

Communications 11 Essential Learning Outcomes

RATING SCALE: How well do I know these topics?

1. I am still just learning this. (**Not Yet Meeting** learning outcomes)
2. I have a basic understanding, but I don't feel confident yet. (**Minimally Meeting** learning outcomes)
3. I am confident that I have mastered this. (**Meeting** learning outcomes)

Essential Learning Outcome	1	2	3
LITERARY DEVICES: I can define, identify, and create a(n):			
Figurative language			
Simile			
Metaphor			
Alliteration			
Personification			
Hyperbole/exaggeration			
Understatement			
Onomatopoeia			
Rhyme scheme			
Imagery			
Symbolism			
Repetition			
Pun			
Sarcasm			
Emphasis			
LANGUAGE: I can define, identify and create:			
Figurative language			
Formal language (Standard English)			
Informal language			
Literal language			
Scientific language			
Technical language			
TYPES OF POEMS: I can define, identify and create:			
Couplets			
Stanza			
Lyric			
Narrative			
free Verse			
speaker			
UNDERSTANDING OR ANALYSIS OF POETRY			
I can use these strategies to understand a poem:			

• make predictions			
• understand all of the individual vocabulary			
• identify any imagery and understand its purpose			
• identify any symbolism in the poem			
• identify and describe the effects of literary devices			
• identify the theme of the poem			
SHORT STORIES/NOVELS:			
I can define and identify the following:			
Protagonist			
Antagonist			
Different character types:			
Round			
Flat			
Dynamic			
Static			
Stereotypical			
I understand the difference between Direct and Indirect characterization			
I can list the 5 ways an author indirectly reveals characters			
S – speech			
T – thoughts			
E – effect on others characters (what others think/say)			
A – actions			
L – looks/physical appearance			
Setting (time, place)			
Atmosphere/Mood			
Tone			
Foreshadowing			
Flashback			
Suspense			
Conflict			
Man vs Man			
Man vs Nature			
Man vs Society			
Man vs the Unknown			
Man vs Himself (Internal)			
Point of View			
1 st Person			
3 rd Person Limited Omniscient			

3 rd Person Omniscient			
Objective			
Plot			
Introduction/Exposition			
Rising Action			
Climax			
Falling Action			
Conclusion			
Irony (as a general definition but not separated into the types)			
Bias			
Audience			
Narrator			
Dialogue			
Theme			
I can identify the main idea or message that the author wants readers to think about			
Genre			
myth			
legend			
Fable			
fantasy			
Characterization			
I can list character traits/adjectives to describe the characters in the text			
I can find the supporting evidence from the text to support my choice of adjectives or traits			
I can write a properly formatted paragraph to discuss characterization			
I can write a properly formatted 5 paragraph essay to discuss characterization			
6+1 WRITING TRAITS			
I can begin my writing in a variety of ways			
I can create a strong, narrow, focused idea			
I can organize my writing into paragraphs			
I can add effective word choice			
I can add voice or personality to my writing			
I can add a variety of different sentence lengths for fluency			
I can use proper conventions in my writing			
I can produce a final product/Publication			
I can edit my own work and the work of my peers			

PARAGRAPH WRITING			
I can identify and write a topic sentence/main idea			
I can identify and write at least 3 supporting details			
I can identify and write a strong concluding sentence			
I can use transition words to connect my thoughts			
I can identify and write for different purposes:			
Narrative			
Descriptive			
Persuasive			
Expository			
Cause and effect			
Chronological order/ step by step			
Compare and contrast			
Pro and con			
Expert opinion			
Question and answer			
Statistical evidence			
I can edit my own work for proper paragraph formation			
I can edit the work of my peers for proper paragraph formation			
ESSAY WRITING – 5 paragraphs			
I can write an engaging thesis statement that clearly states the topic and my opinion			
I can write an introductory paragraph that includes a thesis statement, my main ideas, and a concluding sentence			
My body paragraphs each contain a topic sentence, supporting details, and a concluding sentence			
I can write a concluding paragraph that summarizes my main points and ends with a strong finish			
I can use transition words to connect my ideas			
Business Letter			
I can properly identify, organize and write the specific components of a business letter: Both Addresses Date Salutation/Greeting Introduction (identify the task or problem) Body (specific information, details and course of action)) Conclusion (the “thanks” and contact information) Salutation/Closing			
I am careful to use formal language in a business letter			
I make sure to include ALL essential information			

Visual Design			
I can read text and identify the purpose			
I can identify the important and significant details and information			
I can identify the audience			
I can create an engaging TITLE			
I can create appropriate headings for the information			
I can create a balanced and effective layout			
I can incorporate visuals and graphics for emphasis			
Responding to Text			
I can address the prompt or question			
I can write an introduction to list my main points			
I can use PEE to show my understanding of the text Point Evidence (integration of quotes) Explanation			
I can make connections between the text and my own experiences and knowledge			
I can write a conclusion to summarize the main points of my response			
Conventions			
I can write a complete sentence			
I can identify and fix incomplete sentences/sentence fragment			
I can identify and fix run-on sentences			
I can properly use a comma and conjunction to combine sentences			
I can properly use quotation marks around dialogue			
I can use parallel structure in my writing			
I can edit my own work for spelling, grammar and punctuation			
I can edit the work of my peers for spelling, grammar, and punctuation			
PARTS OF SPEECH			
I can identify Nouns			
I can identify Verbs			
I can identify Adjectives			
I can identify Adverbs			
I can identify Pronouns			
I can identify Conjunctions			
SILENT READING			
I can arrive on time and begin reading my book			

I can be actively engaged in the reading (I sometimes lose track of time while reading)			
I can re-read difficult passages or check new vocabulary to clarify ideas and understanding			
I can enjoy reading outside of class time			
READING AND COMPREHENSION STRATEGIES			
I can use context clues to help me understand new vocabulary			
I re-read difficult text to help check for new vocabulary			
I can identify the main idea in non-fiction text			
I can identify the supporting details			
I can complete a graphic organizer to demonstrate my understanding of main idea and supporting details (mind maps, t-charts)			
I can read text and make inferences			
I can make predictions prior to reading text			
I can make personal connections to text (self to self, self to text, self to world)			
I can define and demonstrate an understanding of plagiarism			
TEXT FEATURES: I can identify and use:			
Title page			
Table of contents			
Index			
Headings			
Subheadings			
Captions			
Maps, charts, graphs, tables			
Pictures/graphics			
Textboxes			
Key words			
Bold or <i>italics</i>			
Hyperlinks			
Sidebars			
glossary			
COMMUNICATION SKILLS			
I can share my thoughts and ideas			
I can regularly contribute to class discussions			
I can speak clearly so everyone can hear			
I can comment respectfully and on topic			
ORAL PRESENTATIONS			
I can speak clearly so everyone can hear			
I can make eye contact with my audience			
I can use body language to add to my presentation			
I can add appropriate visual aids to enhance my presentation			

