

Standards Based Skills Worksheet for Grade 7 English (2010)

Student: _____

Date: _____

Completed by (name): _____

Position: _____

School Division: _____

1. Review SOL strand for

Communication: speaking, listening, media literacy
7.1a-e, 7.2a-c, 7.3a-e

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 conversations, group discussions, and oral presentations. To be successful with this standard, students are expected to

- contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- offer and seek summary statements of their own ideas and the ideas of others.
- select vocabulary, tone, and style with audience and purpose in mind.
- state points clearly and directly.
- include multimedia in presentations.
- maintain a focused discussion.
- ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
- provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
- use a variety of strategies to actively listen, including:
 - give speaker undivided attention;
 - use body language and gestures to show they are listening;
 - provide feedback or paraphrase;
 - allow the speaker to finish without interruptions; and
 - respond appropriately.

The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. To be successful with this standard, students are expected to

- match vocabulary, tone, and volume to the audience, purpose, and topic of the message.
- use proper posture and stance when speaking.
- identify whether or not a nonverbal message complements the spoken message.
- use appropriate facial expressions and gestures or motions to add to what is being said.

The student will understand the elements of media literacy. 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.
- recognize that production elements in media are composed based on audience and purpose to create specific effects.
- identify persuasive techniques 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.
- recognize and identify opinions in the media.
- recognize and identify facts in the media.
- recognize that evidence is fact and a valid inference is the interpretation of fact.
- recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the *Don't Drink and Drive* campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced.
- describe the effect on the audience of persuasive messages in the media.
- identify effective word choice in the media.
- identify and analyze a variety of viewpoints expressed in the media.
- create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points.

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>Reading 7.4a-f, 7.5a-l, 7.6a-l</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 read to determine the meanings and pronunciations 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 to predict the meaning of unfamiliar words and make connections with word families (e.g. -phobia, and -ology).
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- use synonyms and antonyms to determine the meaning of unfamiliar words.
- use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
- recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.
- recognize, understand, and use figurative language including:
 - **simile** – figure of speech that uses the words *like* or *as* to make comparisons;
 - **metaphor** – figure of speech that makes a comparison equating two or more unlike things.
 - **personification** – figure of speech that applies human characteristics to nonhuman objects; and
 - **hyperbole** – intentionally exaggerated figure of speech.
- 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*.
- recognize that synonyms may have connotations (e.g., *elderly and mature*; *youthful and juvenile*).
- 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.
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.

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

- recognize the elements of narrative structure including:
 - setting – time, place, and duration;
 - character(s);
 - external conflicts, such as
 - individual vs. individual
 - individual vs. nature
 - individual vs. society
 - individual vs. supernatural
 - individual vs. technology
 - internal conflict – individual vs. self;
 - plot – development of the central conflict, including

- initiating event
- rising action
- climax
- falling action
- resolution
- o theme.
- distinguish between narrative prose and poetic forms, including:
 - o **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
 - o **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;
 - o **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
 - o **free verse** – poetry with neither regular meter nor rhyme scheme
 - o **couplet** – a pair of rhyming lines; and
 - o **quatrain** – a stanza containing four lines.
- read, understand, and compare/contrast the characteristics and narrative structures of:
 - o short stories;
 - o novels (including historical fiction);
 - o folk literature;
 - tales
 - myths
 - legends
 - fables
 - o plays; and
 - o narrative nonfiction (including personal essays, biographies, and autobiographies).
- use graphic organizers to record important details for summarizing and drawing conclusions.
- identify **characterization** as the way an author presents a character and reveals character traits by:
 - o what a character says;
 - o what a character thinks;
 - o what a character does; and
 - o how other characters respond to the character.
- determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- analyze an author’s choice and use of literary devices, including:
 - o **foreshadowing** – the use of clues to hint at coming events in a story; and
 - o **irony** – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true.
- analyze elements of an author’s style, including:
 - o word choice;
 - o sentence structure and language patterns;
 - o imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions;
 - o contrasting points of view; and
 - o figurative language – text enriched by word images and figures of speech.
- define an author’s tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile.
- recognize and analyze the impact of an author’s choice of poetic devices, including:
 - o **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
 - o **rhythm** – the recurring pattern of strong and weak syllabic stresses;
 - o **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
 - o **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
 - o **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., *clatter*.
- ❑ explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
- ❑ make predictions before, during, and after reading texts.
- ❑ connect to prior knowledge of a subject.
- ❑ visualize, and question a text while reading.
- ❑ draw inferences.
- ❑ synthesize 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.
- ❑ use textual features to make predictions and enhance comprehension, including:
 - boldface and/or italics type;
 - type set in color;
 - underlining;
 - indentation;
 - sidebars;
 - illustrations, graphics, and photographs;
 - headings and subheadings; and
 - footnotes and annotations.
- ❑ recognize organizational pattern to enhance comprehension, including:
 - cause and effect;
 - comparison/contrast;
 - enumeration or listing;
 - sequential or chronological;
 - concept/definition;
 - generalization; and
 - process.
- ❑ recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to:
 - *as a result of, consequently* for cause and effect;
 - *similarly, on the other hand* for comparison/contrast;
 - *first, three* for enumeration or listing;
 - *today, meanwhile* for sequential or chronological;
 - *refers to, thus* for concept/definition;
 - *always, in fact* for generalization; and
 - *begins with, in order to* for process.
- ❑ determine two or more central ideas in a text and analyze their development over the course of the text.
- ❑ provide an objective summary of the text by recording the development of the central ideas.
- ❑ analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.

<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>Writing 7.7a-k, 7.8a-h</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 write in a variety of forms with an emphasis on exposition, narration, and persuasion. To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify intended audience and purpose. <input type="checkbox"/> use a variety of prewriting strategies including: <ul style="list-style-type: none"> <input type="checkbox"/> brainstorming; <input type="checkbox"/> webbing; <input type="checkbox"/> mapping; <input type="checkbox"/> outlining; <input type="checkbox"/> clustering; <input type="checkbox"/> listing; and <input type="checkbox"/> using graphic organizers. <input type="checkbox"/> explain, analyze, or summarize a topic. <input type="checkbox"/> write an effective thesis statement focusing, limiting, or narrowing the topic. <input type="checkbox"/> differentiate between a thesis statement and a topic sentence. <input type="checkbox"/> choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. <input type="checkbox"/> develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. <input type="checkbox"/> engage and orient the reader by establishing a context and introducing a narrator and/or characters. <input type="checkbox"/> organize an event sequence that unfolds naturally and logically. <input type="checkbox"/> use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. <input type="checkbox"/> create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as
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appropriate for audience and purpose.

- ❑ include an appropriate introduction and satisfying conclusion.
- ❑ sustain a formal style.
- ❑ use written expression to draft and revise compositions with attention to:
 - voice;
 - tone;
 - selection of information
 - embedded phrases and clauses that clarify meaning;
 - vivid and precise vocabulary;
 - figurative language; and
 - sentence variety.
- ❑ recognize terms illustrative of tone, such as, but not limited to:
 - serious;
 - sarcastic;
 - objective;
 - enthusiastic;
 - solemn;
 - humorous;
 - hostile;
 - personal; and
 - impersonal.
- ❑ apply revising procedures in peer and self-review, including:
 - rereading;
 - reflecting;
 - rethinking; and
 - rewriting.
- ❑ vary sentence structure by using coordinating conjunctions: *for, and, nor, but, or, yet, and so*.
- ❑ use subordinating conjunctions to form complex sentences:
after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.
- ❑ incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:
 - **coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;
 - **subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and
 - **modifier** – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.
- ❑ use available computer technology to assist throughout 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, including the punctuation of dialogue.
- ❑ use a singular verb with a singular subject and a plural verb with a plural subject (e.g., *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.*).
- ❑ use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*)
- ❑ diagram sentences with phrases and clauses.
- ❑ use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- maintain verb tense (present, past, future) throughout an entire piece of writing.
- maintain consistent point of view through a piece of writing.
- use quotation marks to represent the exact language (either spoken or written) of another.

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
7.9a-e

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 appropriate reference materials to produce a research product. To be successful with this standard, students are expected to

- use available resource tools, including:
 - educational online resources;
 - reference books;
 - scholarly journals;
 - magazines;
 - the Internet, as appropriate for school use; and
 - general and specialized (or subject-specific) databases.
- organize and synthesize information with tools, including:
 - graphic organizers;
 - outlines;
 - spreadsheets;
 - databases; and
 - presentation software.
- create a “Works Cited” page using MLA format for oral and written presentations.
- differentiate between a primary and a secondary source.
- gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;
- prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases.
- 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?
- summarize and cite specific evidence from the text to support conclusions.

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