## Grade Eight: 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 8.1, 8.2, 8.3

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.
* 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.
* use a variety of strategies to actively listen and show attentiveness including:
  + focusing attention to the speaker;
  + providing appropriate feedback;
  + asking questions
* assume shared responsibility for collaborative work.
* collaborate with peers to set guidelines for group presentations and discussions, set clear goals, and define individual roles.
* respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding
* exercise flexibility and willingness in making compromises to accomplish a common goal.

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

* articulate the purpose of the presentation.
* select and use information that clearly presents both sides of an issue.
* select vocabulary, tone, and style with audience and purpose in mind.
* create a presentation that uses two or more communication modes to make meaning.
* select and narrow the topic with attention to time limits and audience.
* answer questions and respond to comments with relevant evidence, observations, and ideas.
* exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

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

* deconstruct and analyze the elements of a variety of media
* identify and analyze persuasive techniques used 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
  + appeal to emotions
* identify and analyze choice of information in the media
* recognize that production elements in media are composed based on audience and purpose
* analyze the techniques used media messages
* create and publish media messages, such as public service announcements aimed at a variety of audiences on different topics.
* evaluate the advantages and disadvantages of using different types of media
* identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages.

### Strand: Reading 8.4, 8.5, 8.6

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 of words with similar denotations
* understand, evaluate, and use figurative language, including: simile, metaphor, personification, hyperbole and symbol
* analyze the impact of specific word choices on meaning and tone
* consult reference materials to find the pronunciation of a word or determine/clarify meaning.
* recognize that synonyms may have different connotations, (elderly and mature; youthful and juvenile, inexpensive and cheap) and describe the impact on text.
* use context 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.

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

* identify and analyze narrative elements, including:
  + setting
  + character(s), either:
    - static
    - dynamic
* identify protagonist and antagonist.
* explain 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;
  + how other characters respond to the character
* external conflicts, such as:
  + individual vs. individual; individual vs. nature; individual vs. society; individual vs. supernatural; individual vs. technology
* 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
  + initiating event; rising action; climax; falling action; and resolution
* theme
* recognize different plot patterns including subplots.
* analyze the interactions between individuals, events and ideas in a text.
* compare and contrast the characteristics of literary forms, including but not limited to:
  + novel, short story, biography, essay, speech, poetry, memoir
* understand and analyze elements of an author’s style, including:
  + dialogue; sentence structure; language patterns; word choice to develop tone; voice.
* differentiate among points of view in stories, including:
  + first person; third person limited to a character or narrator; and 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:
  + foreshadowing
  + irony
  + flashback
  + symbolism
* analyze poetic devices in prose and poetry, including but not limited to: word choice, figurative language, symbolism, imagery, rhyme, rhythm, repetition, and sound elements.
* analyze an author’s choice of words and images.
* identify poetic forms, including but not limited to:
  + haiku
  + limerick
  + ballad
  + free verse
  + couplet
  + quatrain
* compare and contrast an author’s choice of sound elements in prose and poetry, including but not limited to:
  + rhyme
  + rhythm
  + meter
  + repetition
  + alliteration
  + onomatopoeia
* determine a theme of a text and analyze its development
* 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, or making predictions
* analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes and organizational strategies.
* demonstrate comprehension and apply strategies to write about what is read.

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

* recognize and identify 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.
* recognize organizational patterns to enhance comprehension. including cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept/definition, generalization, problem/solution, and process.
* read several texts on a similar topic and synthesize what is read.
* use strategies for summarizing,
* use text features such as the following to enhance comprehension:
  + 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.
* demonstrate comprehension and apply strategies to write about what is read.

**Strand: Writing 8.7, 8.8**

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

* write in a variety of forms, including narrative; expository, persuasive, informational, and reflective
* write reflectively to explain and analyze an experience, a skill, or an event.
* apply the elements of composing:
  + central idea,
  + elaboration,
  + unity, and
  + organization.
* use written expression to explain, analyze, or summarize a topic with attention to:
  + purpose and audience;
  + a central or controlling idea;
  + voice;
  + tone;
  + 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
* apply revising procedures, including:
  + rereading; reflecting; rethinking; rewriting; including vivid vocabulary;
  + combining sentences for variety and rhythm; and
  + providing transitions between ideas and paragraphs.
* write persuasively organizing reasons logically and effectively
* identify counterclaims and identify counter-arguments that address claims
* 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 when appropriate
* develop an effective introduction and conclusion

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

* edit drafts with teacher assistance, peer collaboration, and growing independence
* use an ellipsis to indicate an omission.
* 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 a consistent verb tense throughout an entire paragraph or text.

### Strand: Research 8.9

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

* use primary sources such as original documents or a firsthand or eyewitness accounts of an event.
* use secondary sources, which 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.
* evaluate the validity and credibility of information, using questions such as:
  + 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?
  + 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?
* conduct short research projects to answer a question drawing on several sources and generating questions.
* document using a standard form such as MLA or APA.
* 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.