## Grade Nine: 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 9.1, 9.2

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

* define technical and specialized language to increase clarity in multimodal presentations
* incorporate pertinent information discovered during research, to support main ideas in multimodal presentations.
* organize presentation in a structure appropriate to the audience, topic, and purpose
* use word choice and vocabulary appropriate for situation, audience, topic, and purpose.
* keep eye contact with audience, adjust volume, tone, and rate, be aware of posture use natural tone.
* analyze and critique the relationship among purpose, audience, and content of presentations.
* collaborate with peers to set guidelines for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
* engage others in a conversation by posing and responding to questions in a group situation.
* demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback.
* analyze and critique the effectiveness of a speaker’s or group’s voice, language, clarity, organization, relevance, and delivery.

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

* create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes.
* identify and deconstruct elements of media literacy including: authorship, format, audience, content, purpose.
* analyze author’s intended audience and purpose when evaluating media messages.
* recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, including but not limited to:
	+ ad hominem
	+ red herring
	+ straw man
	+ begging the question
	+ testimonial
	+ ethical appeal
	+ emotional appeal
	+ logical appeal
* identify and evaluate word choice, bias, viewpoints, and the effectiveness of persuasive messages in use word choice and vocabulary appropriate for situation, audience, topic, and purpose.
* identify public opinion trends and possible causes.
* identify and analyze sources in the media.
* analyze information from many sources.
* identify basic principles of media literacy:
	+ media messages are constructed;
	+ messages are representations with values and viewpoints;
	+ each form of media uses a unique set of rules to construct messages;
	+ individuals interpret based on personal experience; and
	+ media are driven to gain profit or power.
* identify key questions of media literacy:
	+ 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?
* avoid plagiarism by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.

### Strand: Reading 9.3, 9.4, 9.5

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

* understanding use word structure to analyze and relate words.
* use roots or affixes to determine or clarify the meaning of new or unfamiliar words.
* analyze the author’s use of idioms.
* use prior reading knowledge and other study to identify the meaning of literary and classical allusions.
* interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
* analyze figurative language
* demonstrate of connotations in word meanings

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

* read paired passages/read across texts to examine author’s word choice, theme development, point of view, etc.
* identify the differing characteristics that distinguish literary forms, including but not limited to: narrative; poetry; drama; essay: analytical essay; literary nonfiction; personal essays
* analyze figurative language
* demonstrate understanding of connotations in word meanings
* identify and analyze elements of dramatic literature:
	+ dramatic structure:
		- exposition/initiating event,
		- rising action,
		- complication/conflict,
		- climax, falling action,
		- resolution/denouement (conclusion/resolution);
	+ monologue;
	+ soliloquy;
	+ dialogue;
	+ aside;
	+ dialect; and
	+ stage directions.
* describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme.
* explain the relationships among the elements of literature, including but not limited to:
	+ protagonist/antagonist and other characters,
	+ plot,
	+ setting,
	+ tone,
	+ point of view: first person, third person limited, third person omniscient,
	+ theme,
	+ speaker, and
	+ narrator.
* analyze the techniques used by an author to convey information about a character.
* analyze character types, including: dynamic/round character, static/flat character, and stereotype
* analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts.
* analyze how characters with multiple or conflicting motivations develop over the course of a text, and advance the plot or develop theme.
* analyze how the plot structures advance the action in literature.
* determine a theme of a text and analyze its development
* compare and contrast types of figurative language and other literary devices such as but not limited to:
	+ simile, metaphor, personification, analogy, symbolism, apostrophe, allusion, imagery, paradox, and oxymoron.
* identify and analyze sound devices, including but not limited to:
	+ rhyme (approximate, end, slant), rhythm, repetition, alliteration, assonance, consonance, onomatopoeia, and parallelism.
* identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as:
	+ parallel plots, subplots, and multiple story lines
* analyze an author’s use of diction and syntax to convey ideas and content, including but not limited to:
	+ rhetorical question, cliché, connotation, denotation, hyperbole, understatement, overstatement, irony: dramatic, situational, verbal; dialect, and pun.
* 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:

* identify and infer the main idea from a variety of complex informational text.
* organize and synthesize information from two texts while maintaining the intended purpose of each original text.
* analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
* demonstrate the use of text features to locate information including but not limited to:
	+ title page; bolded or highlighted words; index; graphics; charts; and headings.
* analyze organizational patterns to aid in comprehension, including but not limited to:
	+ cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization and process; and problem/solution.
* identify an author’s position/argument within informational text.
* evaluate the clarity and accuracy of information found in informational texts
* make inferences and draw conclusions from complex informational text.
* demonstrate comprehension and apply strategies to write about what is read.

### Strand: Writing 9.6, 9.7

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

* use prewriting strategies and organize writing.
* demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical.
* 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?
* develop and apply embedded narrative techniques to enhance writing.
* create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay.
* use embedded clauses for sentence variety.
* write persuasively organizing reasons logically and effectively.
* analyze sources and determine the best information to support a position/argument.
* utilize credible, current research and expert opinions to support a position/argument.
* identify counterclaims and identify counter-arguments that address claims.
* compare/contrast and select evidence from multiple texts to strengthen a position/argument.
* select and use the organizational pattern(s) to effectively match the intended audience and purpose.
* revise writing for clarity, content, quality of information, and intended audience and purpose

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

* differentiate between active and passive voice.
* use parallel structure to when: linking coordinate ideas; comparing or contrasting compare/contrast ideas; and linking ideas with correlative conjunctions.
* use appositives
* distinguish and divide main and subordinate clauses, using commas and semicolons.
* use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.

### Strand: Research 9.8

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

* use resources, to access, organize, and present information.
* focus the topic by: identifying audience; identifying purpose; combining search terms effectively.
* review research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.
* differentiate between reliable and unreliable resources.
* question the validity and credibility of information:
	+ Is the source free from bias? Does the writer have something to gain from his opinion?
	+ **What is the purpose of the page?**
	+ Is the information current?
	+ **Can the information** on the web page be verified?
	+ Does the information contain facts for support?
* avoid plagiarism by:
	+ recognizing that one must correctly cite sources to give credit to the author, illustrator, or creator of an original work;
	+ recognizing that sources of information must be cited even when the information has been paraphrased; and
	+ using quotation marks when someone else exact words are quoted.
* use a current style sheet, such as MLA or APA, to cite sources.