

Standards Based Skills Worksheet for Grade 6 English (2010)

Student: _____

Date: _____

Completed by (name) _____

Position: _____

School Division: _____

1. Review SOL strand for

Communication: speaking, listening, media literacy
6.1a-d, 6.2a-e, 6.3a-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 participate in and contribute to small-group activities. To be successful with this standard, students are expected to

- ensure that all group members participate in the exchange of information.
- use strategies that contribute to the discussion.
- receive and understand feedback from the others.
- pose and respond to questions.
- relate and retell information.
- restate briefly and critically the main idea(s) or theme(s) discussed within a group.
- use active listening to focus on what is said and what is implied.
- summarize what is heard.
- retain and rethink ideas based on what is heard.
- infer and assimilate new ideas.
- use a checklist and/or rubric to evaluate the participation of self and others

The student will present, listen critically, and express opinions in oral presentations. To be successful with this standard, students are expected to

- take notes to record facts/opinions or differing viewpoints.
- organize convincing arguments to include:
 - facts;
 - statistics;
 - examples; and
 - logical reasoning.
- paraphrase or summarize what others have said.
- plan and deliver an oral presentation, using the following steps:
 - determine topic and purpose;
 - identify the intended audience;
 - gather information;

- organize the information;
 - use multimedia to clarify presentation information;
 - choose vocabulary appropriate to topic, purpose, and audience;
 - phrase with grammatically correct language; and
 - practice delivery.
- use strategies for summarizing, such as the following use strategies:
- delete trivial and redundant information;
 - substitute a general term for a list; and
 - find or create a main idea statement.

The student will understand the elements of media literacy. To be successful with this standard, students are expected to

- deconstruct and compare/contrast several types of media messages.
- recognize production elements in media are composed based on audience and purpose.
- create media messages, such as public service announcements aimed at a variety of audiences with different purposes.
- integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film.
- access media message to compare and contrast information presented in different media and/or formats.
- understand that three most common camera angles or shots are the close-up, long shot, and medium shot.

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

6.4a-f, 6.5a-l, 6.6a-l

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 read and learn the meanings of unfamiliar words and phrases within authentic texts. To be successful with this standard, students are expected to

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *aud* – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.
- recognize word relationships, such as:
 - synonyms – small: little;
 - antonyms – up: down;
 - object/action – ear: hear;
 - source/product – tree: lumber;
 - part/whole – paw: dog; and
 - animal/habitat – bee: hive.
- use context clues to determine meanings of unfamiliar words in text, such as:
 - examples;
 - restatements; and
 - contrast.
- identify figurative language in text, including:
 - simile** – figures of speech that use the words *like* or *as* to make comparisons;
 - hyperbole** – intentionally exaggerated figures of speech; and
 - metaphor** – a comparison equating two or more unlike things without using “like” or “as.”
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. To be successful with this standard, students are expected to

- understand setting as time and place.
- understand plot as:
 - the development of the central conflict and resolution;
 - the sequence of events in the story; and
 - the writer’s map for what happens, how it happens, to whom it happens, and when it happens.
- understand that character traits are revealed by:
 - what a character says;
 - what a character thinks;
 - what a character does; and
 - how other characters respond to the character.
- determine a central idea or theme of a fictional text and how it is developed through specific details.

- ❑ understand internal and external conflicts in stories, including:
 - internal conflicts within characters;
 - external conflicts between characters; and
 - changes in characters as a result of conflicts and resolutions in the plot.
- ❑ describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
- ❑ notice an author’s craft, including use of :
 - language patterns;
 - sentence variety;
 - vocabulary;
 - imagery; and
 - figurative language.
- ❑ recognize an author’s use of:
 - **simile** – figures of speech that use the words *like* or *as* to make comparisons;
 - **hyperbole** – intentionally exaggerated figures of speech; and
 - **metaphor** – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.”
- ❑ recognize poetic forms, including:
 - **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
 - **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;
 - **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and
 - **free verse** – poetry with neither regular meter nor rhyme scheme.
- ❑ recognize poetic elements in prose and poetry, including:
 - **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm*;
 - **rhythm** – the recurring pattern of strong and weak syllabic stresses;
 - **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
 - **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and
 - **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz*.
- ❑ recognize an author’s tone including serious, humorous, objective, and personal.
- ❑ use strategies for summarizing, such as graphic organizers.
- ❑ use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.
- ❑ use graphic organizers to record changes in characters as a result of incidents in the plot.
- ❑ use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
- ❑ analyze author’s use of figurative language.
- ❑ identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information.

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

- ❑ activate prior knowledge before reading by use of, but not limited to:
 - small-group or whole-class discussion;
 - anticipation guides; and
 - preview of key vocabulary
- ❑ pose questions prior to and during the reading process based on text structures, such as:
 - boldface and/or italics type;
 - type set in color;
 - vocabulary;
 - graphics or photographs; and

- headings and subheadings.
- ☐ use specific and helpful clues in the context, including:
 - **definitions** – which define words within the text;
 - **signal words** – which alert readers that explanations or examples follow;
 - **direct explanations** – which explain terms as they are introduced;
 - **synonyms** – which provide a more commonly used term;
 - **antonyms** – which contrast words with their opposites; and
 - **inferences** – which imply meaning and help readers deduce meaning.
- ☐ give evidence from the text to support conclusions.
- ☐ identify common patterns of organizing text including:
 - chronological or sequential;
 - comparison/contrast;
 - cause and effect;
 - problem-solution; and
 - generalization or principle.
- ☐ predict and then read to validate or revise the prediction(s).
- ☐ identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
- ☐ comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
- ☐ recognize that a fact is something that can be proven, while an opinion is a personal feeling.
- ☐ determine a central idea of a text and recognize how details support that idea.
- ☐ use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
- ☐ use strategies and rules for summarizing, such as the following:
 - delete trivia and redundancy;
 - substitute a general term for a list; and
 - find or create a main idea statement.
- ☐ summarize the text without providing a personal opinion.
- ☐ compare and contrast similar information across several 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 6.7a-j, 6.8a-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 write narration, description, exposition, and persuasion. To be successful with this standard, students are expected to

- develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.
- engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- write using strategies such as definition, classification comparison/contrast, and cause/effect.
- include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- use transitional words or phrases to connect parts of sentences in order to:
 - show relationships between ideas;
 - signal a shift or change in the writer's thoughts;
 - signal levels of importance;
 - suggest a pattern of organization; and
 - make sentences clearer.
- establish and maintain a formal style of writing when appropriate.
- provide an appropriate conclusion for the purpose and mode of writing.
- identify audience and purpose for any piece of writing.
- use selected prewriting techniques, such as:
 - brainstorming;
 - webbing;
 - mapping;
 - clustering;
 - listing;
 - organizing graphically;
 - questioning; and
 - outlining.
- write using descriptive details.

- ❑ elaborate to:
 - give detail;
 - add depth; and
 - continue the flow of an idea.
- ❑ write an effective thesis statement focusing, limiting, or narrowing the topic.
- ❑ differentiate between a thesis statement and a topic sentence.
- ❑ write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.
- ❑ incorporate variety into sentences, using appropriate:
 - **modifier** – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb;
 - **coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and
 - **subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.
- ❑ understand that revising to improve a draft includes:
 - rereading;
 - reflecting;
 - rethinking; and
 - rewriting.
- ❑ use available computer technology to enhance the writing process.

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

- ❑ use complete sentences with appropriate punctuation.
- ❑ avoid comma splices and fused sentences.
- ❑ avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- ❑ diagram sentences with phrases and clauses.
- ❑ use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus aware of children drives very carefully. The students in the class discuss many topics*).
- ❑ use reference sources to select the correct spelling and usage of words such as *their, there, and they're*.
- ❑ use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*).
- ❑ recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- ❑ choose adjectives and adverbs appropriately (e.g., *He is a good student. He does really well in all his studies*).
- ❑ capitalize language classes or classes followed by a number (e.g., French, Algebra II).
- ❑ capitalize *mom* and *dad* only when those titles replace names or are used as proper nouns (e.g., *My mom told me to go to bed, and I replied, "No, Mom, I don't want to."*).
- ❑ punctuate and format dialogue.
- ❑ correctly use the apostrophe for contractions and possessives.
- ❑ maintain a consistent verb tense within sentences and throughout and across paragraphs.
- ❑ eliminate double negatives.
- ❑ correctly use quotation marks in dialogue.

<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

<p>1. Review SOL strand for</p> <p>Research 6.9a-e</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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<p>3. Check the areas that will require specially designed instruction critical to meeting the standard.</p> <p>The student will find, evaluate, and select appropriate resources for a research product. To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and use the online, print, and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> <input type="checkbox"/> general and specialized dictionaries; <input type="checkbox"/> thesauruses and glossaries; <input type="checkbox"/> general and specialized encyclopedias; <input type="checkbox"/> directories; <input type="checkbox"/> general and specialized (or subject-specific) databases; and <input type="checkbox"/> Internet resources, as appropriate for school use. <input type="checkbox"/> evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Does the source appear in a reputable publication? <input type="checkbox"/> Is the source free from bias? <input type="checkbox"/> Does the writer have something to gain from his opinion? <input type="checkbox"/> Does the information contain facts for support? <input type="checkbox"/> Is the same information found in more than one source? <input type="checkbox"/> prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. <input type="checkbox"/> differentiate between a primary and secondary source. <input type="checkbox"/> provide a list of sources using a standard form for documenting primary and secondary sources. 	
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<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