

# HIGH SCHOOL LANGUAGE ARTS CHECKLIST

## Speech and Communication

### Goals 4 & 5

#### Illinois Learning Standards A-C

#### LISTENING

- \_\_\_\_\_ Demonstrate understanding of material, concepts and ideas in formal/informal presentations.
- \_\_\_\_\_ Analyze, synthesize and evaluate information from recorded materials and live presentations.
- \_\_\_\_\_ Paraphrase and summarize, with appropriate editorial comments, information from formal, informal and media presentations.
- \_\_\_\_\_ Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.
- \_\_\_\_\_ Analyze and evaluate verbal and nonverbal cues.
- \_\_\_\_\_ Critique the relationship between a speaker's verbal communication skills (e.g., working choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
- \_\_\_\_\_ Modify, control, block out both internal and external distractions.

#### SPEECH

- \_\_\_\_\_ Communicate effectively the intended message.
- \_\_\_\_\_ Use effective verbal and nonverbal feedback
- \_\_\_\_\_ Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)
- \_\_\_\_\_ Demonstrate effective use of visual aids and available technology.
- \_\_\_\_\_ Rehearse presentations to overcome communication anxiety and apprehension.
- \_\_\_\_\_ Demonstrate composure while confronting or rebutting opposing views.
- \_\_\_\_\_ Recognize and assume differing roles within a group.
- \_\_\_\_\_ Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.

## COMMUNICATION AND RESEARCH

- \_\_\_\_\_ Survey, with minimal guidance, a subject and select a topic.
- \_\_\_\_\_ Distinguish among kinds of information needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).
- \_\_\_\_\_ Apply criteria for determining the credibility of multiple sources for information.
- \_\_\_\_\_ Organizing information for different formats (e.g., narrative report, data analysis).
- \_\_\_\_\_ Follow appropriate style manual accurately (e.g., APA, MLA).
- \_\_\_\_\_ Analyze and evaluate information.
- \_\_\_\_\_ Use criteria (e.g., accuracy, timeliness, reliability) to evaluate primary and secondary sources (e.g., juried article, edited text, reputation of author/publisher).
- \_\_\_\_\_ Select source(s) and identify the reasoning strategies (e.g., inductive, deductive) that support major ideas developed by the writer.
- \_\_\_\_\_ Cite the source(s) of all direct quotations and paraphrased/summarized information.
- \_\_\_\_\_ Develop a bibliography and source(s) cited page using an appropriate format.
- \_\_\_\_\_ Match the method of inquiry to the question or problem.
- \_\_\_\_\_ Use multiple, reliable sources to develop and support major ideas.
- \_\_\_\_\_ Revise, edit and proofread.
- \_\_\_\_\_ Design and present, as an individual or group, a written, oral, video, or multimedia project that:
  - \_\_\_\_\_ Effectively communicates the intended message;
  - \_\_\_\_\_ Engages the audience's interest
  - \_\_\_\_\_ Establishes and maintains a focus;
  - \_\_\_\_\_ Organizes around a structure appropriate to purpose, audience and content
  - \_\_\_\_\_ Elaborates ideas through facts, details, description, analysis and narration;

\_\_\_\_\_ Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate

\_\_\_\_\_ Critique an individual or group project (e.g., written, oral, video, multimedia).