and rationale in an organized, persuasive manner. (G, ET: 1 hr.)
6. Whether you are a group leader or a group member, certain meeting rules apply. Consider a meeting that you recently attended, and rate its success using the following directions: On a sheet of paper, give a rating to each item using a scale of 5 Excellent, 4 Very Good, 3 Good, 2 Fair, 1 Poor. Write a rationale for each of the ratings.
  - a. The purpose of the meeting was clear.
  - b. A planned agenda presented topics in a logical order.
  - c. The meeting facility was appropriate and well prepared.
  - d. The leader assisted the group in achieving its purpose.
  - e. Participation of all group members was encouraged.
  - f. Excessive talkers were kept under control.
  - g. The group leader summarized periodically and caused group participants to work together. (I, ET: 15 min.)

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

7. Act as a group leader for a small group of 3-5 persons. The purpose of the group is to recommend a community project for the class. Brainstorm ideas by having all members give ideas. List these ideas without comment or discussion. Then have each person explain why the idea presented is worthy of support. Ask group members to pick the top three ideas individually, ranking them from 3, the highest rating, to 1, lowest rating. The leader takes the ratings of each group member and tallies to determine the top three ideas or those receiving the highest total points. A thorough discussion takes place on the three highest rated items. After discussion, a group consensus or vote is taken to select the idea for presentation to the total class. (G, ET: 30 min.)
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#### PB 3 (11.02, 11.07, 11.09)

Benchmark Task: Give an oral presentation including visuals.

(Basic content areas: Researching a topic, outlining ideas, planning and rehearsing a presentation, preparing visuals to illustrate main ideas)

1. Read the information in Attachment C on "Communicating before Groups." Select a purpose for a presentation that you might make before a group. Identify the group, the topic, and the purpose of the presentation. Write an introduction, outline topics to be covered in the body of the presentation, and write a summary or closing. (I, ET: 1 hr.)
2. Prepare one or more visuals to use with a presentation on the material developed in Activity 1 above. Read Attachment D, "Preparing visuals" before completing this activity. (I, ET: 40 min.)
3. Rehearse the presentation prepared for Activities 1 and 2; then deliver this presentation to a small group of 3-5 students. Write a paragraph evaluating how well you did the presentation. Give examples to support your opinion. (G, ET: 1 hr.)
4. Plan a speech to give before a group; i.e., your class, a club meeting, church activity, or other group. Give special thought to how you will begin and end the speech. Write an opening and closing. (I, ET: 45 min.)
5. Develop an outline of the content to be covered in the body of the speech. Then develop in writing what you can say about the topics of the outline. Read what you have written aloud, then practice talking from the outline alone. Don't try to say the same words you wrote; the purpose of writing the speech was to help you plan in advance what could be said. Prepare two or three visuals (i.e., transparencies, flipchart, models, charts, slides). Determine how much time your speech should take. Rehearse the presentation to be sure you are within the time limit and can readily handle the visual materials. Present the speech to an appropriate group as identified in Activity 4. (G, ET: 2 hrs.)

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

6. Work in a small group to practice impromptu speaking. Each person in the group draws a topic from topics that have been written on slips of paper and folded. Spend 45 minutes preparing a 3-minute speech. At the end of preparation time, each person gives his or her speech to other members of the group. (G, ET: 1 hr.)
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#### PB 4 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11) (CR 9.08, 12.03, 12.06)

**Benchmark Task:** Conduct a business meeting demonstrating leadership skills and a functional knowledge of parliamentary procedure.

(Basic content areas: Parliamentary procedure for opening and closing meetings, making motions, gaining recognition from the chair, voting on a motion, conducting a discussion, and closing the meeting; planning and preparing for meetings; acting as leader or chairperson)

1. Study Robert's Rules of Order or other reference on parliamentary procedure, and make a list of how to plan the order of business and the proper way to gain recognition of the chair to speak, make a motion, conduct a discussion, vote on a motion, and close the meeting. (I, ET: 1 hr.)
  2. With a small group or the total class, develop the agenda for a class meeting to plan a community service activity. (G, ET: 25 min.)
  3. Conduct the meeting above or participate as a member and make one or more motions and call for the question (a vote). (G, ET: 20 min.)
  4. Read Attachment E on "Serving as Meeting Chairperson." Discuss what you have read with another classmate. Working together, make a list of 10 points that you believe are the most important to remember to conduct a good meeting. (G, ET: 45 min.)
  5. In a small group of 3-5 persons, determine the best way for the Leader of a meeting to handle the following people to encourage participation and insure maximum contribution by participants: The nonparticipant, two or more participants in a violent argument, disruptive side conversations between participants, the late arrival, the chronic arguer. (G, ET: 45 min.)
  6. In a group of 4-5 people, take turns conducting a meeting that deals with the following items of business: Calling the meeting to order, presenting the agenda or order of business, presenting reports, handling motions, and closing the meeting. Suggested business for the meeting include such things as planning an industry visit, raising funds to donate to a community worthy cause (determine the cause), or electing class officers. (G, ET: 45 min.)
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# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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## SAMPLE LEARNING ACTIVITIES

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PB 5 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.05, 12.05, 12.07)

**Benchmark Task:** Roleplay an interview for a job; videotape the interview and critique yourself; discuss the interview in a private conference with your instructor.

(Basic content areas: Anticipating interview questions, organizing ideas, making a positive impression, planning the interview, evaluating your interview skills)

1. Behavioral interview questions ask you to identify specific activities completed in the past that can help predict future behavior on the job. Examples of these questions are the following:

Think of a problem person you had to deal with on your last job and describe how you handled the situation.

Give an example of a goal you have set in the past and how successful you were in accomplishing the goal.

When you've had to do a job that was particularly uninteresting, how did you deal with it?

Work with a classmate playing the role of interviewer and respond to the three questions above. Reflect back on your response with your partner and evaluate your responses. (G, ET: 1 hr.)

2. Working with the same classmate, write 3 other behavioral interview questions and work together to determine responses to the questions. When both persons are satisfied with the responses, give a written copy of the questions and responses to your instructor to be placed in your student folder. (G, ET: 25 min.)
3. In a small group of 3 persons, have 2 people practice roleplaying a short job interview while the third person videotapes the interviews. Rotate roles until all three persons have served in all three roles. Watch the videotape with the group and discuss ways to improve appearance, body language, voice quality, and verbal responses. (G, ET: 1 hr.)
4. Select a local business or industry that could be a potential employer for you. Find out as much as possible about the company: products or services, organizational structure, number of employees, different types of jobs, names and phone numbers of persons responsible for hiring personnel, hiring practices, employment tests, job application forms, and any other available pertinent information about the company. Study this information and collect it in a notebook. (I, ET: 3 hrs.)
5. Imagine that you are the personnel manager of the company selected in Activity 4. Assume that you are hiring to fill an opening for a job that would fit your interests and qualifications. Plan for an interview by writing interview questions that you might ask to determine if the individual can perform the tasks required by the job. (I, ET: 20 min.)

## COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

6. Have another student work with you to roleplay the part of the interviewer and ask you the questions written for Activity 5. Practice interviewing for the position. (G, ET: 45 min.)
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#### PB 6 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.14, 15.01, 15.02)

Benchmark Task: Describe verbal and nonverbal differences when communicating orally with a person from another country; i.e., Japan, Russia, China.

(Basic content areas: Understanding other cultures, different meanings of verbal and nonverbal cues, listening and observing for information, summarizing and presenting ideas)

1. Interview a person in the community who represents another nationality or cultural group to determine how customs differ from those customs in the community. Tape record the interview and write a summary of what you learned from the interview. (I, ET: 1hr. 30 min.)
  2. Read a reference or watch a video on a selected country other than the United States to learn about the culture and language differences. Make a list of verbal and nonverbal communication differences. (I, ET: 2 hrs.)
  3. Observe and listen to a conversation between a person from another country with someone else. This conversation may be live or may come from a television program including someone from another country. Write specific actions or terminology in conversation and language patterns which you note differ from your own communication habits. (I, ET: 1 hr.)
  4. Read a book written by a foreign author and set in another country. Write down language differences that you might read. (I, ET: Varies)
  5. Select a country different from the one selected in PB 6, Activity 2. Learn about the culture and language differences by whatever method is available (reference books, videos, television, interviews). Make a list of verbal and nonverbal communication differences. (I, ET: 1 hr.)
  6. Imagine that you are living in the country selected for PB 6, Activity 5. Describe the adjustments in your communication habits or patterns would be needed. (I, ET: 45 min.)
  7. Use electronic mail or the telephone to contact a person in another country where English is generally spoken; i.e., England, Switzerland, Australia. Make a list of words, phrases, and language patterns that differ from our own. Internet by computer is a good way to carry out this activity. Electronic mail addresses provide access to individuals from other countries. Community colleges or universities throughout Kentucky are connected to Internet and may provide access for this activity. Also, commercial computer services such as CompuServe or Prodigy provide access for this activity. (I, ET: 2 hrs.)
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# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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## RESOURCES

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### Books

- Running Press Book Publishers. The Overnight Guide to Public Speaking
- Glencoe. Developing Speaking Skills
- Curriculum Associates. Advanced Skills for Success: Learning from Verbal Presentations and Participating in Discussions-Module 4
- New Readers Press. Speaking Up at Work
- South-Western Publishing Co. 1) Basics of Oral Communication  
2) Business Communication
- Contemporary. 1) Building Basic Skills in Reading, Books 1 and 2  
2) Reading Fiction  
Bridges to Critical Thinking
- Lakeshore Life Skills. 1) Real-Life Reading Worktext  
2) Read That Label  
3) Vocabulary Makes Sense
- Globe Fearon. 1) Globe Literature, Blue Level  
2) Globe Comprehension Workbook
- Steck-Vaughn. Connections in Literature and Arts
- Scott-Foresman. Body English

### Videotapes

- Impact Publications. 1) Confident Public Speaking, \$149.95  
2) High Impact Communication Skills, \$149.95
- Meridian. 1) Difficulties in Communication  
2) Media Communications

### Additional Videotapes

- CareerTrack Publications. Effective Listening Skills and How to Listen Powerfully

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11

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## RESOURCES (Continued)

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Films for Humanities and  
Science.

- 1) Talk Business: Communicating Professionally \$89.95
  - 2) Listening to Others, \$149
  - 3) Making Your Voice Heard, \$129
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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

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### MAKING INTRODUCTIONS

Making introductions is a skill we use often. Knowing the proper way to introduce persons increases our confidence in interacting with others. The following general rules apply:

First, say the name of the person to whom by virtue of position held, age, or situation you wish to give special recognition; then say the name of the person to be introduced.

#### Examples

Introducing Jane Goodson to your employer, Mr. Smith:

Mr. Smith, this is Jane Goodson.

Introducing your friend, Bill Jones, to your mother:

Mother, this is Bill Jones.

Introducing a co-worker, Hixon Grady, to a special guest, Millicent Lawson, who was the speaker at a banquet where the introduction is made:

Miss Lawson (or Millicent Lawson, depending on your level of acquaintance), may I introduce Hixon Grady.

If the persons to be introduced have no different status or rank which determines which name to be said first, the introduction may be made with either name order.

When making introductions, add an explanatory comment to help promote conversation between the persons being introduced.

#### Examples:

Mother, this is my friend Bill Jones. Bill and I were classmates last year in the adult education program. He works at Marx Electronics.

Miss Lawson, may I introduce Hixon Grady. Hixon and I are co-workers at the ACT Literacy Center. He has a special interest in your presentation on computers. He is promoting the use of computers in adult education programs.

With two classmates, practice roleplaying to make the following introductions. Supply additional remarks as appropriate:

Introduce your younger sister, Mary, to your employer, Mr. Marks.

Introduce two of your friends who have not met one another-- Missy Young, a local beautician, and Charles Macauley, the county attorney.

The Regional President of a civic organization, Xi Yang, to your local Chapter President, Alice Groth.

A new member of your church group, Milton Cross, to your Pastor, Reverend Zandell.

GROUP FACILITATION

Using the following scale, rate your skills as a group facilitator: 5 Outstanding, 4 Very Good, 3 Good, 2 Fair, 1 Poor. Circle the number that represents your opinion of each skill. Use the areas marked below 3 as goals for improvement.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | Encourages all group members to participate   |
| 5 | 4 | 3 | 2 | 1 | Contributes ideas without dominating the discussions  |
| 5 | 4 | 3 | 2 | 1 | Shows respect for all persons' opinions   |
| 5 | 4 | 3 | 2 | 1 | Interacts in a positive manner with other group members   |
| 5 | 4 | 3 | 2 | 1 | Suggests procedure or ideas for accomplishing the group task                                    |
| 5 | 4 | 3 | 2 | 1 | Asks for suggestions, ideas, and opinions   |
| 5 | 4 | 3 | 2 | 1 | Clarifies by reflecting ideas and suggestions for affirmation; gives examples and defines terms |
| 5 | 4 | 3 | 2 | 1 | Checks with the group to see how much agreement has been reached                                |
| 5 | 4 | 3 | 2 | 1 | Based on group discussion, offers a decision or conclusion for the group to accept or reject    |
| 5 | 4 | 3 | 2 | 1 | Attempts to reconcile disagreements and get people to explore their differences                 |
| 5 | 4 | 3 | 2 | 1 | Offers compromises when ideas conflict  |

### COMMUNICATING BEFORE GROUPS

To be an effective speaker, know the audience and understand the purpose of your presentation. Speech purposes usually fit one of three purposes: to present information, to persuade, or to entertain. Remember, communication involves having the listener receive the message the way the speaker intended. The listener's understanding should mirror the speaker's intent. Good communication requires that you know something about your audience and their backgrounds: size of audience, educational levels, technical knowledge, familiarity with your topic, occupations, and concerns and opinions.

Choose a topic that you know something about and about which you are enthusiastic. Know what you are talking about and have a personal interest in the topic (Fuller & Shilling, 1990). After selecting a topic, make an outline similar to the following:

- A. Introduction to topic
- B. Purpose
- C. Body of Speech
  - 1. First point
  - 2. Second point
    - a. Subpoint
    - b. Subpoint
  - 3. Third point
- D. Example or case study
- E. Conclusion

Making an outline forces you to determine your purpose, main points, and conclusion. Instead of writing and reading or memorizing a paper, prepare carefully but deliver the presentation with the help of notes. Make your notes easy to read on 5 x 8 inch cards.

The opening should get the attention of your audience. You might begin with a question, an illustration, a quotation, or a humorous story. You could also begin by telling what the talk is about and something about yourself, your experience with the topic, and how it will help your audience (Vik, Wilkinson, C., & Wilkinson, D., 1990).

After the opening, continue to provide signposts throughout the presentation. You can signpost by starting each section of the talk by announcing the topic, a heading, or visually listing keywords on a board, overhead projector, or flip chart. As you proceed with the presentation, consider following a process such as definition, explanation, clarification, and examples.

Quit talking when you have finished what you planned to say. Suggestions for concluding a talk include the following:

- 1) Summarize important points
- 2) Challenge the audience to do something
- 3) Provide an illustration, anecdote, or quotation to emphasize the main point

### PREPARING VISUALS FOR PRESENTATIONS

Visual aids can reinforce what you say when making a presentation. To be effective, however, keep them simple and use them to emphasize main points or areas that are difficult to understand. When listing ideas on a board, transparency, flipchart, or other media, use short phrases rather than complete sentences. Keep information on each visual easy to read at a glance. The size must also be easy to see. The number in the audience and the arrangement of the room will help determine the best type of visuals to use and the size needed.

Color can be effective, but overuse of color detracts just as too many details detract. When using an overhead projector, preparing transparencies in the landscape mode (11" x 8 1/2") can be most easily projected.

Consider the time factor. Visuals can help you clarify a point in a shorter time than words; for example, explaining a unfamiliar process could be easier understood with a demonstration or diagram. However, misused they can waste time and obscure ideas (showing a model or detailed chart already familiar to the audience or giving details not necessary to understand the main points). Carefully plan visuals to enhance your speech, but don't overdo.

### SERVING AS MEETING CHAIRPERSON

Successful meetings require good leadership to avoid wasted time, indecision, or inaction. A leader or chairperson must give everyone an equal chance to contribute and know some simple rules of parliamentary procedure to keep the meeting running smoothly.

The leader must respect the participants and encourage participation. Being an effective meeting leader involves successfully dealing with people (Vik, C. Wilkinson, & D. Wilkinson, 1990). The following suggestions may help deal with common problem situations:

Nonparticipation. Direct a question to a nonparticipant or ask his/her opinion on a point of discussion.

Argument. Allow one side to fully state a position and give the other side equal time. Do not allow interruptions. One way to mediate conflicts is to have one person explain what the conflict is about and how he or she feels (Hart, 1991). The second person listens, paraphrases what was said, and then states what she or he feels. The first person listens then paraphrases what was said and states a desired outcome. The second person

listens and states the desired outcome. The purpose of stating, listening and paraphrasing is to clarify the issues and find a solution.

Side Talk. Ask the people involved to share their ideas with the rest of the group. If this doesn't work, ask them to help the group get back on task by waiting until later to discuss side issues.

Late Arrival. Minimize the disruption by leaving an empty chair near the door. Don't comment on the late entry.

The Discussion Wanderer. When someone can't seem to get around to the point, tactfully state the point the best you understand it. Use a question, if possible; for example, "You think the cost of the item is too high?"

Unexpected and Unrelated Points. When a point is brought up which is unrelated to the purpose of the agenda, interrupt and get back on the agenda (perhaps promising to discuss this point after the meeting or at another time).

Do your homework before the meeting. Study the background of agenda items. Carefully consider your own ideas before presenting them. Generally, it is best to listen to other's ideas before speaking as a chairperson.

At the end of the meeting, summarize accomplishments and be sure everyone understands conclusions reached. Follow up with minutes or a written summary.

ATTACHMENT REFERENCES  
COMMUNICATION (SPEAKING AND LISTENING)  
ADVANCED LEVEL  
ATTACHMENTS A-E

Fuller, L.K., & Shilling, L.M. (1990). Communicating comfortably: Your guide to overcoming speaking and writing anxieties. Amherst, MA: Human Resource Development Press, Inc.

Hart, L.B. (1991). Faultless facilitation. Amherst, MA: Human Resource Development Press, Inc.

Vik, G.N., Wilkinson, C., & Wilkinson, D. (1990). Writing and speaking in business. Boston, MA: Irwin.

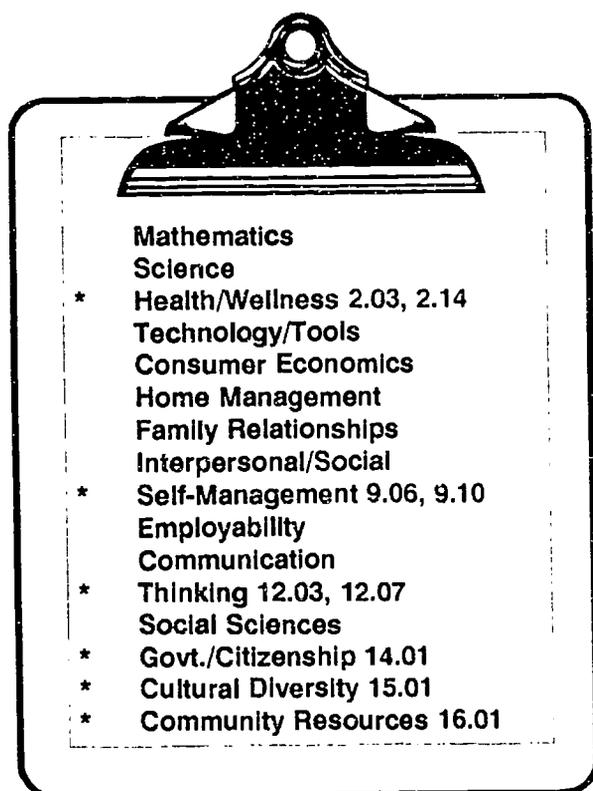
## Duty Area: COMMUNICATION SKILLS (WRITING)

KCBAE Level I

### Beginning Level

- COMPETENCIES:**
- 11.03 Demonstrate written communication skills
  - 11.06 Write legibly
  - 11.07 Demonstrate a functional vocabulary
  - 11.08 Comprehend written materials
  - 11.09 Demonstrate correct oral and written English
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

#### RELATED SKILLS



#### PREREQUISITES

At the beginning level, assume no prerequisites and continuously assess for deficits in skill and background knowledge

#### PROGRESS BENCHMARKS

1. Write legibly when copying material from printed material
2. Write personal data about family and friends
3. Construct written paragraphs explaining directions for a daily living task
4. Locate and write information from reference sources
5. Construct paragraphs and organize them logically to convey a message
6. Complete in written form information requested on simple forms

#### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Chronological Order

Portfolio

Sequence

#### REFLECTIONS

Our lives are enriched as we develop the skills that allow us to better express ourselves, whether it be a note to a friend, a business request, or merely a written reminder to ourselves. Written communication is an important part of our daily lives. With practice, our writing skills improve, and we become more confident in our use of writing to communicate with others.

## COMMUNICATION SKILLS (WRITING) - KCBAE Level I

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 1 (11.06, 11.08) (CR 12.07)

**Benchmark Task:** Copy a paragraph from a book and make sure that all letters are legible.

(Basic content areas: Writing alphabet letters and numbers; copying words, sentences, and paragraphs; writing legibly)

1. Write upper and lower case alphabet letters to match standard printed or cursive guide. (suggest Steck-Vaughn Handwriting) (I, ET: 10 min.)
  2. Trace and write words--connecting letters and using capital letters as appropriate. (suggest Steck-Vaughn Handwriting) (I, ET: 15 min.)
  3. Write spelling words legibly for study at home. (I, ET: 5 min.)
  4. Copy sentences accurately on worksheet directly below example. (I, ET: 10 min.)
  5. Copy a short verse, quote, or song lyric. Teacher will provide a variety to choose from or students will bring favorites to share. (I, ET: 15 min.)
  6. Evaluate your own handwriting, stating what you like about your writing and what needs more work. (I, ET: 5 min.)
  7. From three writing samples, choose your best work to add to your student folder. (I, ET: 5 min.)
  8. Discuss differences between standard writing and individual styles--what works and what doesn't. (G, ET: 10 min.)
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PB 2 (11.03, 11.06)

**Benchmark Task:** Write names, addresses, phone numbers, and birthdays of four people; e.g., family members and/or friends.

(Basic content areas: Writing numbers, letters, and words; completing personal information needed on simple forms)

1. Write numbers legibly from examples on worksheet. (Steck-Vaughn Handwriting or similar resource) (I, ET: 10 min.)
2. Writes dates and addresses using capital letters and commas correctly. (Steck-Vaughn Language Exercises or similar resource) (I, ET: 15 min.)
3. Pass a form provided by the teacher around your small group/table, filling in your name, address, phone number, and birthday. Then each person makes a copy of the completed list. (G, ET: 15 min.)

## COMMUNICATION SKILLS (WRITING) - KCBAE Level I

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

4. Write the alphabet, then alphabetize short lists of words and names. (Steck-Vaughn Language Exercises or similar resources) (I, ET: 20 min.)
  5. Write class members' names in alphabetical order. (I or G, ET: 20 min.)
  6. Make or purchase an address book in which you will include at least four family members and/or friends. Include name, address, phone number, and birthdays. (I, ET: 20 min.)
  7. Make a chronological list of classroom birthdays (allow space for new people) on a classroom calendar with large squares; write the birthdays of all class members. (G, ET: 20 min.)
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#### PB 3 (11.06, 11.07, 11.09, 11.11) (CR 2.03, 9.06, 12.03)

**Benchmark Task:** Write directions for various life situations; e.g., how to call emergency service to report an accident, call the police, call for a bus schedule.

(Basic content areas: Organizing thoughts, sequencing steps, writing directions, giving instructions, asking for assistance)

1. Sequence a four-step set of directions for a simple activity (e.g., starting a car, fixing scrambled eggs). (Resource such as Reading Attainment for sequencing exercises.) (I, ET: 5 min.)
  2. As a group, choose an activity to explain to the class. List all of the steps and be sure they are in the correct sequence. (Many hardware and decorator centers will loan instructional videos.) (G, ET: 30 min.)
  3. Police community relations department will bring video and 911 presentation to the classroom. Also check with phone company. After the presentation, write the steps for a 911 call. Role play a 911 call situation. (G, ET: 1 hr.)
  4. Choose something you like to do. Write the directions. In your small group read the directions and ask group members if your directions are clear or if they need more information. Do they understand how to do your activity? (I & G, ET: 1 hr.)
  5. Given a basic level city map, write the directions from one place to another. (Resource such as Steck-Vaughn map series.) (I, ET: 20 min.)
  6. Write directions from the learning center to your home. Each step of the directions should be on a separate line. Give street names, distances, direction to turn, and land marks. Check to be sure your steps are complete. Include your address and phone number. May also include a hand-drawn map, well-labeled. (I, ET: 15 min.)
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## COMMUNICATION SKILLS (WRITING) - KCBAE Level I

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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**PB 4 (11.08, 11.11, 11.12) (CR 9.06, 15.01, 16.01)**

**Benchmark Task:** Use the phone book, dictionary, or other reference materials to locate and use information.

(Basic content areas: Locating alphabetized information, using directories and other references to locate information)

1. Relate alphabetical order to dictionary and reference guide words. Each small group will have a list of words and topics to define. Group members will divide the work. (G, ET: 45 min.)
  2. Use the phone book to write the names, addresses, and phone numbers of five friends and businesses. (I, ET: 15 min.)
  3. Use the yellow pages to locate the nearest pizza delivery, hardware, library, or other business or public service. Copy the number. Write a question and call for information. (I, ET: 20 min.)
  4. Guide the learners to discover which references will answer various types of questions. Include dictionary, encyclopedia, atlas. Provide a worksheet with a variety of sample questions. Ask learners to brainstorm other sources of information. (G, ET: 30 min.)
  5. Choose a theme and create a worksheet with questions requiring the use of a variety of reference materials. Work in small groups. Provide a summary activity for groups to share research (Attachment A). (G, ET: 1 wk.)
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**PB 5 (11.03, 11.06, 11.07, 11.08, 11.09, 11.12) (CR 9.10, 14.01)**

**Benchmark Task:** Fill out simple forms in keeping with student goals; e.g., driver's license application, social security number application, medical forms, money order, simple job application.

(Basic content areas: Interpreting forms, completing information on forms, legible handwriting, completing voter registration forms and social security applications, obtaining a driver's license)

1. Identify sections common to most forms; e.g., name (last, first) and address (sometimes on more than one line). (G, ET: 10 min.)
2. Locate information on a sample completed form. Use overhead for class discussion, then forms and worksheets for individual practice. (Laubach skill books have good examples) (I and G, ET: 30 min.)
3. Look at several forms and discuss confusing or difficult sections. (G, ET: 20 min.)
4. Complete a simple catalogue order form. Be sure all writing is legible. (I, ET: 10 min.)

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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SAMPLE LEARNING ACTIVITIES

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PB 5 (Continued)

5. Bring a form to class, or select one from those supplied by the teacher. Complete the form. Talk to the teacher or tutor about any section you are not sure about. (I and G, ET: 15 min.)
  6. Have a volunteer come to the classroom with voter registration forms to complete. (Turning them in is optional.) (G, ET: 40 min.)
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PB 6 (11.03, 11.07, 11.09)

Benchmark Task: Write a simple note or letter.

(Basic content areas: Identifying nouns, pronouns, adjectives, verbs, and adverbs; constructing sentences, paragraphs, and messages; plural or singular agreement; spelling; capitalization; punctuation; composing messages; parts of a letter)

1. Complete practice exercises identifying parts of speech: nouns, pronouns, adjectives, verbs, and adverbs. (Basic English Review or a similar reference) (I, ET: 1 hr.)
  2. Practice forming plural and possessive forms of words. (I, ET: 1 hr.)
  3. Complete practice exercises on subject/verb and noun/pronoun agreement. (I, ET: 1 hr.)
  4. Given a sample, label the parts of a friendly letter. (Steck-Vaughn Language Exercises or similar resource on letter writing) (I, ET: 10 min.)
  5. Copy the parts of a friendly letter, placing them correctly on the page. (I, ET: 10 min.)
  6. Complete practice exercises on capitalization and punctuation. (I, ET: 30 min.)
  7. Given a sample letter, edit for capital letters and punctuation. (I, ET: 10 min.)
  8. Write a note/refrigerator message for a family member. Use complete sentences--subject/verb/pronoun must be in agreement. (I, ET: 10 min.)
  9. Discuss several purposes/situations for friendly letters. What is the purpose of each section and what information should be included? (G, ET: 10 min.)
  10. Given a page of sample situations, choose one and write a letter; e.g., your least favorite aunt wants to visit you for the holidays. (I, ET: 20 min.)
  11. You make up a situation and write a letter. Put your letter in a box provided in the classroom. When everyone has deposited their letters, each one draws out a letter and writes a response. Locate a partner and together decide if both letters are in correct form and free of errors. Are they neat and legible? (G, ET: 1 hr.)
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## COMMUNICATION SKILLS (WRITING) - KCBAE Level I

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### RESOURCES

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Steck-Vaughn.

Imaginary Line Handwriting  
Improving Your Handwriting  
Steck-Vaughn Handwriting

Printed and cursive alphabet across front of classroom for constant quick reference

Steck-Vaughn.

- 1) Language Exercises (Levels B, C, D, E, F)
- 2) Maps-Globes-Graphs for Adults (Books 1, 2, 3)
- 3) Maps-Globes-Graphs (Level C)

New Readers Press.

Reading Attainment

New Readers Press.

Laubach Skill Books (Books 1, 2, 3, 4)

Ireland/Group Project worksheet attached

Curriculum Associates.

Make Words Work

South-Western  
Publishing Co.

Basics of Writing  
Basics of English  
Basic English Review

Globe Fearon.

Vocabulary Makes Sense  
Writing Makes Sense

Contemporary.

The Write Stuff  
Building Basic Skills in Writing

Curriculum Associates.

Lessons in Writing Sentences  
Language for Writing

#### Computer Software

#### IBM Compatible

Queue.

Basic English Composition-Sentences (\$34.95 each)

"Making Each Sentence Count"

"Writing Complete Sentences"

"The Purpose of a Sentence"

"Writing Correct Sentences"

"The Beginning and the End"

ESL Program A (Parts of Speech) (\$395)

COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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RESOURCES (Continued)

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Hartley Courseware, Inc.      Verb Usage (\$119.95)  
   Writer Rabbit (6 sentence construction games) (\$59.95)  
   Adjectives (\$49.95)  
   Adverbs (\$49.95)  
   Nouns and Pronouns (\$49.95)

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ADDITIONAL RESOURCES

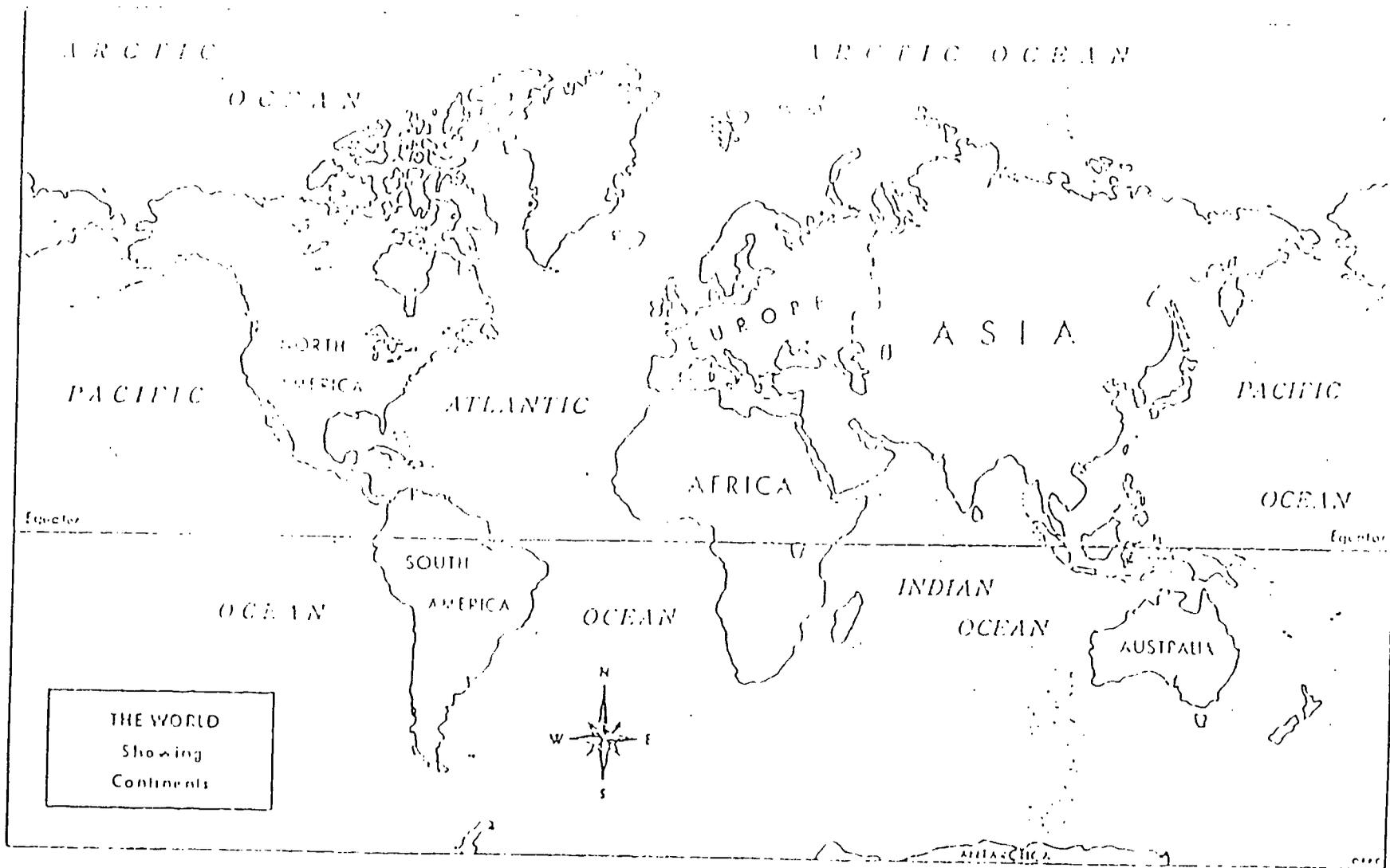
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ADDITIONAL LEARNING ACTIVITIES

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**IRELAND**  
**A Group Project**

1. Locate and label Ireland and Kentucky on the attached world map.  
\_\_\_\_\_
2. What is the capital of Ireland?  
\_\_\_\_\_
3. What language is spoken in Ireland?  
\_\_\_\_\_
4. What is shillelagh?  
\_\_\_\_\_
5. Who was St. Patrick? (answer on a separate paper)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are leprechauns?  
\_\_\_\_\_
7. According to an old Irish song, what did Molly Malone sell?  
\_\_\_\_\_  
\_\_\_\_\_
8. Give the name, address, and phone number of an Irish business in the city nearest you.  
\_\_\_\_\_  
\_\_\_\_\_
9. As a group, prepare a one-page, typed report on Ireland. Each group member chooses a different topic, e.g., government, schools, food, climate, etc.—writes their paragraph and enters it on their group's computer disk. Edit as a group. Present orally to the class.  
\_\_\_\_\_
10. Write five facts you learned while listening to the other group reports.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PB 4/ACTIVITY 4  
ATTACHMENT A  
COMMUNICATION SKILLS (WRITING)  
BEGINNING LEVEL  
PAGE 2 OF 2

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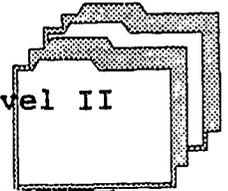
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**Duty Area: COMMUNICATION SKILLS (WRITING)**  
Intermediate Level

KCBAE Level II



- COMPETENCIES:**
- 11.03 Demonstrate written communication skills
  - 11.06 Write legibly
  - 11.07 Demonstrate a functional vocabulary
  - 11.08 Comprehend written materials
  - 11.09 Demonstrate correct oral and written English
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

**RELATED SKILLS**

- Mathematics
- Science
- \* Health/Wellness 2.10
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- Interpersonal/Social
- Self-Management
- \* Employability 10.01
- Communication
- Thinking
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- Community Resources

**PREREQUISITES**

- Read at an Intermediate level
- Write legibly
- Identify parts of speech
- Capitalize and punctuate sentences

**PROGRESS BENCHMARKS**

1. Make a list of job-related vocabulary terms and write their meanings
2. Record life experiences and goals in a journal
3. Write various business letters
4. Fill out forms in keeping with student goals
5. Write a summary of information obtained from a newspaper or magazine article
6. Complete a writing portfolio

**TERMINOLOGY**

Terms that students should know or learn as part of this lesson.

Sentence	Sentence fragment	Run-on sentence	Coherence
Punctuation	Paragraph	Diction	Edit
Revise	Writing Process	Simple, compound, complex sentence	

**REFLECTIONS**

Writing is an essential means of communication. Unfortunately, adult students associate writing with grammar drills, underlining words in a workbook, and red ink splattered papers filled with grammatical and punctuation corrections. If these people are to become successful writers, they must see writing as a communication mode and grammar and punctuation as aids toward clarity of communication effort. Grammar and punctuation cannot be taught in isolation. Good writing instruction focuses on text organization; the same principles which apply to text organization for writing carry over to the reading process.

## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 1 (11.03, 11.07, 11.08) (CR 10.01)

**Benchmark Task:** Make a list of job-related vocabulary terms and write their meanings.

(Basic content areas: Defining terms; recognizing simple, complex, and compound sentences; developing topic sentences and paragraphs; forming complete sentences from sentence fragments; correcting punctuation and grammar errors)

1. Complete practice exercises on identifying subject and predicates and using correct verb tense (English 2200, Basic English Review or similar reference). (I, ET: 1 hr.)
2. The instructor will explain that "to define" means specifying exactly what a certain thing or idea is so it cannot be mistaken for something else. The learner(s) will look up 5 or 6 terms in the dictionary. The instructor will write the definitions on the board:

- EXAMPLES:**
- 1) A dumbbell is a weight consisting of a short bar with a metal base or disk at each end that is lifted for muscular development and exercise.
  - 2) A helicopter is an aircraft that derives its lift from blades that rotate around an approximately vertical axis.
  - 3) A mask is a covering worn over the face to conceal one's identity.

The instructor will point out the 4 parts of a definition: 1) The word defined (dumbbell), 2) the word "is," 3) the general group of things to which the term belongs (weight), 4) a specific characteristic that sets the term apart from the rest of the group (consisting of a short bar . . .).

A garden (1) is (2) a plot of land (3) of growing plants (4).

A park (1) is (2) a plot of land (3) for recreational use (4).

A grave (1) is (2) a plot of land (3) for burying the dead (4).

The instructor will ask the learner(s) to pretend a friendly alien ("ET") from outer space has arrived in the class. The learner(s) will make a small dictionary of 10-12 terms that the alien may need to function until the spaceship comes to take him home. Using the demonstrated format, the learner(s) will share one or two definitions with the class. (I or G, ET: 30 min.)

3. The instructor will use examples from the definition exercise to illustrate a simple sentence and to construct compound and complex sentences. The learners will then use the simple sentences they wrote for the definition exercise and construct compound and complex sentences of their own.

**EXAMPLE:** A garden is a plot of land for growing plants, and a park is a plot of land for recreational use.

A garden is a plot of land for growing plants; a park is a plot of land for recreational use. (I or G, ET: About 30 min.)

## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 1 (Continued)

4. The instructor will write 10 sentences, one on each of 10 cards. These 10 sentences should represent the specific main idea (topic sentence) and supporting ideas of a good paragraph.

#### EXAMPLE:

Television has many uses. It offers entertainment to the entire family. It is also a great educational tool. College credits can be earned through classes taught on television, and schools have special channels for educational programming. It allows people to see people and places they would never have the opportunity to visit. Television is also an important news source that brings news of important events into our living rooms as they happen. It can also save lives by broadcasting important information in time to allow viewers to move to safety before storms or floods strike. Another use of television is to provide security. Closed circuit television protects businesses from thieves and homes from intruders. Obviously, television plays an important role in our lives.

The instructor will share these cards with the learners as an example and tell them to write 10 sentences of their own on a topic of their choice. As specific lessons on punctuation and grammar are taught, the learners will review their cards for examples of their use. For example, the learners will review their cards for subject/verb agreement and will rewrite the sentences if necessary to make them correct. They will do the same with punctuation, repairing sentence fragments, and eliminating run-on sentences. These sentences may also be used to identify simple, compound, and complex sentences. Two or more sentences may be combined onto another card to form compound and complex sentences. Also, the sentences will be utilized to form a paragraph. At this point, the instructor will demonstrate how his 10 sentences form a topic sentence, supporting sentences, and a concluding sentence. (I or G, ET: About 1 hr.)

5. The instructor will write a paragraph of 8 or 10 sentences on a topic of interest to the class. He will intentionally include some sentence fragments, some sentences without subjects, and some sentences without verbs. The instructor will duplicate and distribute his paragraph to the learners. He will ask the learners to find those incomplete sentences that make no sense. The instructor will direct the learners to rewrite the sentences making complete sentences out of the fragments. Now, the instructor will ask the learners to each write a paragraph. Working in pairs, he will ask the learners to look for sentence fragments in each other's writing. When fragments are identified, the instructor will ask each pair to correct the sentence fragments. After each pair has completed its work, the instructor will check the paragraphs and see if the fragments have been corrected. (G, ET: About 1 hr.)
6. Repeat the above exercise with run-on sentences. (G, ET: About 1 hr.)

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## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 1 (Continued)

7. The instructor will focus on one or two most common punctuation problems and one or two common capitalization problems. He will illustrate these problems to the learners. He will write a paragraph and include these errors within that paragraph. He will instruct the learners to locate and to correct the errors. The instructor will point out any errors that the learners do not find. Each learner will then be asked to write a paragraph. Working in teams of 2 or 3 persons, the learners will try to find and correct these paragraphs for punctuation, capitalization, run-on and fragmented sentences and any other errors they might recognize. The instructor will review the work of each team and help correct any errors the learners have not identified and corrected. (G, ET: 45 min. to 1 hr.)
  8. The instructor will give teams of 3 or 4 learners 10 to 12 sentences containing errors. Each team will be given different sentences. The instructor will allow the teams 15 to 20 minutes to correct the sentences. A team member from each team will go to the board and write the original sentence along with its correction. If the team member corrects the sentence, it will be awarded a point. When the first team member does not properly correct the sentence, another team will challenge. If the second team representative corrects the sentence appropriately, the team will be awarded the point. The team which collects the most points will be declared "Sentence Correction Champions." (G, ET: 3 teams of students require about 50 min.)
- 

#### PB 2 (11.03, 11.06, 11.07, 11.09)

**Benchmark Task:** Record life experiences in a journal: life goals, school, family. (Note: Like KERA selections from the journal will be used to show improvement in writing skills.)

(Basic content areas: Keeping journals; developing topic sentences and paragraphs; critiquing sentences and paragraphs for errors; categorizing capitalized words and punctuation marks)

1. The instructor will provide the learners with a passage from a well written journal such as The Diary of Anne Frank. He will brainstorm with the learners the advantage of keeping a journal. The instructor will ask each learner to write daily in a journal about a chosen topic. The instructor will demonstrate by keeping a journal for 2 or 3 days and sharing it with the learners. He will ask learners to share their journals with him (or the entire class if they desire) on a bi-weekly basis. The instructor will critique one or two entries with each student and note suggestions for improvement being sure to note improvements throughout the writing process. The learners may choose to critique each other's work in collaborative learning circles as they learn the process from their individual critiques with their instructor. However, the instructor should not require any student to participate in a collaborative critique unless he so chooses. Be sure to provide for duplication of the learners' writings for those who wish to participate in the collaborative process. (I or G, ET: Critique should take 15 min. for each learner)
2. The instructor will choose a topic for an 8-10 sentence paragraph. The topic should be one with which most of the learners are familiar. The instructor will brainstorm with the group about ideas to be contained in the paragraph and write these on the board. He will

## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

explain the purpose of the topic sentence and develop a good topic sentence with the group for the topic on the board. The instructor will determine how many of these ideas fit under the topic sentence. The instructor will write a sentence for each idea and sequence the ideas as they should occur in the paragraph. The instructor will develop the paragraph on the board. After the first draft is on the board, the instructor will lead the group through the revision process. After the learners participate in this activity, the instructor will ask the learners to use the process to compose paragraphs of their own. Learners may choose to revise a paragraph in their journals. The instructor will begin to focus on coherence in journal reviews once the students have completed this activity. (I or G, ET: 30 min. for the group activity)

3. The instructor will ask the learners to copy a sentence from their journals and give a copy to him anonymously. The instructor will copy these sentences on the board and critique one or two for capitalization, punctuation, subject/verb agreement, etc. He will then ask the class to help him critique the remaining sentences. As the skills of the group increase, the instructor will focus on diction as well. (G, ET: 30 min.)
  4. Learners will be given copies of a short newspaper article or other appropriate writing. They will then be asked to underline all capitalized words. The instructor will categorize the capitalized words (i.e., first word of the sentence, proper names, names of particular places) (I or G, ET: 30 min.)
  5. Repeat the above exercise with commas or other punctuation marks. (I or G, ET: 30 min.)
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#### PB 3 (11.03, 11.04, 11.06, 11.07, 11.09)

**Benchmark Task:** Write a business letter: letter in response to a written memo, a letter seeking information, a letter requesting permission, or a customer complaint.

(Basic content areas: Recognizing the parts of a business letter, writing the various types of business letters: responding to a written memo, seeking information, requesting permission, voicing a complaint)

1. The instructor will give the learners a business letter with parts labeled. Using this model, the learners will write a letter to a company requesting information on a product. Learners will exchange letters and critique each other's work for clarity, accuracy, and form. The instructor will model the critiquing process with a letter written by someone outside of the class. (I or G, ET: 30 min.)
2. The learners will utilize the business letter format to write a letter requesting permission to use the addressee as a reference on a job application. (I, ET: 20 to 30 min.)
3. The learners will write a letter to the editor of the local newspaper expressing an opinion on a topic of local interest. (I, ET: 30-45 min.)

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## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

4. The learners will respond to a memo requesting input regarding a Christmas party for employees. The instructor will write a memo which the students will use as a format model for their reply. (I, ET: 30-45 min.)
  5. The learner will write a letter of complaint to a business. The instructor will model the process by writing such a letter and distributing it to the learners. (I, ET: 30 min.)
- 

#### PB 4 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12) (CR 10.01)

**Benchmark Task:** Fill out forms in keeping with student goals. (Examples: 1040EZ, AFDC, catalog order, job application)

(Basic content areas: Completing forms accurately and appropriately, analyzing forms for incorrect information)

1. The instructor will complete a form (a catalog order blank for example) in illegible handwriting with misspelled words, grammar errors, omissions, and incorrect information. The instructor will duplicate this form or put it on a transparency. An identical form should be completed neatly and accurately. Then, the instructor will ask the learners to interpret the information on the first form. He will ask if the learners have the information needed to fill the order given the information in the form. Then, he will give the learners the second form. The instructor will ask the learners if they could fill the second order with that information. Next, the instructor will give the learners a page from the catalog and a blank order form. He will ask the learners to complete the order forms. The instructor will ask the learners to check their forms for accuracy, either individually or in a group activity. Several different order forms and catalog pages should be available for learners needing practice to reach mastery of the task. (I or G, ET: About 30-45 min.)
2. The instructor will supply the data needed to complete a 1040EZ about a fictitious person. The student will correctly record this data on a 1040EZ form. (I, ET: About 20 min.)
3. The instructor will complete a job application blank from a local business/industry for a fictitious person. He will supply data about another such person and ask the learners to complete the application for this person. An accurate, complete copy of the job application will be given to the learners to enable them to check their work. Each learner will then be asked to complete the application as if he/she were the job applicant. The instructor will find it helpful to include in the fictitious account various types of experience, such as part-time jobs or volunteer work, that the learners may not ordinarily think of as job-related experiences. (I or G, ET: About 45 min.)
4. The instructor will show the learners examples of forms with information incorrectly supplied. The learners will analyze each item to determine why the information is incorrect. This activity will stress the importance of carefully interpreting the information request. (I or G, ET: About 30 min.)

## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 4 (Continued)

5. The instructor will ask the learner to bring the class two copies of a form which he/she ordinarily is asked to complete. (If duplication facilities are available, the learner may need to bring only one blank form.) The learner will complete a copy of the form and have it checked by an instructor. The instructor and the learner will correct the form together. (It is important that the instructor refrains from merely correcting the form himself; he should lead the learner through a process of questions to enable him/her to make the necessary corrections.) When the process is complete, the learner will copy the information onto the original form. (I, ET: 15-20 min. for each learner)
  6. The learner will be given copies of application forms from various local businesses, applications for credit, or voter registration forms. One form for a fictitious person will be completed as a class activity as a model. The instructor will arrange for voter registration cards to be delivered to the local county clerk's office if the student so desires. (I, ET: 45 min.)
- 

#### PB 5 (11.03, 11.04, 11.06, 11.07, 11.08, 11.09, 11.10) (CR 2.10)

**Benchmark Task:** Write a summary of information obtained from a newspaper or magazine article about responsible drug and medication use.

(Basic content areas: Distinguishing fact from opinion; ranking writing as factual, editorial, or opinion; summarizing articles; developing sequential paragraphs)

1. The instructor will distinguish between fact and opinion. The learners will then be given a list of sentences which they will classify as facts or opinions. (I or G, ET: 25-30 min.)
2. The instructor will supply the students with 3 pieces of writing: one which is extremely factual; another, such as an editorial, which is a mixture of fact and opinion; and another which is entirely opinion. The learners will be asked to rank these writings on a scale of 1-3, with 1 indicating the most factual. (I or G, ET: About 20 min.)
3. The instructor will duplicate a short newspaper or magazine article, write a summarizing paragraph, and distribute the paragraph to the learners. The instructor will utilize this example to point out to the learners the essentials of summarizing. He/she will review what was learned in PB 2 relative to writing topic sentences and organizing around a single idea. The instructor will then ask the learners to select articles of their own from a newspaper or magazine and write summary paragraphs. The learners should be asked to attach their paragraphs to their articles. (I, ET: About 45 min. to 1 hr.)
4. The learners will be asked to select 2 topics from a fish bowl. The learners will be instructed to write paragraphs about one of the topics. The learners should be instructed to develop their paragraphs around a main idea and ensure that all sentences pertain to that idea and are properly sequenced. The learners should also be urged to revise for grammar and punctuation. (I, ET: 45 min.)

## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

5. The learners will be given the materials sent to each learning center which relate to mammograms and pap smears. The learners will be asked to write paragraphs which summarize why a woman should obtain either a mammogram or a pap smear. (I or G, ET: 45 min.)
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#### PB 6 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.13)

**Benchmark Task:** Complete a writing portfolio. (Examples: Essays, poetry, life experiences, and summaries of materials read for pleasure, school, or work enhancement)

(Basic content areas: Distinguishing and evaluating different types of writing; proofreading writing; preparing job descriptions)

1. The instructor will ensure that each learner has access to various types of writing. The learners will be assigned to read an example of at least 5 kinds of writing, such as personal essay, a poem, a short story, a writing for a child, a description of a favorite place. The learners will be asked to provide an example of each type of writing in their journals. (I or G, ET: Varies with length of writing)
  2. The learners will be asked to select an earlier entry from their journals that has not been critiqued. The learners will orally evaluate the chosen piece of writing with the instructor. (I, ET: 20 min. for each learner)
  3. The learners will be given an example of writing that has not been proofread and edited. The example will be discussed as a group activity. Each learner will then be given another example which he/she will proofread and edit. A corrected, proofread copy of the writing will be provided for self-assessment. Learners will share their edits with the group. (G, ET: Varies)
  4. Learners will be instructed to proofread and edit at least one entry from their journals each week. Learners may proof and edit more entries if they desire, but they should not be asked to edit everything since this may discourage writing in the journal on a regular basis. (I, ET: Varies)
  5. Learners will be asked to gather information about the history of their counties. They may utilize written records or interview older citizens. The learners will write a short essay about what each has learned. After proofreading and editing, these accounts will be gathered into a collection of essays about the counties. The local newspaper may be asked to consider these accounts for publication. (I or G, ET: Varies)
  6. The learners will be given an example of a job description. Learners will be asked to write a similar description of their jobs. Remind housewives that they are "domestic engineers." Anyone who is unemployed may describe a job previously held. (I, ET: 45 min.)
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## COMMUNICATION SKILLS (WRITING) - KCBAE Level II

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### RESOURCES

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- Cambridge.            1) Power English 2  
                             2) Putting It In Writing
- Globe.                Basics of Writing, Bk. 2
- Random House.      Activities Book In Composition
- Contemporary.      Foundations Writing
- Educational Design. Practicing the Writing Process 2: The Essay
- Harcourt Brace  
Javanovich, Inc.     English 2200  
                             (An excellent, programmed instructional text for grammar and  
                             punctuation review)
- South-Western  
Publishing Co.        Basic English Review
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### ADDITIONAL RESOURCES

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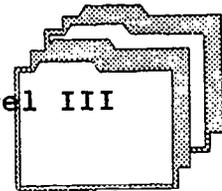
### ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: COMMUNICATION SKILLS (WRITING)

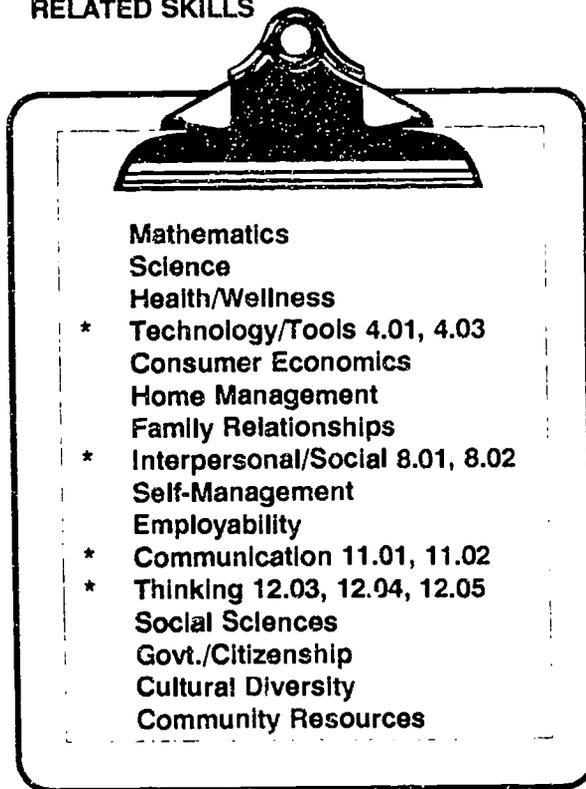
KCBAE Level III

Advanced Level



- COMPETENCIES:**
- 11.03 Demonstrate written communication skills
  - 11.06 Write legibly
  - 11.07 Demonstrate functional vocabulary
  - 11.08 Comprehend written materials
  - 11.09 Demonstrate correct oral and written English
  - 11.10 Distinguish between fact and opinion
  - 11.11 Use research tools to locate information
  - 11.12 Apply instructions or information from manuals or reference materials
  - 11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



## PREREQUISITES

Mastery of basic sentence and paragraph construction, writing mechanics, and use of the library

## PROGRESS BENCHMARKS

1. Write messages for specific purposes: to inquire, inform, influence, build goodwill, or entertain
2. Construct written messages which address the needs and interests of the reader
3. Edit writing for basic grammar, sentence construction, and paragraph construction
4. Use the writing process to develop ideas in writing
5. Use electronic technology tools in writing messages
6. Research information and develop reports

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Influence	Feedback	Brainstorm	Facsimile (FAX)	Writing process
Technology	Persuasive	Free writing	Desktop publishing	Edit
Tangible	Readability	Sequence	Immigration	Revise
Collaborate	Graphics	Rationale	Quota	Rough draft
Final draft				

## REFLECTIONS

Writing that clearly communicates ideas is a valuable job skill, as well as a useful skill for personal communications. The same principles of good writing apply whether you are writing for personal or business purposes. Practice will help you become a more skillful writer.

## COMMUNICATION SKILLS (WRITING) - KCBAE Level III

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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PB 1 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12) (CR 8.01, 8.02, 8.03, 8.04, 12.03, 12.05, 12.06, 12.08)

**Benchmark Task:** Write messages for specific purposes: to inquire, inform, influence, build goodwill, or entertain.

(Basic content areas: Identifying message goals, writing to gather information, writing to share information, writing to influence, writing to build goodwill, writing to entertain)

1. Bring to class 3 messages: letters, advertisements, or other messages. Work with another student; discuss the purpose of these messages and the action which the writer wants the reader to take. The action may be tangible such as responding with a phone call or letter or intangible such as changing attitude toward the topic discussed in the message. (G, ET: 20 min.)
  2. Compose a letter asking for information about the warranty on a product you have purchased. Have a classmate read your letter to see if your message is clearly understood and contains all essential facts. (G, ET: 30 min.)
  3. Bring examples to class of messages for the following purposes: to request information, to share information, to influence, to build goodwill, and to entertain. In a small group of 3-5 people, share the messages and decide how well the writer of each message accomplished her/his purpose. (G, ET: 40 min.)
  4. Read a reference on writing goodwill messages in a book such as Business Communication. Assume that you work for a company that has been granting credit to customers but that is changing to a "cash only" policy. This change is expected to reduce operating costs and may result in savings which can be passed along to customers in reduced prices. Write a letter that conveys this message but retains the goodwill of a regular credit customer. (I, ET: 45 min.)
  5. Read a reference on writing persuasive messages. Assume that someone you care about needs to quit smoking. Write a message for the purpose of persuading the person to consider dropping the habit. An alternate topic could be to persuade your son or daughter to earn a high school diploma rather than dropping out of school at 16. (I, ET: 45 min.)
- 

PB 2 (11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12) (CR 4.03, 8.01, 8.04, 11.01, 11.02, 11.04, 12.03, 12.05, 12.06)

**Benchmark Task:** Construct written messages that address the needs and interests of the reader.

(Basic content areas: Writing for reader feedback, considering the needs and interests of the reader, adapting the message to the reader, using correct mechanics, and creating a positive impression)

# COMMUNICATION SKILLS (WRITING) - KCBAE Level III

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

## SAMPLE LEARNING ACTIVITIES

### PB 2 (Continued)

1. To adapt the message to the receiver's needs, use vocabulary words familiar to the message receiver. Expanding your vocabulary will help you adapt wording to fit the reader of a written message. Use of a dictionary and thesaurus will assist you in locating similar words and identifying specific word meanings. Assume that you are writing to 3 different individuals: (1) a 10-year-old child, (2) a teacher, (3) an adult who only recently has learned to read. Write an appropriate word for each reader which fits the definitions given in Column I: (Clue: Think of a word that represents the definition; look for the words in a thesaurus to find alternate words. Select appropriate words for each reader.) (I, ET: 30 min.)

Column I Definitions	Column II Child	Column III Teacher	Column IV Adult With Limited Reading Skills
Acting in a disinterested, uncaring manner			
Not believing something is true			
Giving special attention or emphasis to something			
Have an effect on the condition of something			
Incapable of change			

2. Keep a word log for a week. Write in the word log any new word you hear or read. Look up the meaning of each word in the dictionary and look in the thesaurus to find one or two other words similar in meaning to each new word and record these in your log as well. (I, ET: Varies)
3. Practice your word skills by working a crossword puzzle each week or taking a word quiz from a resource such as can be found in Reader's Digest. (I, ET: 5 hrs.)
4. Work with a partner to check your ability to write a message clearly understood by the reader. Using the following scenarios, write a short message for each one. Have your partner read what you have written and tell you what he/she understands. Does your partner's response mirror your intended meaning? If not, discuss with your partner the cause of the misunderstanding and reword your message more clearly. Exchange places for half of the scenarios; you be the reader. (I, ET: 2 hrs.)
  1. Tell about a problem you have recently experienced and how you handled it.
  2. Describe a picture that you have seen.
  3. Describe an item of clothing but do not tell what the item is.

## COMMUNICATION SKILLS (WRITING) - KCBAE Level III

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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### SAMPLE LEARNING ACTIVITIES

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#### PB 2 (Continued)

4. Describe a familiar television show but do not tell the name of the show.
  5. Tell about a conversation you have had with a friend.
  6. Explain how to start a fire with charcoal for an outdoor grill.
5. Write an "I Am" paragraph which describes a person or thing without telling what it is. Can your classmates guess the truth? (I & G, ET: 45 min.)
6. Reword the following paragraph from a manager to an employee in a manner that would be free of errors, be written from the viewpoint of the employee, and be clearly understood. (I, ET: 20 min.)
- I am busy; I don't have time to monitor your presence.  
But, it is your responsibility to get to work on time and you have been late twice this week. I will not recommend any promotions for you if this action is repeated.
7. If the capability for electronic mail exists, observe a demonstration of sending and receiving electronic messages. Then, practice sending and receiving messages with someone in another location. Is the response to your messages what you expected? Did you have to send extra messages to each other to clarify or confirm meanings? How could the messages have been changed to make the extra transmissions unnecessary? (G, ET: Varies)
8. Think of a situation for a message you need to send to someone else. Consider that individual's educational level, experience background, needs, and interests. Write the message so that it will interest the reader and clearly convey the message. Edit the message meaning for clearness, conciseness, and correctness. Have a classmate read your message and make editing suggestions. Be sure your message is understandable and free of mechanical and grammatical errors. (I, ET: 1 hr.)
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PB 3 (11.03, 11.06, 11.07, 11.08, 11.09) (CR 8.04, 12.03, 12.04, 12.05, 12.06, 12.08)

**Benchmark Task:** Edit writing for basic grammar, sentence construction, and paragraph construction.

(Basic content areas: Selecting words to convey the message, using parts of speech correctly, using correct verb tenses, constructing sentences with agreement of verb and subject and pronoun and antecedent, using capitalization and punctuation correctly, constructing paragraphs, and applying basic writing principles)

1. Review the basics of grammar, punctuation, and construction of sentences and paragraphs in a reference such as Chapters 3, 4, and 5 of Basics of Writing or other resource and complete practice exercises on identifying errors in sentences, selecting proper word forms, and rewriting sentences and paragraphs. (I/G, ET: 1 hr. 30 min.)

C-11-100

## COMMUNICATION SKILLS (WRITING) - KCBAE Level III

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### SAMPLE LEARNING ACTIVITIES

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#### PB 3 (Continued)

2. Rewrite sentences on Attachment A to emphasize ideas important to the message goal. The following strategies give emphasis to ideas: the repetition of key words, short direct sentences, specific rather than vague terms, and active voice. (I, ET: 20 min.)
3. Messages should be complete but concise. Today time is money. Conserving the time of the reader represents a courtesy. Eliminating unnecessary words improves the readability. Write only words that contribute to the meaning of the message. In conversation, we overuse prepositional phrases, vague terms, and adjectives. Revise the sentences on Attachment B to eliminate unnecessary words. (I, ET: 25 min.)
4. Work with a partner to check each other's capitalization and punctuation after writing a paragraph on each of the following topics: (G, ET: 1 hr.)

The Importance of a High School Education  
How to Make Your Community a Better Place to Live  
The Most Serious Problem of Today's Society

5. Write an essay describing your favorite hobby. Begin your essay with the most interesting point about your hobby. Begin writing to get your thoughts on paper without concern for editing. After you have written the first draft, edit for correctness, completeness, clarity, and conciseness. (I, ET: 1 hr.)
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PB 4 (11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11) (CR 4.03, 12.03, 12.04, 12.05, 12.06, 12.08)  
Benchmark Task: Use the writing process to develop ideas in writing.

(Basic content areas: Planning, drafting, and editing written communication; collaborating with others)

1. Following a writing process will help you write faster and better. The first step in the writing process is to generate ideas. After deciding on the purpose of the message, learn as much as you can about the topic. Then begin to write. Set a time limit of 5 or 10 minutes. Get your ideas on paper by writing about the topic as rapidly as you can. This technique is called free writing. Don't stop to consider word choice, leave blanks if you can't think of the word you need. Another technique, called brainstorming, is to think about the message and make a list of as many ideas as come to mind without evaluating the ideas. These methods help you get started with the writing process.

Select a topic for an essay. Write your topic on a sheet of paper or on the computer. Under the topic list all ideas that come to mind about the topic for a time limit of 5 minutes. Then begin writing. Write as rapidly as you can about the topic without any attention to word choice or correctness. Get your ideas on paper about the topic. (I, ET: 20 min.)

2. The next step in the writing process is to organize what you have written into a logical sequence. Select the main ideas and related thoughts. Make a rough outline for the

## COMMUNICATION SKILLS (WRITING) - KCBAE Level III

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### SAMPLE LEARNING ACTIVITIES

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#### PB 4 (Continued)

organization of your paper. Consider the purpose of your paper and the reader. What will the reader need to know to respond favorably? Do you need to do research on the topic to learn more before writing the message? From the ideas generated in Learning Activity 1 above, make an outline for your essay about your hobby. (I, ET: 25 min.)

3. Convert the outline from Activity 2 above into a first draft of your essay. Use a computer to write your draft, if possible. Begin with an introduction which creates interest in the topic, present details in the body of the essay, and close with a summary which leaves a final thought with the reader. Since this draft will be further corrected and revised in subsequent steps, concentrate on content and organization as you write the first draft. (I, ET: 45 min.)
  4. The next step in the writing process is to revise and refine the draft. Read the draft aloud to check the sense and sound of the message. Consider word choice, sentence, and paragraph structure. Remove unnecessary or vague words and make changes to improve readability and thought flow. Work with one or more classmates to critique your draft and make changes to improve it. The final step in refinement is to proofread and correct mechanical errors: spelling, punctuation, grammar, format, word choice, parallelism, subject-verb agreement, and pronoun-antecedent agreement. Complete these steps for the essay about your hobby. When the final paper is completed, place it in your student folder. (I/G, ET: 45 min.)
  5. Select a topic and a purpose for a paper. Check with your friends or classmates to get opinions and ideas for development of the topic into a written project. Brainstorm ideas for the paper, and prepare an outline. Write a draft, revise, and edit for content; proofread and correct errors; collaborate with a fellow student in the final proofreading. Place the final draft of the paper in your student folder. (I/G, ET: 2 hrs.)
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#### PB 5 (11.03, 11.04, 11.06, 11.07, 11.09) (CR 4.01, 4.03, 12.03)

**Benchmark Task:** Use electronic technology tools in writing messages.

(Basic content areas: Using tape recorders, writing with a microcomputer, using a printer, using desktop publishing software, using modems and facsimile equipment, using electronic mail)

1. Watch a demonstration of the use of facsimile equipment (FAX), a modem, and electronic mail. Practice sending messages to someone on electronic mail. (G, ET: 1 hr.)
2. Tape recorders can be helpful during the brainstorming phase of writing or for gathering information. Select a topic for a short report (1 to 3 pages). Use a tape recorder to brainstorm and record ideas. Use the tape recorder to interview another person on the topic. Listen to the tape and make an outline for a report. (I/G, ET: 1 hr.)
3. Use the computer to write a report from the outline prepared in Activity 2. Follow the steps in the writing process to refine the paper. Print a final copy and place it in your student folder. (I, ET: 1 hr.)

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### SAMPLE LEARNING ACTIVITIES

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#### PB 5 (Continued)

4. Work with a group of 3-5 students to develop a one- or two-page newsletter about your adult education class. Plan the layout and write the news stories. In writing news stories, use an inverted pyramid style--the most important facts come first. The first sentence, the lead, should answer the questions Who, What, When, Why, and How. (G, ET: 1 hr. 30 min.)
  5. Work with your small group to use desktop publishing software or word processing software with graphics and print the newsletter written in Activity 4. (G, ET: 1 hr. 30 min.)
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PB 6 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12, 11.13) (CR 4.01, 4.03, 8.01, 8.02, 8.03, 12.03)  
Benchmark Task: Research information and develop reports.

(Basic content areas: Researching information, organizing information, formatting reports, using graphic aids)

1. Read a reference on library skills such as Basic English Revisited. Go to your local library and gather information for a written position paper on one of the following topics. Position papers examine issues, review the pros and cons, take a position on the issue, and justify the position. Ideas taken from reference materials must be referenced in the text and complete bibliographical information given at the end of the paper, so your notes must be complete for each resource showing the title, author(s), publication date, publisher, city of publication, and pages.

#### Suggested Issues

Immigration into the United States should be restricted to a specific quota, regardless of the reason for requested entry.

The seat belt law should be strictly enforced.

The death penalty should be used more often to reduce the number of incarcerated persons and reduce crime. (I, ET: Varies)

2. Read a reference on manuscript and report formatting. Plan the organization and format for your position paper to be written based on information collected in Activity 1. Use the writing process to develop your position paper. Complete the paper in final draft with a title page, headings, and subheadings in the report, and a reference list or bibliography. (I/G, ET: 2 hrs.)
3. Working in a small group of 3-5 students, share position papers and critique each other's work. Be sure suggestions are made in a positive frame. Consider the clarity of the writer's position, the rationale supporting the position, and the discussion of pros and cons. (G, ET: 45 min.)

# COMMUNICATION SKILLS (WRITING) - KCBAE Level III

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

4. Plan a graphic or illustration to include in the report using word processing or desktop publishing software with a computer. Add the graphic to the final draft and place a printed copy in your student folder. (I, ET: 45 min.)
  5. Read a reference on report preparation from a resource such as Chapter 15 Business Communication. Using the information in Attachment C as background information, prepare a written report. Draft the report; edit it carefully; collaborate with another student to review and critique the report; prepare the final copy in proper format; and place it in your student folder. (I/G, ET: 2-3 hrs.)
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## RESOURCES

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- |                                 |   |
|---------------------------------|---|
| South-Western.                  | <u>Basics of Writing</u><br><u>Basics of English</u><br><u>Basics of Business Communication</u><br><u>Business Communication</u> by Harcourt, Krizan, and Merrier<br><u>Business Communication Case Problems and Activities</u> |
| Steck-Vaughn.                   | <u>Pre-GED Writing</u>  |
| Glencoe.                        | <u>Pre-GED Writing Exercise Book</u><br><u>Teaching Adults to Write Essays</u><br><u>Pre-GED Writing Skills</u>   |
| Lakeshore.                      | <u>Writing Basics Skillbook</u><br><u>Essays/Letters/Reports Skillbook</u>  |
| Contemporary.                   | <u>Foundations: Writing</u>   |
| The Write Source.               | <u>Basic English Revisited</u>  |
| New American Library.           | <u>Writing for Story</u>  |
| Dartnell Press.                 | <u>How to Take the Fog Out of Writing</u>   |
| Macmillan.                      | <u>The Elements of Style</u>  |
|                                 | <u>Multimedia</u>   |
| Nightingale-Conant Corporation. | <u>Yes! You Can Write</u> cassette tape series  |

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## RESOURCES (Continued)

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Glencoe.

Beyond Words: Writing

Lakeshore.

You Be the Reporter Interactive video program

South-Western.

The Computer Writing Book

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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

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REWRITING SENTENCES

DIRECTIONS: Rewrite the following sentences using the strategies indicated to create emphasis.

- | <u>Message</u>   | <u>Strategy</u>                         |
|--|---|
| 1. The team is the best: well prepared, most talented, and more dedicated than others.   | Repetition of key words;<br>parallelism |
| <hr/> <hr/> <hr/>  |   |
| 2. The most cereal was eaten by the smallest baby.   | Active voice                            |
| <hr/> <hr/> <hr/>  |   |
| 3. If you like to hike frequently in the woods which gives you good exercise and keeps you healthy, you should establish a routine which makes hiking a habit. | Short, direct sentences                 |
| <hr/> <hr/> <hr/>  |   |
| 4. I saw some movie that was very exciting for many moviegoers.  | Specific rather than vague terms        |
| <hr/> <hr/> <hr/>  |   |

**NUMBER WORDS AND NUMERALS**

**DIRECTIONS:** Write the correct number words or numerals in the blank column.

thirty-two	
ninety-seven	
eighty-five	
twenty-eight	
fifty-nine	
44	
92	
36	
81	
22	
44	