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| **Competency: Grammar** | **Minimum: 25** |
| **Tasks** |  |
| 1.       Describe and identify the eight parts of speech in context sentences. |  |
| 2.       Identify the difference between adverbs and adjectives. |  |
| 3.       Identify the categories of pronouns and uses of reflexive pronouns. |  |
| 4.       Identify features of prepositions and uses of prepositional phrases. |  |
| 5.       Identify types of conjunctions. |  |
| 6.       Use a verb that correctly agrees with the subject of a sentence. |  |
| 7.       Describe the types of verbs and demonstrate the six tenses. |  |
| 8.       Use irregular verbs and their different forms properly and distinguish between transitive and intransitive verbs. |  |
| 9.       Identify subjects, predicates, verbs, adverbs, pronouns, direct and indirect objects, and prepositional and infinitive phrases in sentences. |  |
| 10.    Select pronouns properly and use them correctly in a sentence. |  |
| 11.    Correctly use a possessive noun in a sentence. |  |
| 12.    Create the plural form of a noun. |  |
| 13.    Identify and correct misplaced and dangling modifiers. |  |
| 14.    Describe and write the four kinds of sentences—declarative, interrogative, imperative, and exclamatory. |  |
| 15.    Recognize types of sentence fragments, run-on sentences, and double negatives. |  |
| 16.    Recognize and correct problems in grammar and usage including, but not limited to, completeness, agreement, reference, and form. |  |
| 17.    Write clear, descriptive sentences in a variety of sentence patterns (e.g., simple, compound, complex, and compound-complex). |  |
| 18.    Write logical, coherent phrases, sentences, and paragraphs, incorporating correct spelling, grammar, and punctuation. |  |
| **Competency: Punctuation and Capitalization** | **Minimum: 15** |
| **Tasks** |  |
| 1.        Determine appropriate use of periods, question marks, and exclamation points. |  |
| 2.        Explain the use of commas, colons, and semicolons. |  |
| 3.        Recognize and correct problems in punctuation including, but not limited to, commas, semicolons, and apostrophes. |  |
| 4.        Use apostrophes to indicate contractions and possessive constructions. |  |
| 5.        Use quotation marks to set off the words of a speaker or writer and to set off titles of short works and use punctuation with quotation marks. |  |
| 6.        Define the grammatical rules that govern the use of special punctuation marks such as the dash, hyphen, and parentheses. |  |
| 7.        Use appropriately ellipsis, italics, and underlining. |  |
| 8.        Identify how to capitalize sentences, proper nouns, abbreviations, adjectives, and titles correctly. |  |
| 9.        Write and use numbers according to standard practice in a sentence. |  |

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| **Competency: Spelling** | **Minimum: 10** |
| **Tasks** |  |
| 1.        Illustrate the ability to correctly spell the words regularly used in writing. |  |
| 2.        Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning. |  |
| 3.        Identify prefixes and suffixes. |  |
| 4.        Explain plural spelling rules. |  |
| 5.        Apply spelling rules to homonyms and commonly confusing words such as effect and affect. |  |
| 6.        Find silent letters in a word. |  |
| 7.        Recognize letter patterns in words. |  |
| 8.        Demonstrate application of spelling rules such as i before e, silent e, words ending in y, etc. |  |
| **Competency: Proofreading & Editing** | **Minimum: 10** |
| **Tasks** |  |
| 1.        Proofread a paragraph and identify spelling, grammatical, and punctuation errors. |  |
| 2.        Proofread written communications with errors, using proofreader’s marks. |  |
| 3.        Compare drafts to final documents and make editorial changes. |  |
| 4.        Proofread and edit business documents to ensure they are clear, correct, concise, complete, consistent, and courteous. |  |
| 5.        Review sentence structure and the style of writing. |  |
| 6.        Review and edit for the effectiveness of word choices. |  |
| **Competency: Word Definition and Usage** | **Minimum: 10** |
| **Tasks** |  |
| 1.        Deduce the meanings of words and idiomatic phrases. |  |
| 2.        Recognize how word selection and usage affects communication. |  |
| 3.        Recognize slang, jargon, and clichés. |  |
| 4.        Recognize common errors in word usage. |  |
| 5.        Use proper sentence structure. |  |
| 6.        Illustrate the proper way to divide words. |  |
| 7.        Identify homophones. |  |
| 8.        Create new words using root words. |  |
| 9.        Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning. |  |
| 10.     Use contextual clues to recognize word meaning. |  |

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| **Competency: Oral Communication Concepts** | **Minimum: 15** |
| **Tasks** |  |
| 1.     Use bias-free language (e.g., gender, race, religion, physical challenges, and sexual orientation) |  |
| 2.     Illustrate sensitivity to audience needs and desires. |  |
| 3.     Differentiate between pronunciation and enunciation. |  |
| 4.     Correctly choose and pronounce words used in verbal communication. |  |
| 5.     Provide a clear description of a simple system or process or give clear, concise directions. |  |
| 6.     Use proper techniques to make an oral presentation. |  |
| 7.     Express opinions and discuss issues positively and tactfully. |  |
| 8.     Identify major listening barriers and effective active listening techniques. |  |
| 9.     Ask questions to clarify information. |  |
| 10.     Interpret nonverbal cues in messages. |  |
| 11.     Follow spoken directions. |  |
| 12.     Listen objectively and record major points of a speaker’s message. |  |
| **Competency: Reading Comprehension** | **Minimum: 15** |
| **Tasks** |  |
| 1.           Read and follow directions. |  |
| 2.           Demonstrate reading comprehension by restating or summarizing. |  |
| 3.           Differentiate between fact and opinion. |  |
| 4.           Determine if a text is descriptive, informative, instructional, or persuasive. |  |
| 5.           Summarize the important points of a document. |  |
| 6.           Identify and explain enhancements such as graphs, charts, tables, and illustrations/photographs for visual impact. |  |
| 7.           Interpret information from articles, manuals, etc. |  |
| 8.           Select the appropriate reading method (e.g., skimming, scanning, speed-reading, and in-depth reading) for a particular situation. |  |
| 9.           Identify factors that affect readability of text (e.g., sentence length, word selection, and type size). |  |
| 10.        Investigate the need for various reading skills in the workplace such as reading for information, summarization, drawing conclusions, making judgments, and following directions. |  |
| 11.        Evaluate the quality and reliability of source information. |  |
| 12.        Analyze information presented in a variety of formats such as tables, lists, and figures. |  |
| 13.        Use note-taking skills that incorporate critical listening and reading techniques. |  |