

Standards Based Skills Worksheet for Grade 10 English (2010)

Student: _____

Date: _____

Completed by (name): _____

Position: _____

School Division: _____

<p>1. Review SOL strand for</p> <p>Communication: speaking, listening, media literacy 10.1a-k, 10.2a-d</p>	<p>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</p> <p><input type="checkbox"/> Present Level of Performance (PLOP)</p> <p><input type="checkbox"/> Prior SOL data</p> <p><input type="checkbox"/> Standardized test data</p> <p><input type="checkbox"/> Classroom assessments</p> <p><input type="checkbox"/> Teacher observations</p>
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3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will participate in, collaborate in, and report on small-group learning activities. To be successful with this standard, students are expected to

- assume shared responsibility for collaborative work.
- collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
- respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.
- demonstrate active listening through use of appropriate facial expressions, posture, and gestures.
- engage others in a conversation by posing and responding to questions in a group situation.
- exercise flexibility and willingness in making compromises to accomplish a common goal.
- use grammatically correct language.

The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. To be successful with this standard, students are expected to

- identify and analyze the sources and viewpoint of publications.
- analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).
- determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.

<p>4. Is/Are standard-based goal(s) needed?</p> <p><input type="checkbox"/> YES Address areas of need in PLOP</p>	<p><input type="checkbox"/> NO Check one or more justifications:</p> <p><input type="checkbox"/> Accommodations Available (specify):</p> <p><input type="checkbox"/> Area of Strength in PLOP</p> <p><input type="checkbox"/> New Content</p> <p><input type="checkbox"/> Other (Specify):</p>
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5. Notes Supporting Data Analysis

1. Review SOL strand for Reading 10.3a-g, 10.4a-m, 10.5a-h	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand: <ul style="list-style-type: none"><input type="checkbox"/> Present Level of Performance (PLOP)<input type="checkbox"/> Prior SOL data<input type="checkbox"/> Standardized test data<input type="checkbox"/> Classroom assessments<input type="checkbox"/> Teacher observations
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3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. To be successful with this standard, students are expected to

- use roots or affixes to determine or clarify the meaning of words.
- demonstrate an understanding of idioms.
- use prior reading knowledge and other study to identify the meaning of literary and classical allusions.
- interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text.
- analyze connotations of words with similar denotations.
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

The student will read, comprehend, and analyze literary texts of different cultures and eras. To be successful with this standard, students are expected to

- construct meaning from text by making connections between what they already know and the new information they read.
- use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
- compare and contrast a variety of literary works from different cultures and eras, including:
 - short stories;
 - poems;
 - plays;
 - novels;
 - essays; and
 - narrative nonfiction.

- ❑ explain similarities and differences among literary genres from different cultures, such as:
 - haikus;
 - sonnets;
 - fables;
 - myths;
 - novels;
 - graphic novels; and
 - short stories.
- ❑ analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).
- ❑ analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot.
- ❑ identify universal themes, such as:
 - struggle with nature;
 - survival of the fittest;
 - coming of age;
 - power of love;
 - loss of innocence;
 - struggle with self;
 - disillusionment with life;
 - the effects of progress;
 - power of nature;
 - alienation and isolation;
 - honoring the historical past;
 - good overcoming evil;
 - tolerance of the atypical;
 - the great journey;
 - noble sacrifice;
 - the great battle;
 - love and friendship; and
 - revenge.
- ❑ analyze works of literature for historical information about the period in which they were written.
- ❑ describe common archetypes that pervade literature, such as the:
 - hero/heroine;
 - trickster;
 - faithful companion;
 - outsider/outcast;
 - rugged individualist;
 - shrew;
 - innocent;
 - villain;
 - caretaker;
 - Earth mother;
 - rebel;
 - misfit;
 - mother/father figure;
 - monster/villain;
 - scapegoat; and
 - lonely orphan.
- ❑ examine a literary selection from several different critical perspectives.

- analyze a particular point of view or cultural experience reflected in a literary work.
- analyze the representation of a subject or a key scene in two different media.
- compare and contrast literary devices in order to convey a poem’s message and elicit a reader’s emotions.
- interpret and paraphrase the meanings of selected poems.
- analyze the use of dialogue, special effects, music, and set to interpret characters.
- identify and describe dramatic conventions.

The student will read, interpret, analyze, and evaluate nonfiction texts. To be successful with this standard, students are expected to

- identify the different formats and purposes of informational and technical texts.
- analyze how authors use rhetoric to advance their point of view.
- identify the main idea(s) in informational text.
- identify essential details in complex informational passages.
- locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting.
- interpret and understand information presented in maps, charts, timelines, tables, and diagrams,
- make inferences and draw conclusions from informational text.
- synthesize information across multiple informational texts.

4. Is/Are standard-based goal(s) needed?

YES Address areas of need in PLOP

NO Check one or more justifications:

- Accommodations Available (specify):
- Area of Strength in PLOP
- New Content
- Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for

**Writing
10.6a-g, 10.7a-h**

2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:

- Present Level of Performance (PLOP)
- Prior SOL data
- Standardized test data
- Classroom assessments
- Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. To be successful with this standard, students are expected to

- write expository texts that:
 - explain a process;
 - compare and contrast ideas;
 - show cause and effect;
 - enumerate details; or
 - define ideas and concepts.
- develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.
- write persuasively and analytically on a variety of literary and nonliterary subjects.
- develop writing that analyzes complex issues.
- plan and organize their ideas for writing.
- state a thesis and support it.
- elaborate ideas in order to provide support for the thesis.
- use visual and sensory language as needed for effect.
- vary sentence structures for effect.
- identify and apply features of the writing domains, including
 - effective organization;
 - clear structure;
 - sentence variety;
 - unity and coherence;
 - tone and voice;
 - effective word choice;
 - clear purpose;
 - appropriate mechanics and usage; and
 - accurate and valuable information.
- develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as:
 - comparison/contrast;
 - chronological order;
 - spatial layout;
 - cause and effect;
 - definition;
 - order of importance;
 - explanation;
 - generalization;
 - classification;
 - enumeration; and
 - problem/solution.
- evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure.
- revise writing for clarity of content and presentation.
- use peer- and self-evaluation to review and revise writing.

- use computer technology to assist in the writing process.

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. To be successful with this standard, students are expected to

- distinguish between active voice and passive voice to convey a desired effect.
- know and apply the rules for the use of a colon:
 - before a list of items;
 - before a long, formal statement or quotation; and
 - after the salutation of a business letter.
- use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.
- use peer- and self-evaluation to edit writing.
- proofread and prepare final product for intended audience and purpose.
- correct grammatical or usage errors.

4. Is/Are standard-based goal(s) needed?

YES Address areas of need in PLOP

NO Check one or more justifications:

- Accommodations Available (specify):
- Area of Strength in PLOP
- New Content
- Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for

Research
10.8a-f

2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:

- Present Level of Performance (PLOP)
- Prior SOL data
- Standardized test data
- Classroom assessments
- Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will collect, evaluate, organize, and present information to create a research product. To be successful with this standard, students are expected to

- use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.
- organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
- use organizational patterns/techniques, such as:
 - comparison/contrast;

- chronological order;
 - spatial layout;
 - cause and effect;
 - definition;
 - order of importance;
 - explanation;
 - enumeration; and
 - problem/solution.
- evaluate sources for their credibility, reliability, strengths, and limitations.
 - demonstrate ability to distinguish between reliable and unreliable sources.
 - distinguish one's own ideas from information created or discovered by others.
 - cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.
 - avoid plagiarism by:
 - understanding that *plagiarism* is an act of presenting someone else's ideas as one's own;
 - citing correctly sources to give credit to the author of an original work;
 - recognizing that sources of information must be cited even when the information has been paraphrased; and using quotation marks when someone else's exact words are quoted.

<p>4. Is/Are standard-based goal(s) needed?</p> <p><input type="checkbox"/> YES Address areas of need in PLOP</p>	<p><input type="checkbox"/> NO Check one or more justifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations Available (specify): <input type="checkbox"/> Area of Strength in PLOP <input type="checkbox"/> New Content <input type="checkbox"/> Other (Specify):
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5. Notes Supporting Data Analysis