

Standards Based Skills Worksheet for Grade 12 English (2010)

Student: _____ Date: _____

Completed by (name): _____ Position: _____

School Division: _____

1. Review SOL strand for Communication: speaking, listening, media literacy 12.1a-i, 12.2a-b	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand: <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 make a formal oral presentation in a group or individually. To be successful with this standard, students are expected to

- make a 5-10 minute oral presentation alone and/or as part of a group.
- organize and develop a speech, using steps in the process such as:
 - selection of a topic related to audience and situation;
 - determination of purpose;
 - research;
 - development of an outline, including introduction, body, and conclusion;
 - practice; and
 - presentation.
- choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience.
- develop content through inclusion of:
 - a combination of facts and/or statistics;
 - examples;
 - illustrations;
 - anecdotes and narratives;
 - reference to experts;
 - quotations;
 - analogies and comparisons; and
 - logical argumentation of their reasoning.
- use effective delivery created through a combination of:
 - clear purpose;
 - organization and development of content;
 - semantics;
 - rhetoric;
 - visual aids;
 - voice modulation and strength;
 - gestures, stance, and eye contact; and
 - sufficient practice of delivery.
- use appropriate and effective visual aids and/or technology to support presentations.

- use grammatically correct language and appropriate vocabulary.
- work together to establish group goals, define individual roles, and report on learning activities.
- evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery.
- monitor audience feedback, engagement, and understanding, to adjust delivery and content.
- analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.

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.
- 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 push to action, to appeal to ethics or beliefs, etc.).
- identify fact and opinion in media messages and how those elements relate to purpose and audience.

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
12.3a-f, 12.4a-i, 12.5a-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 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 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 the development of British literature and literature of other cultures. 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.
- 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.
- identify the literary characteristics of specific eras, such as:
 - Anglo-Saxon/Medieval period;
 - Tudor/Renaissance period;
 - Neoclassical period;
 - Restoration Age;
 - Romantic and Victorian periods; and
 - Modern and Postmodern periods.
- recognize major themes and issues related to:
 - religious diversity;
 - political struggles;
 - ethnic and cultural mores and traditions; and
 - individual rights, gender equity, and civil rights.
- distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.
- analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc.
- explain how the choice of words in a poem creates tone.
- explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice).
- compare and contrast traditional and contemporary poetry and drama from many cultures.

- explain how a dramatist uses dialogue to reveal the theme of a drama.
- compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.

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

- 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.
- analyze printed and Web-based informational and technical texts.
- examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content.
- recognize and apply specialized vocabulary.
- analyze how two or more texts develop and treat the same idea.
- determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective,
- make frequent references to texts in order to verify conclusions and support logical inferences.

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
12.6a-h, 12.7a-c**

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 expository and informational, analyses, and persuasive/argumentative writings. To be successful with this standard, students are expected to

- develop expository writings that:
 - explain their ideas through a clear general statement of the writer’s point (thesis);
 - use specific evidence and illustrations; and
 - provide concise and accurate information.
- develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose.

- ❑ complete employment forms through simulations and real-life opportunities.
- ❑ complete applications, essays, and résumés for college admission through simulations and real-life opportunities.
- ❑ develop analytical essays that do one or more of the following:
 - examine a process;
 - make a comparison;
 - propose solutions;
 - classify;
 - define;
 - show cause and effect;
 - illustrate problems; and
 - evaluate.
- ❑ construct arguments that:
 - introduce precise, substantive claims;
 - establish the significance of the claims;
 - distinguish them from opposing claims; and
 - sequence information logically (e.g., problem-solution, cause and effect).
- ❑ use a range of strategies to elaborate and persuade, such as:
 - descriptions;
 - anecdotes;
 - case studies,
 - analogies; and
 - illustrations.
- ❑ develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
- ❑ provide a clear and effective conclusion.
- ❑ develop a thesis that demonstrates clear and knowledgeable judgments.
- ❑ clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning.
- ❑ strategically focus paragraphs by using a variety of techniques.
- ❑ use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect).
- ❑ use words, phrases, and clauses to link the major sections of the text.
- ❑ create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ❑ elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations.
- ❑ develop ideas in a logical sequence.
- ❑ establish and maintain a style and tone.
- ❑ apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate.
- ❑ recognize and avoid common logical fallacies or false premises.
- ❑ revise writing to provide depth of information and to adhere to presentation format.
- ❑ use computer technology as available to edit writing before submitting the final copy.

The student will write, revise, and edit writing. To be successful with this standard, students are expected to

- assess and strengthen the quality of writing through revision.
- use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed.
- edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.
- apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.

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
12.8a-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 write documented research papers. To be successful with this standard, students are expected to

- identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine.
- utilize technology to conduct research, organize information, and develop writing.
- collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources.
- evaluate collected information from print and electronic sources by:
 - determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and
 - formulating a reason/focus to represent findings.
- record and organize information into a draft by:
 - prioritizing and synthesizing information;
 - summarizing and/or paraphrasing information; and
 - selecting direct quotations.
- cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style.
- edit writing for correct use of language, capitalization, punctuation, and spelling.
- demonstrate a sophisticated understanding of the ethics of writing by:
 - 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