

Standards Based Skills Worksheet for Grade 11 English (2010)

Student: _____ Date: _____

Completed by (name): _____ Position: _____

School Division: _____

1. Review SOL strand for

Communication: speaking, listening, media literacy
11.1a-h, 11.2a-d

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 require specially designed instruction critical to meeting the standard.

The student will make informative and persuasive presentations. To be successful with this standard, students are expected to

- define a position and select evidence to support that position through reading, writing, and discussion.
- establish a purpose.
- develop well organized presentations to defend a position or present information.
- apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc.
- use effective evidence and oral-delivery skills to convince an audience.
- make oral-language choices based on predictions of target audience response.
- listen actively by asking clarifying and elaborating questions.
- develop effective multimedia presentations.
- demonstrate mastery of content through small group collaboration.
- maintain appropriate eye contact.
- address an audience with appropriate:
 - volume;
 - enunciation;
 - language choices; and
 - poise.
- adopt appropriate tone.
- maintain appropriate rhythm.
- evaluate the use of persuasive techniques, such as:
 - introduction (for securing interest and establishing unity);
 - organization;
 - proof/support;

- logic;
 - loaded language;
 - rhetorical devices, such as:
 - call to action
 - elevated language
 - rhetorical question
 - appeals to emotion
 - repetition
 - figurative language
 - addressing counterclaims
 - conclusion.
- critique the accuracy, relevance, and organization of evidence.
- critique the clarity and effectiveness of delivery.

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. To be successful with this standard, students are expected to

- organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.
- demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production.
- evaluate 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 and distinguish factual content from opinion and possible bias.
- analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.).

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

Reading
11.3a-g, 11.4a-k, 11.5a-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 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, hyperbole, paradox) in context and analyze their roles in the text.
- analyze the connotation 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 relationships among American literature, history, and culture. To be successful with this standard, students are expected to

- 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.
- discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.
- analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.
- analyze and critique themes across texts and within various social, cultural, and historical contexts.
- describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include:
 - Colonialism/Puritanism (17th century);
 - Revolutionary movement/Rationalism (18th century);
 - Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);
 - Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and
 - Contemporary poetry (21st Century)
- differentiate among archetypal characters in American literature, such as the:
 - hero/heroine;
 - trickster;
 - faithful companion;
 - outsider/outcast;
 - rugged individualist;
 - innocent;
 - villain;
 - caretaker;

- Earth mother;
 - rebel;
 - misfit;
 - lonely orphan;
 - shrew;
 - mother/father figure;
 - monster/villain; and
 - scapegoat.
- ❑ identify major themes in American literature, such as:
 - the American Dream;
 - loss of innocence;
 - coming of age;
 - relationship with nature;
 - relationship with society;
 - relationship with science;
 - alienation and isolation;
 - survival of the fittest;
 - disillusionment; and
 - rebellion and protest.
 - ❑ analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts
 - ❑ analyze the representation of a subject or a key scene in two different media.
 - ❑ describe how the use of context and language structures conveys an author's intent and viewpoint.
 - ❑ analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).
 - ❑ demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
 - ❑ analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).
 - ❑ use poetic elements to explain, analyze, and evaluate poetry.
 - ❑ compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.
 - ❑ compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning.
 - ❑ identify and discuss the elements and techniques that poets use to achieve a desired result, such as:
 - imagery;
 - precise word choice;
 - sound devices;
 - metrical patterns; and
 - metaphorical/figurative language.
 - ❑ describe the language choices and devices that authors use, such as:
 - rhetorical question;
 - sarcasm;
 - satire;
 - parallelism;
 - connotation/denotation;

- pun;
- irony;
- tone;
- dialect;
- diction; and
- figurative language.

- identify and describe dramatic conventions.
- compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.

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

- analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.
- know the purpose of the text they are to read and their own purpose in reading it.
- use format (page design and layout), text structures, and features to aid in understanding of text.
- understand how an organizational pattern enhances the meaning of a text.
- distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts
- analyze information from a text to make inferences and draw conclusions.
- analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
- provide an objective summary of the text.
- analyze how a variety of logical arguments could reach conflicting conclusions.
- evaluate the relevance and quality of evidence used to support a claim.
- analyze and identify false premises that intentionally manipulate audiences.
- determine an author’s point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.
- before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.

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

<p>1. Review SOL strand for</p> <p>Writing 11.6a-h, 11.7a-f</p>	<p>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</p> <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 write in a variety of forms, with an emphasis on persuasion. To be successful with this standard, students are expected to

- apply a variety of planning strategies to generate and organize ideas.
- present a thesis that focuses on the problem or argument to be solved.
- anticipate and address the counterevidence, counterclaims, and counterarguments.
- use effective rhetorical appeals, to establish credibility and persuade intended audience.
- refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful.
- understand a variety of organizational patterns.
- use appropriate and varied transitions to link sentences and paragraphs.
- elaborate ideas clearly and accurately.
- show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.
- introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims.
- organize the reasons and evidence logically.
- use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- select an appropriate audience by analyzing assumptions, values, and background knowledge.
- develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.
- use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation
- apply MLA or APA style for punctuation conventions and formatting direct quotations.
- use correctly the following verbal phrases in writing:
 - gerund phrase;
 - infinitive phrase;
 - participial phrase; and
 - absolute phrase.
- place main subjects of sentences in front of strong, active verbs and avoid forms of the verb “to be”. [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).]
- use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper.
- use clauses and phrases for sentence variety.

- revise and edit writing for appropriate style and language in informal and formal contexts.

<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

<p>1. Review SOL strand for</p> <p>Research 11.8a-j</p>	<p>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</p> <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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<p>3. Check the areas that will require specially designed instruction critical to meeting the standard.</p> <p>The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <input type="checkbox"/> utilize technology to conduct research, organize information, and develop writing. <input type="checkbox"/> identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. <input type="checkbox"/> develop a plan to locate and collect relevant information about the chosen topic. <input type="checkbox"/> identify a variety of primary and secondary sources of information. <input type="checkbox"/> generate notes while following a logical note-taking system. <input type="checkbox"/> preview resource materials to aid in selection of a suitable topic. <input type="checkbox"/> identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. <input type="checkbox"/> synthesize information in a logical sequence. <input type="checkbox"/> document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. <input type="checkbox"/> incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. <input type="checkbox"/> revise writing for effect, clarity, accuracy, and depth of information. <input type="checkbox"/> follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization. <input type="checkbox"/> avoid plagiarism by:
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- understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
- recognizing that one must correctly cite 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

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