## Grade Seven: Standards-Based Skills Worksheet

The skills inventory worksheets are designed to assist with data analysis and goal writing for standards-based IEPs. They are based on the [Virginia SOL Curriculum Frameworks](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml). Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for the *Standards-based Individualized Education Program (IEP) A Guide for School Divisions* for additional information on the process for creating standards-based IEPs.

**Directions**

### Step 1

Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for to print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student.

### Step 2

Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum. **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

### Step 3

Based on prior performance, predict what level of instruction ***will be*** necessary for the student to successfully master upcoming curriculum in each of the strands using the following worksheets. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

### Step 4

After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of academic and functional performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s). Guiding Question:  **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):

### Step 5

Additional space is provided under each strand for comments or notes on data analysis

### Strand: Communication and Multimodal Literacies 7.1, 7.2, 7.3

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 ideas
* select vocabulary, tone, and style with audience and purpose in mind.
* state points clearly and directly.
* 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.
* engage others in conversations by posing and responding to questions in a group situation.
* exercise flexibility and willingness in making compromises to accomplish a common goal.
* use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.

To be successful with this standard, students are expected to:

* match vocabulary and tone 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.
* plan and deliver an oral presentation, using the following steps:
	+ determine topic and purpose;
	+ identify the intended audience; and
	+ choose vocabulary appropriate to topic, purpose, and audience;
	+ create presentations that use two or more communication modes to make meaning,
* use strategies for summarizing, such as the following:
	+ deleting trivial and/or redundant information;
	+ substituting a general term for a list; and
	+ creating a main idea statement.
* Write reflectively in response to multimodal presentations.

To be successful with this standard, students are expected to:

* deconstruct and analyze the elements of a variety of media
* identify elements of media literacy: authorship, format, audience, content, purpose.
	+ Who created the message?
	+ What techniques are used to attract attention?
	+ How might different people react differently to this message?
	+ What values, lifestyles and points of view are represented in, or omitted from, this message?
	+ What is the purpose of this message?
* recognize that production elements in media are composed based on audience and purpose to create specific effects.
* identify persuasive techniques in the media including but not limited to name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonials, appeal to prestige, snobbery, or plain folks, and appeal to emotions.
* analyze a media message considering what techniques have been used and their purpose and impact
* recognize and identify opinions in the media.
* recognize and identify facts in the media.
* analyze media messages for facts, opinions, persuasive message, word choice, and viewpoints.
* create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes

### Strand: Reading 7.4, 7.5, 7.6

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
* separate and recombine known word parts to predict the meaning of unfamiliar words.
* recognize, understand, use, and explain the impact of figurative language including simile, metaphor, personification, and hyperbole.
* distinguish among the connotations of words with similar denotations
* recognize that synonyms may have different connotations (e.g., elderly and mature; youthful and juvenile, inexpensive and cheap.)
* use context as a clue to the meaning of a word or phrase
* consult word reference materials to find the pronunciation of a word or determine/clarify meanings.

To be successful with this standard, students are expected to:

* recognize the elements of narrative structure including:
	+ setting
	+ character(s); protagonist and antagonist
	+ 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
	+ theme.
* identify and distinguish between first and third person point-of-view
* distinguish between narrative prose and poetic forms, including haiku, limerick, ballad, free verse, couplet, and quatrain
* differentiate between a variety of fictional genres including short story, novel, and drama.
	+ identify characterization as the way an author presents a character and reveals character traits by:
	+ what a character says;
	+ what a character thinks;
	+ what a character does; and
	+ how other characters respond to the character.
* determine the theme(s) 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 foreshadowing and irony
* analyze elements of an author’s style, including:
	+ word choice to develop tone
	+ sentence structure
	+ imagery
	+ contrasting points of view
	+ figurative language
* recognize and analyze the impact of an author’s choice of sound devices, including:
	+ rhyme
	+ rhythm
	+ repetition
	+ alliteration
	+ onomatopoeia
* compare and contrast two or more texts on the same topic or with similar themes.
* use evidence from the text(s) for support when drawing conclusions, making inferences.
* analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
* demonstrate comprehension and apply strategies to write about what is read.

To be successful with this standard, students are expected to:

* use text features to make predictions and enhance comprehension, including but not limited to:
	+ 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(s) to enhance comprehension including:
	+ cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept/definition, generalization; process, and problem/solution
* recognize transitional words and phrases authors use to signal organizational patterns.
* provide an objective summary texts
* analyze how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
* demonstrate comprehension and apply strategies to write about what is read.

**Strand: Writing 7.7, 7.8**

To be successful with this standard, students are expected to:

* compose with attention to central idea, unity, elaboration, and organization.
* elaborate to give detail; add depth; and continue the development of an idea.
* analyze and use mentor texts as models for writing.
* identify intended audience and purpose.
* use a variety of prewriting strategies
* explain, analyze, or summarize a topic.
* write an effective thesis statement that focuses on the topic and explains the writer’s position in an argument.
* differentiate between a thesis statement and a topic sentence.
* choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas
* write reflectively to explain and analyze a text, a presentation, an experience, a skill, or event
* Three examples of reflective writing include:
	+ Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.
	+ Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.
	+ Individual - What did I learn, how did I learn it, and what could I have done better?
* write persuasively organizing reasons logically and effectively.
* create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
* include an appropriate introduction and conclusion.
* sustain a formal style when appropriate.
* 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 in mentor texts and student writing
* apply revising procedures in peer and self-review, including rereading, reflecting, rethinking, and, rewriting to clarify, elaborate, and make more precise
* revise drafts for improvement using teacher assistance, peer collaboration, and growing independence
* vary sentence structure by using coordinating conjunctions
* use subordinating conjunctions to form complex sentences
* incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to coordination, subordination, and modifier

To be successful with this standard, students are expected to:

* use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.
* use punctuation) to set off nonrestrictive clauses.
* maintain consistent verb tense 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.
* write an effective thesis statement that focuses on the topic and explains the writer’s position in an argument.

### Strand: Research 7.9

To be successful with this standard, students are expected to:

* use available resource tools.
* organize and synthesize information found in a variety of sources.
* gather relevant information from multiple 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.
* avoid plagiarism and its consequences by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.
* evaluate the validity and credibility of texts, using questions, such as:
	+ 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?
	+ Is contact information provided?
	+ Is there a copyright symbol on the page?
	+ What is the purpose of the page?
	+ What is the date of the most recent publication?
* summarize and cite specific evidence from the texts to support conclusions