Standards Based Skills Worksheet for Grade 8 English (2010)

Student: William Smith **Date:** 5/20/11

Completed by (name): Rita **Position:** case manager

School Division: Providence City

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Communication: speaking, listening, media literacy 8.1a-d, 8.2a-h, 8.3a-d	☒ 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 use interviewing techniques to gain information. To be successful with this standard, students are expected to

- ☐ determine the purpose of the interview.
- ☐ select a subject for the interview.
- ☐ create and record questions that will elicit relevant responses.
- ☐ apply effective note-taking strategies.
- ☐ evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.

The student will develop and deliver oral presentations in groups and individually. To be successful with this standard, students are expected to

- ☐ articulate the purpose of the presentation.
- ☐ select and narrow the topic with attention to time limits and audience.
- ☒ prepare the presentation, using strategies including, but not limited to:
  - o note cards;
  - ☒ outlines;
  - ☒ formal written report; and
  - o questions and answers.
- ☐ select and use appropriate vocabulary for audience and purpose.
- ☐ define technical terms.
- ☐ include multimedia to clarify presentation information.
- ☐ rehearse both alone and with a coach.
- ☐ use a rubric or checklist to evaluate presentations.
- ☐ answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.
- ☐ work effectively with diverse groups.
- ☐ exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

The student will analyze, develop, and produce creative or informational media messages. To be successful with this standard, students are expected to

- ☐ deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.
- ☐ identify and analyze persuasive techniques used in the media, including:
  - **name calling** or **innuendo** – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;
  - **glittering generalities** or **card stacking** – telling only part of the truth; generalizing from a shred of evidence;
  - **bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;
  - **testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility;
  - **appeal to prestige, snobbery,** or **plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and
  - **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.
- ☐ describe the effect of persuasive messages in the media on the audience.
- ☐ identify and evaluate effective word choice in the media.
- ☐ identify and analyze choice of information in the media.
- ☐ identify and analyze various viewpoints in the media.
- ☐ identify public opinion trends and possible causes.
- ☐ identify the sources and viewpoint of publications.
- ☐ 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.
- ☐ recognize that production elements in media are composed based on audience and purpose to create specific effects.
- ☐ analyze the use of opinions in the media.
- ☐ analyze the use of facts in the media.
- ☐ describe the effect on the audience of persuasive messages in the media.
- ☐ identify effective word choice and images in the media.
- ☐ create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes.
- ☐ evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings.
- ☐ identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☒ **YES** Address areas of need in PLOP	☐ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis Will be addressed in writing goal.

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Reading **8.4a-f, 8.5a-m, 8.6a-l**	☒ 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, analogies, and figurative language to extend vocabulary development within authentic texts. To be successful with this standard, students are expected to

☒ use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology).

☒ recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti.*

☐ distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern.*

☐ understand, evaluate, and use figurative language, including:
- **simile** – figure of speech that uses the words *like* or *as* to make comparisons;
- **metaphor** – figure of speech that *implies* comparisons;
- **personification** – figure of speech that applies human characteristics to nonhuman objects;
- **hyperbole** – intentionally exaggerated figure of speech; and
- **symbol** – word or object that represents something else. For example, a dove stands for peace.

☐ analyze relationships common to analogy construction, including:
- type or example – cinnamon: spice;
- characteristics – glass: breakable;
- association – bow: arrow;
- operator – car: driver;
- degree – pleased: ecstatic;
- mathematical – three: six;
- number – louse: lice;
- synonyms and antonyms – hot: cold;
- purpose – chair: sit;
- cause/effect – sun: burn;
- sequence – day: week;
- characteristic – snow: cold;
- product – tree: lumber; and
- degree – warm: hot.

☐ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.

☐ recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile* and describe the impact on text.

☐ use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

☐ use both context and reference skills independently to determine the nuances and connotations of words.

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

- ❑ identify the elements of narrative structure, including:
  - o setting – time and place
  - o character(s), either:
    - - **static** – remaining the same during the course of the story, or
    - - **dynamic** – changing during the course of and as a result of the story
  - o external conflicts, such as:
  - o individual vs. individual
    - - individual vs. nature
    - - individual vs. society
    - - individual vs. supernatural
    - - individual vs. technology
  - o internal conflict – individual vs. self
  - o plot
    - - initiating event
    - - rising action
    - - climax
    - - falling action
      - - resolution
  - o theme

- ❑ recognize different plot patterns including subplots.

- ❑ understand and analyze elements of an author's style, including:
  - o dialogue;
  - o sentence structure;
  - o language patterns;
  - o tone, including
    - - serious
    - - solemn
    - - sarcastic
    - - objective
    - - enthusiastic
    - - humorous
    - - hostile
    - - disapproving
    - - personal
    - - impersonal
  - o voice.

- ❑ differentiate among points of view in stories, including:
  - o first person;
  - o third person limited to a character or narrator; and
  - o third person omniscient.

- ❑ analyze how differences in points of view can create such effects as suspense or humor.

- ❑ analyze an author's use of literary devices, including:
  - o **foreshadowing** – the giving of clues to hint at coming events in a story;
  - o **irony** – the implication, through plot or character, that the actual situation is quite different from that presented;

- **flashback** – a return to an earlier time in the course of a narrative to introduce prior information; and
- **symbolism** – the use of concrete and recognizable things to represent ideas.

- ❑ analyze poetic devices in prose and poetry, including:
  - word choice;
  - figurative language;
  - symbolism;
  - imagery;
  - rhyme;
  - rhythm;
  - repetition; and
  - sound elements.
- ❑ evaluate an author's choice of words and images.
- ❑ identify 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;
  - **free verse** – poetry with neither regular meter nor rhyme scheme;
  - **couplet** – a pair of rhyming lines; and
  - **quatrain** – a stanza containing four lines.
- ❑ compare and contrast an author's choice of sound elements in prose and poetry, including:
  - **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
  - **rhythm** – the recurring pattern of strong and weak syllabic stresses;
  - **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
  - **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*.).
- ❑ determine a theme of a text and analyze its development over the course of the text.
- ❑ determine an author's point of view or purpose in a text.
- ❑ analyze how differences in points of view can create such effects as suspense or humor.
- ❑ use graphic organizers to analyze and summarize text.
- ❑ recognize an author's use of connotations and persuasive language to convey a viewpoint

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

- ❑ activate prior knowledge before reading by use of:
  - small-group or whole-class discussion;
  - anticipation guides; and
  - preview of key vocabulary.
- ❑ recognize an author's use of connotations and persuasive language, to convey a viewpoint.
- ❑ determine an author's point of view or purpose in a text.
- ❑ analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- ❑ analyze and record information, using text structures (organizational patterns), including:
  - cause and effect;
  - comparison/contrast;
  - enumeration or listing;
  - sequential or chronological;
  - concept/definition;

- generalization; and
- process.

- ☐ analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ☐ use strategies 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.
- ☐ read and follow directions.
- ☐ use text structures such as the following to enhance comprehension and note taking:
  - boldface and/or italics type;
  - type set in color;
  - underlining;
  - indentation;
  - sidebars;
  - illustrations, graphics, and photographs;
  - headings and subheadings; and
  - footnotes and annotations.
- ☐ analyze an author's choice of details by examining:
  - accuracy;
  - placement;
  - thoroughness;
  - relevance; and
  - effectiveness.
- ☐ analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- ☐ analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- ☐ distinguish between subjective and objective writing.
- ☐ use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☒ **YES** Address areas of need in PLOP	☒ Accommodations Available (specify): digital text and/or read aloud ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis Even though staff will continue to work on word attack, digital text or read aloud accommodation is needed to provide access to the curriculum

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Writing **8.7a-h, 8.8a-g**	☒ 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 in a variety of forms, including narration, exposition, persuasion, and informational. To be successful with this standard, students are expected to

- ☐ write in a variety of forms, including:
  - **narrative** – writing to tell a story;
  - **expository** – writing to explain and build a body of well-organized and understandable information;
  - **persuasive** – writing to influence the reader or listener to believe or do as the author or speaker suggests; and
  - **informational** – writing to put forth information, frequently used in textbooks and the news media.
- ☒ use a variety of prewriting strategies, for example:
  - brainstorming;
  - webbing;
  - mapping;
  - outlining;
  - clustering;
  - listing; and
  - ☒ using graphic organizers.
- ☐ use written expression to explain, analyze, or summarize a topic with attention to:
  - purpose and audience;
  - a central or controlling idea;
  - voice;
  - tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal);
  - coherent selection of information and details;
  - embedded phrases and clauses that clarify meaning and increase variety;
  - vivid and precise vocabulary;
  - figurative language;
  - sentence variety; and
  - transitional words and phrases.
- ☐ 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.
- ☐ apply revising procedures, including:
  - rereading;
  - reflecting;
  - rethinking;

- rewriting;
- including vivid vocabulary;
- combining sentences for variety and rhythm; and
- providing transitions between ideas and paragraphs.

☐ create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph.

☐ elaborate the central idea, providing sustained unity throughout the writing.

☐ choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

☐ use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

☐ sustain a formal style.

☐ develop a conclusion.

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, including the punctuation of dialogue and the punctuation between dependent and independent clauses.

☐ use punctuation (comma, ellipsis, dash) to indicate a pause or break.

☐ use an ellipsis to indicate an omission.

☐ diagram sentences with phrases and clauses.

☐ use a singular verb with a singular subject and a plural verb with a plural subject.

☐ use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.

☐ use objective pronouns in prepositional phrases with compound objects.

☐ choose and maintain tense (present, past, future) throughout an entire paragraph or text.

☐ use comparative and superlative adjectives.

☐ use comparative and superlative adverbs.

☐ use and correctly punctuate transitional words, such as *furthermore, however, since*, and *next*.

☐ use correct conjunctions, such as *either/or* and *neither/nor*.

☐ embed quotations from other sources with skill and accuracy.

☐ use quotation marks correctly with dialogue.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☑ **YES** Address areas of need in PLOP	☐ Accommodations Available (specify): Assistive technology (speech to text, speller checker + word prediction software) graphic organizer ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Research 8.9a-g	☐ 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 appropriate reference materials to produce a research product. To be successful with this standard, students are expected to

- ☐ understand that a **primary source** is an original document or a firsthand or eyewitness account of an event.
- ☐ understand that a **secondary source** discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.
- ☐ use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.
- ☐ embed quotations from other sources with skill and accuracy.
- ☐ evaluate the validity and authenticity of texts, using questions such as:
  - Does the source appear in a reputable publication?
  - Is the source free from bias? Does the writer have something to gain from his opinion?
  - Does the information contain facts for support?
  - Is the same information found in more than one source?
- ☒ conduct short research projects to answer a question drawing on several sources and generating questions.
- ☐ use computer technology to research, organize, evaluate, and communicate information.
- ☐ document using a standard form such as MLA or APA.
- ☐ avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.

4. Is/Are standard-based goal(s) needed?	☒ **NO Check one or more justifications:**
☐ **YES** Address areas of need in PLOP	☒ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis Use of graphic organizer when developing research project or oral presentation is necessary