



**ELA**



# English Language Arts Content Standards

## Introduction – English Language Arts Content Standards and Benchmarks

Language demands are more rigorous today than in the past for both academic and work environments. Adults must read, write, speak, and listen with increasing levels of complexity to engage in learning and accomplish work in the technology rich world we now live in. Strong English language skills are necessary for critical thinking, communication and social engagement, both at the work site and the classroom.

English Language Arts is the broad Content Area. There are Subareas within it that further delineate the Content Area. Each of these Subareas has multiple Content Standards with supporting Benchmarks. Detailed Work Activities and examples of jobs show how the standards are relevant to specific industries.

To inform these content standards, the work group and project staff in the first phase of the project reviewed research on the skills and content knowledge Adult Education students need to succeed in college and careers. The work group and project staff also examined the Texas College and Career Readiness Standards, the College and Career Readiness Standards for Adult Education (CCRS), the English Language Arts and Reading Texas Essential Knowledge and Skills for English IV vertical alignment, and the National Council of Teachers of English/International Reading Association Standards for the English Language Arts.

The first phase focused on ELA skills necessary for higher education. The second phase focused on work. The experts in phase two of the project examined how employees apply the skills, reading, writing, speaking, and listening, to perform successfully on the job. While the examples provided are specific to the four-target industry sectors – advanced manufacturing, construction and extraction, healthcare sciences, and transportation/distribution/logistics – these skills are in demand throughout business and industry in Texas.

## ELA Content Area Overview

The *Texas Adult Education Content Standards v. 3* are organized around five broad Content Areas. The English Language Arts Contents Standards are Content Area I. Within each Content Area, there are Subareas that delineate the different topics within the Content Area. Subareas typically consist of several Content Standards and Benchmarks. This structure assists in breaking a broad Content Area into manageable groupings of information.

### Content Area I – English Language Arts

#### Subareas:

##### **I.1 – Reading Foundations**

Students develop phonological awareness at the word level, progress in understanding sound-symbol relations, and increase fluency by working with words.

##### **I.2 – Reading**

Students read and understand a wide variety of literary and informational texts.

##### **I.3 – Writing**

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

##### **I.4 – Oral and Written Conventions**

Students learn how to use the oral and written conventions of the English language in speaking and writing.

##### **I.5 – Research**

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

##### **I.6 – Listening and Speaking**

Students practice listening and responding to the ideas of others while contributing their own ideas in conversations and in groups.

## Subarea I.1 – Reading Foundations

### O\*NET Elements related to this Subarea:

- **Knowledge of English.** Know the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Reading Comprehension.** Understand written sentences and paragraphs in work-related documents.

### Subarea Standards:

**A. Beginning Reading Skills/Print Awareness. Understand that the function of conventional and digital print is to convey meaning and that there is a connection between oral and written language, recognize the ways print is organized, and recognize the conventions for reading and writing.**

1. Display ability to segment words into separate parts, blend sounds to form words, and manipulate sounds aurally and orally.

**B. Beginning Reading Skills/Phonemic Awareness. Understand that the sounds of spoken language work together to make words.**

1. Display awareness of phonics (e.g., letter-sound knowledge, segmenting, blending, and manipulating sounds aurally and orally).

**C. Beginning Reading Skills/Word Analysis and Phonics Instruction. Understand there is a relationship between letters and sounds through written language.**

1. Use the relationships between letters and sounds, spelling patterns, and analysis of word structure to decode/encode written and spoken English.
2. Use word analysis skills such as phonetic and morphemic analysis.

**D. Beginning Reading/Strategies. Develop increasingly sophisticated strategies for comprehending a variety of diverse texts.**

1. Determine what print and digital texts say explicitly and make logical inferences from texts (e.g., written directions, signs, captions, warning labels, and informational books).

## Subarea I.1 – Reading Foundations (cont.)

O*NET Detailed Work Activity	Industry Examples
Plan production or operational procedures or sequences.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Computer Numeric Controller (CNC) Machinist</b>  <b>Example: Studies sample parts, blueprints, drawings, or engineering information to determine methods or sequences of operations needed to fabricate products.</b></p>
Read work orders from supervisors or homeowners to determine work requirements.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Painter</b>  <b>Example: Mixes and matches colors of paint, stain, or varnish with oil or thinning and drying additives to obtain desired colors and consistencies.</b></p>
Follow protocols or regulations for healthcare activities.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Home Health Aide</b>  <b>Example: Reads prescriptions for oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensures patients take their medicine.</b></p>
Follow safety procedures for vehicle operation.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Heavy and Tractor-Trailer Truck Driver</b>  <b>Example: Reads and follows appropriate safety procedures for transporting dangerous goods.</b></p>
Study product information to acquire professional knowledge.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Shipping, Receiving, and Traffic Clerks</b>  <b>Example: Examines shipment contents and compares with records, such as manifests, invoices, or orders, to verify accuracy.</b></p>

## Subarea I.1 – Reading Foundations (cont.)

### E. Fluency. Read a text accurately and with fluency.

1. Read developmentally appropriate text with fluency (rate, accuracy, expression, phrasing).

## Subarea I.2 – Reading

### O\*NET Elements related to this Standard and its Benchmarks:

- **Knowledge of English.** Know the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Reading Comprehension.** Understand written sentences and paragraphs in work-related documents.
- **Attention to Detail.** Be careful and thorough in completing detailed work tasks.
- **Critical Thinking.** Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

## Subarea I.2 – Reading (cont.)

### Subarea Standards:

#### A. Vocabulary Development. Apply vocabulary and concepts accurately in reading, speaking, and writing.

1. Identify new words and concepts by studying their relationships to other words and concepts by using context clues.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use printed, digital, and web-based resources (e.g., dictionaries, glossaries, and thesauruses) to confirm the meanings of words

O*NET Detailed Work Activity	Industry Examples, if relevant
Examine documents to verify adherence to requirements.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Production, Planning Clerk</b>  <b>Example:</b> Examines documents, materials, or products and monitors work processes to assess completeness, accuracy, and conformance to standards and specifications.</p>
Proofread documents, records, or other files to ensure accuracy.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Receptionist</b>  <b>Example:</b> Computes, records, and proofreads data and other healthcare-related information, such as records or reports.</p>
Maintain current knowledge related to work activities.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Welders, Carpenters, Millwrights</b>  <b>Example:</b> Needs to understand safety guidelines, local building codes, signs and labels, specifications and more to do the job safely and effectively.</p>

## Subarea I.2 – Reading (cont.)

**B. Comprehension of Literary Texts in a Variety of Genres and Presentation Modes. Comprehend a wide range of literary texts (novels, poems, plays, etc.) from different world cultures and historical periods.**

1. Analyze themes, structures, and elements of contemporary, traditional, and classical literary texts from various cultures.
2. Analyze and compare the use of language in diverse literary works from a variety of world cultures and historical periods.
3. Analyze a wide variety of texts from different world cultures and historical periods to determine what they suggest about the historical period and cultural contexts in which they were written.

**C. Comprehension of Literary Texts. Locate explicit textual information, draw inferences, and analyze and evaluate varied structural patterns, stylistic elements, and features of literary nonfiction and fiction. Identify supporting evidence from the text to support understanding.**

1. Draw and support inferences from texts to summarize what is presented, draw conclusions, and distinguish facts from opinions.
2. Identify explicit and implicit information including main ideas, supporting evidence, and author's purpose.
3. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers: compare and analyze how features of genres are used across texts (e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, voice, understatement and overstatement, time and sequence, narrator, and poetic elements such as sound, imagery, and personification).

## Subarea I.2 – Reading (cont.)

### D. Comprehension of a Variety of Informational Texts. Describe, analyze, and evaluate diverse informational texts, and identify supporting evidence from the text to support understanding.

1. Identify and distinguish differences in structure and purpose for a range of informational texts, regardless of print or digital presentation mode (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, manuals, procedures and other job-related materials, schedules, speeches, memoranda, public documents, and maps).
2. Identify and analyze the purpose and message of informational texts, including pros and cons, author’s bias, and alternate points of view when applicable.
3. Analyze informational texts for what they suggest about the historical period and cultural contexts in which they were written.

O*NET Detailed Work Activity	Industry Examples
Interpret blueprints, specifications, or diagrams to inform development of operation activities.	<b>Industry: Construction and Extraction</b> <b>Position: First-line Supervisor</b> <b>Example:</b> Reads specifications, such as blueprints, to determine construction requirements or to plan procedures.
Read work orders or other instructions to determine product specifications or materials requirements.	<b>Industry: Construction and Extraction</b> <b>Position: HVAC Technician</b> <b>Example:</b> Reads to understand manufacturer’s detailed instructions for installation of equipment, safety procedures, and material data sheets (MDS).
Stay informed about current developments in field of specialization.	<b>Industry: Transportation, Distribution, Logistics</b> <b>Position: General Warehouse, all functions</b> <b>Example:</b> General Warehouse – Drivers, all clerks, and management at every level must have reading comprehension for basic items such as handbooks or policy.

## Subarea I.2 – Reading (cont.)

**E. Comprehension of Persuasive Texts. Locate explicit textual information, draw inferences, and analyze and evaluate information about persuasive texts. Identify supporting evidence from the text to support understanding.**

1. Identify and analyze the audience, purpose, and message of a persuasive text.
2. Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.
3. Analyze the presentation of information in a range of persuasive texts to determine and judge the strength, sufficiency, and quality of evidence used by the author; the coherence and logic of the presentation; credibility of the argument (e.g., author’s bias, author’s expertise, authenticity); clarity of purpose; consistency; effectiveness of organizational pattern; validity of reasoning; and use of rhetorical devices to serve a purpose (e.g., propaganda techniques, appeal to a friendly or hostile audience, and effective modes of persuasion).
4. Evaluate the use of print and digital text features, graphics, and informational aides in persuasive texts to determine where to locate information and enhance comprehension and credibility (e.g., guide words, title page, table of contents, index, glossary, headings, subheadings, keywords, and illustrations and photographs).
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, persuasive structure, format, arguments and evidence, and omissions or ambiguities).

O*NET Detailed Work Activity	Industry Example
Scan short texts to locate specific information.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Dieticians and Nutritionists</b>  <b>Example:</b> Reads information (e.g., wellness material) in order to assess nutritional needs, diet restrictions, and current health plans to develop and implement dietary-care plans and provide nutritional counseling.</p>

NOTE: Although persuasion is important for success in many positions in the four industries – e.g., working with customers – the documentation used by employees is more informational than persuasive. Persuasive texts are used in a variety of occupations in other sectors – for example, sales and marketing.

## Subarea I.2 – Reading (cont.)

### F. Comprehension of Expository Texts. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.

1. Identify explicit and implicit textual information, including main idea, point of view, and author’s purpose (e.g., full-length feature articles in newspapers, magazines, and the Internet).
2. Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.
3. Analyze the presentation of information and the strength and quality of evidence used by the author. Assess the coherence and logic of the presentation and the credibility of the information presented.
4. Evaluate the use of print and digital text features, graphics, and informational aides in informational texts to determine where to locate information and enhance comprehension (e.g., guide words, title page, table of contents, index, glossary, headings, subheadings, keywords, and illustrations and photographs).
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, expository structure, format, arguments and evidence, and omissions or ambiguities).

O*NET Detailed Work Activity	Industry Examples
Interprets blueprints, specifications, or diagrams to inform installation, development, or operation activities.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Heating, Ventilation, and Air Conditioning (HVAC) Installer/Technician</b>  <b>Example:</b> Reads plans to make adjustments for installations of equipment. Problem solving will be required to make necessary repairs, and worker will be required to understand evolving technologies and equipment changes.</p>
Reviews work orders or schedules to determine operations or procedures.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Laborer, Material Handler</b>  <b>Example:</b> Reads work orders or receives oral instructions to determine work assignments or material or equipment needs. Attaches identifying tags to containers or marks them with identifying information.</p>

## Subarea I.3 – Writing

### O\*NET Elements related to this Standard and its Benchmarks:

- **Writing.** Communicate effectively in writing as appropriate for the needs of the audience.
- **Written Expression.** Communicate information and ideas in writing so others will understand.

### Subarea Standards:

#### **A. Writing Process. Use a recursive process to prewrite, compose, revise, and edit a variety of texts that demonstrate clear focus, logical development of ideas in well-organized paragraphs, and the use of language that advances the author’s purpose.**

1. Use various prewriting strategies such as brainstorming, freewriting, listing, and mapping to generate ideas.
2. Identify and evaluate effective strategies that demonstrate the writer’s purpose and audience (e.g., to explain, inform, analyze, entertain, reflect, and persuade).
3. Gather information relevant to the topic and purpose, keeping accurate records of outside sources to avoid plagiarism.
4. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis.
5. Craft multiple drafts and revisions to refine and revise key ideas to support thesis, and to organize for logic and flow using transitions; ensure accuracy of grammar, punctuation, and other conventions; confirm references and accuracy of information and cite references.
6. Edit writing for proper voice, tense, sentence structure, and mechanics, assuring that it conforms to Standard American English (e.g., use a checklist to guide proofreading; edit for grammar, punctuation, capitalization; use resources to resolve issues of usage).
7. Apply proper writing conventions (e.g., organizational pattern, format, language, and tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, and resumes); and use available digital and web-based resources, such as publishing software or graphics programs to produce and publish written work.

## Subarea I.3 – Writing (cont.)

O*NET Detailed Work Activity	Industry Examples
Prepare reports.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Service Unit Operator – Oil, Mining, Gas</b>  <b>Example:</b> Prepares reports of services rendered, tools used, or time required for billing purposes.</p>
Prepare and process emails, memos, correspondence, or other documents.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Receptionist</b>  <b>Example:</b> Reproduces documents from notes or rough drafts utilizing computer software.</p>
Prepare and process emails.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Logistics Manager, Supervisor, Clerks</b>  <b>Example:</b> Writes emails to a local vendor about the quality of products that are being delivered through the contract.</p>

## Subarea I.4 – Oral and Written Conventions

### O\*NET Elements related to this Standard and its Benchmarks:

- **Oral Expression.** Communicate information and ideas in speaking so others will understand.
- **Writing.** Communicate effectively in writing as appropriate for the needs of the audience.
- **Written Expression.** Communicate information and ideas in writing so others will understand.
- **Attention to Detail.** Be careful and thorough in completing detailed work tasks.

### Subarea Standards:

#### A. Language Conventions. Understand the conventions of language when speaking and writing.

1. Understand and apply the parts of speech in the context of reading, writing, and speaking. Use capitalization conventions in writing (e.g., within divided quotations, historical periods and events, geological eras, and scientific terms).
2. Develop oral and written text (e.g., sentences, paragraphs, and longer works) that demonstrate control of vocabulary, voice, and structure suitable for specific audiences and purposes.
3. Use proper punctuation conventions in writing (e.g., colons, quotation marks, and dashes; apostrophes in contractions and possessives; commas with introductory phrases and dependent clauses; semi colons or a comma in compound sentences; commas in a series; and ellipses to indicate a pause, break, or omission).

## Subarea I.4 – Oral and Written Conventions (cont.)

O*NET Detailed Work Activity	Industry Examples
Prepare documentation for contracts, transactions, or regulatory compliance.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Production Planning Clerk</b>  <b>Example:</b> Revises production schedules when required due to design changes, labor or material shortages, backlogs, or other interruptions, collaborating with management, marketing, sales, production, or engineering.</p>
Communicate with other construction or extraction personnel to discuss project details.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Electrician</b>  <b>Example:</b> Advises management on whether continued operation of equipment could be hazardous.</p>
Prepares operational reports or records.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Information Clerk</b>  <b>Example:</b> Processes and prepares memos, correspondence, travel vouchers, or other documents; file and maintain records.</p>
Communicate details of a situation to appropriate personnel.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Cargo and Freight Agents</b>  <b>Example:</b> Contacts vendors or claims adjustment departments to resolve shipment problems or contact service depots to arrange for repairs.</p>

## Subarea I.4 – Oral and Written Conventions (cont.)

### B. Print Production. Use basic computer skills.

1. Demonstrate basic computer processing skills, and make efficient use of technology such as spellcheck, font changes, printing, etc.
2. Adapt email style to purpose and audience.
3. Master a range of communication protocols for use in the workplace.

O*NET Detailed Work Activity	Industry Examples
Operate computers or computerized equipment.	<b>Industry: Construction and Extraction</b> <b>Position: Service Unit Operator – Oil, Mining, Gas</b> <b>Example:</b> Prepares reports of services rendered, tools used, or time required for billing purposes.
Enter information into databases or software programs.	<b>Industry: Healthcare Sciences</b> <b>Position: Unit Coordinator</b> <b>Example:</b> Communicates clearly and effectively by email to clinical and non-clinical departments and staff members to ensure appropriate patient flow and safe patient care.
Prepare and process emails.	<b>Industry: Transportation, Distribution, Logistics</b> <b>Position: Clerks, Managers, Supervisors</b> <b>Example:</b> Responds to questions, answers, and gives day-to-day responses via email. Uses email to document day-to-day operations, rationales, performance, evaluations, and observations.
Prepare and process emails.	<b>Industry: Transportation, Distribution, Logistics</b> <b>Position: Logistics Manager</b> <b>Example:</b> Provides an email to a local vendor about the quality of products that are being delivered through the contract.

## Subarea I.5 – Research

### O\*NET Elements related to this Standard and its Benchmarks:

- **Attention to Detail.** Be careful and thorough in completing detailed work tasks.
- **Reading Comprehension.** Understand written sentences and paragraphs in work related documents.
- **Written Expression.** Communicate information and ideas in writing so others will understand.
- **Writing.** Communicate effectively in writing as appropriate for the needs of the audience.
- **Dependability.** Be reliable, responsible, and dependable in fulfilling obligations.
- **Oral Expression.** Communicate information and ideas in speaking so others will understand.
- **Speaking.** Talk to others to convey information effectively.

## Subarea I.5 – Research (cont.)

### Subarea Standards:

#### A. Planning Research. Use a variety of strategies to plan research.

1. Formulate research topics and questions from the curriculum, current events, and the workforce (e.g., identify possible topics by brainstorming, listing questions, using idea webs; organize prior knowledge about a topic; develop a course of action; and determine how to locate necessary information).
2. Narrow research topics and develop a timeline for completing work.

O*NET Detailed Work Activity	Industry Examples
Test products or subassemblies for functionality or quality.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Quality Assurance Technician</b>  <b>Example:</b> Verifies the readings and records the results for equipment calibrations. Identifies, assists, addresses, and documents quality holds. Reads labels on products to ensure accuracy of shop orders.</p>
Organize informational materials.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Construction Carpenters</b>  <b>Example:</b> Maintains records, documents actions, and presents written progress reports.</p>
Follow protocols or regulations for healthcare activities.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Sterile Processing Technician I</b>  <b>Example:</b> Monitors, reads, documents, and interprets parameters for all types of sterilizers to ensure proper function and patient safety.</p>

## Subarea I.5 – Research (cont.)

### B. Gathering Sources. Determine, locate, explore, and systematically document a broad range of relevant print, digital, and web-based resources for addressing a research question.

1. Select information from credible sources related to the topic (e.g., informational books, pictures, charts, indexes, videos, television programs, speeches, technical documents, periodicals, Internet sources, such as websites, podcasts, blogs, and electronic bulletin boards, and personal observation).
2. Use source material ethically to avoid plagiarism and note how to properly cite a variety of sources.
3. Systematically record gathered information (e.g., use notes, maps, charts, graphs, tables, and other graphic organizers; paraphrase and summarize information; gather direct quotes; and provide narrative descriptions).
4. Evaluate the validity and reliability of sources (e.g., the motives and perspectives of the author; credibility of the author and sources; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence; and strengths and limitations of the source relative to audience and purpose).

O*NET Detailed Work Activity	Industry Examples
Enter information into databases or software programs.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Production, Planning, and Expediting Clerks</b>  <b>Example:</b> Compiles operational or personnel records, such as time and production records, inventory data, repair or maintenance statistics, or test results.</p>
Record vital statistics or other health information.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Receptionist</b>  <b>Example:</b> Enters data, such as demographic characteristics, history and extent of disease, diagnostic procedures, or treatment into computer.</p>
Record details of deliveries or shipments.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Freight and Cargo Inspectors, Checkers</b>  <b>Example:</b> Records details about freight conditions, handling of freight, and any problems encountered.</p>

## Subarea I.5 – Research (cont.)

### C. Organizing and Presenting Ideas. Design and produce a written or oral presentation.

1. Organize and present ideas and information according to the purpose of the research and the audience.
2. Synthesize the research into a written or oral presentation.

O*NET Detailed Work Activity	Industry Examples
Discuss goods or services information with customers or patrons.	<p><b>Industry: Multiple</b>  <b>Position: Customer Service Representative</b>  <b>Example:</b> Confers with customers by telephone or in person to provide information about products or services, takes or enters orders, cancels accounts, or obtains details of complaints.</p>
Document operational procedures.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Inspector</b>  <b>Example:</b> Writes test or inspection reports describing results, recommendations, or needed repairs.</p>
Collaborate with healthcare professionals to plan or provide treatment.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Sterile Processing Technician I</b>  <b>Example:</b> Effectively communicates, verbally and in writing, with customers, peers, and visitors.</p>

## Subarea I.6 – Listening and Speaking

### O\*NET Elements related to this Standard and its Benchmarks:

- Active Listening. Give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Attention to Detail. Be careful and thorough in completing detailed work tasks.
- Critical Thinking. Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Speaking. Talk to others to convey information effectively.
- Speech Recognition. Identify and understand the speech of another person.
- Adaptability/Flexibility. Be open to change (positive or negative) and to considerable variety in the workplace.
- Cooperation. Be pleasant with others on the job and displaying a good-natured, cooperative attitude.

### Subarea Standards:

#### A. Listening. Apply listening skills in informal and formal situations as an individual and as a member of a group in a variety of settings (e.g., lecture, discussions, conversations, team projects, presentations, and interviews).

1. Listen by critically evaluating content in a wide variety of situations (e.g. lectures, presentations, small groups, and one-on-one discourse).
2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.
3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide and recognize verbal and nonverbal cues to ensure one's message is communicated, note cues such as change of pace or words that indicate a new point is about to be made, and select and organize key information).
4. Listen actively and effectively in a variety of communication situations.
5. Analyze and evaluate the effectiveness of an informal and formal presentation.

## Subarea I.6 – Listening and Speaking (cont.)

O*NET Detailed Work Activity	Industry Examples
Receive information or instructions for performing work assignments.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Machine Operator</b>  <b>Example:</b> Listens to shift start-up meeting for full instructions on today's production orders. Asks questions about orders coming in. Receives information from other departments and/or delivers communication to other departments in regard to orders and line status.</p>
Communicate with clients about products, procedures, and policies.	<p><b>Industry: Construction and Extraction</b>  <b>Position: Installer/Technician</b>  <b>Example:</b> Listens to the customer to help determine customer's comfort needs. Understands instructions from supervisors and management team.</p>
Answer patient call signals, signal lights, bells, or intercom systems to determine patients' needs.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Patient Care Technicians</b>  <b>Example:</b> Hears what a patient says when they describe that they are in pain or suffering (is it a request they are making?).</p>
Confer with customers or users to assess problems.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Sales Representative, Vendor, Clerk, Procurement Group</b>  <b>Example:</b> Listens to the customer and understands their needs to ensure that service expectations are met.</p>

## Subarea I.6 – Listening and Speaking (cont.)

**B. Speaking. Understand the elements of communication in group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).**

1. Participate actively and effectively in one-on-one and group communication situations.
2. Adjust presentation (e.g., delivery, vocabulary, and length) for specific audiences and purposes (e.g., to defend a position, to entertain, to inform, or to persuade).
3. Deliver focused, coherent presentations that convey clear, distinct perspectives and demonstrate rationale.

O*NET Detailed Work Activity	Industry Examples
Notify others of emergencies, problems, or hazards.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: Machine Operator</b>  <b>Example:</b> Communicates safety concerns. Communicates to Supervisor when issues arise on the line.</p>
Explain regulations, policies, or procedures.	<p><b>Industry: Advanced Manufacturing</b>  <b>Position: First Line Supervisor, Laborers</b>  <b>Example:</b> Conducts employee training in equipment operations or work and safety procedures, or assigns employee training to experienced workers.</p>
Communicate with clients about products, procedures, and policies.	<p><b>Industry: Construction and Extraction</b>  <b>Position: HVAC Technician</b>  <b>Example:</b> Relays to customer how repairs were made. Explains to a customer what is needed in order make equipment operational.</p>

## Subarea I.6 – Listening and Speaking (cont.)

O*NET Detailed Work Activity	Industry Examples
Explain technical medical information to patients.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Technician</b>  <b>Example:</b> Clearly communicates what is going on to patients, families, nurses, and physicians. Utilizes approaches which provide a clear framework for communication that will help them convey what's needed clearly and concisely.</p>
Communicate project information to others.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Supervisors, Warehouse Managers, Systems Clerks</b>  <b>Example:</b> Directs workers in transportation or related services, such as pumping, moving, storing, or loading and unloading of materials or people.</p>

## Subarea I.6 – Listening and Speaking (cont.)

### C. Teamwork. Work collaboratively and communicate effectively with others.

1. Understand and apply knowledge of team dynamics as well as expectations to participate and listen actively and effectively in team discussions and projects in either academic or workplace settings.
2. Consider arguments and conclusions from one’s own perspective and from the perspectives of other team members.
3. Understand and apply rhetorical strategies to construct well-reasoned arguments to explain phenomena, validate conjectures, and support positions.
4. Gather evidence systematically to support arguments, findings, and lines of reasoning as determined by team effort to solve a problem.
5. Analyze, evaluate, and as needed, adjust team efforts to achieve individual and group goals.

O*NET Detailed Work Activity	Industry Examples
Collaborate with others to determine production details	<b>Industry: Advanced Manufacturing</b> <b>Position: Machine Operator</b> <b>Example:</b> Adapts to production changes and needs within scheduled shift. Communicates changes to line operators on team.
Confers with managerial or technical personnel, other departments, or contractors to resolve problems or to coordinate activities.	<b>Industry: Advanced Manufacturing</b> <b>Position: Material/Distribution Planners</b> <b>Example:</b> Demonstrates the ability to work as part of a tight-knit and competent group of people to achieve common objectives. Collaborates with teams from other departments or divisions to solve problems.
Communicate with other construction or extraction personnel to discuss project details.	<b>Industry: Construction and Extraction</b> <b>Position: Service Unit Operator – Oil, Mining, Gas</b> <b>Example:</b> Confers with others to gather information regarding pipe, or tool sizes, or borehole conditions in wells.

## Subarea I.6 – Listening and Speaking (cont.)

O*NET Detailed Work Activity	Industry Examples
Provides counsel, comfort, or encouragement to individuals and families.	<p><b>Industry: Healthcare Sciences</b>  <b>Position: Patient Care Technician</b>  <b>Example:</b> Collaborates with pharmacy, nurse, rehab, and other disciplines to ensure that the patient gets to appointments in radiology, laboratory, physical therapy, etc.</p>
Collaborate with other professionals to assess customer needs.	<p><b>Industry: Transportation, Distribution, Logistics</b>  <b>Position: Router/Delivery Planner, Frontline Supervisors</b>  <b>Example:</b> Collaborates with sales representatives to solve delivery issues (e.g.—a late order) and provide best solutions for the customer.</p>