## Grade Three: 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 3.1 3.2

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

* participate in a range of collaborative discussions building on others’ ideas and clearly stating thoughts, opinions, and information
* engage in taking turns in conversations by:
	+ making certain all group members have an opportunity to contribute;
	+ listening attentively
	+ making eye contact while facing the speaker;
	+ eliciting information or opinions from others;
	+ supporting opinions with appropriate ideas, examples, and details; and
	+ indicating disagreement in a constructive manner.
* take initiative in moving a group discussion forward by:
	+ following rules for discussions and assigned group roles;
	+ contributing information that is on topic;
	+ answering questions;
	+ asking clarifying questions of the speaker;
	+ summarizing the conclusions reached in the discussion; and
	+ explaining what has been learned; and
	+ working respectfully with others.
* ask and respond to questions to check for understanding or to clarify information presented use provided sources to gather information, answer questions, or solve problems.

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

* deliver oral presentations in an engaging manner that maintains audience interest by:
	+ - reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details;
		- presenting information with expression and confidence;
		- varying tone, pitch, and volume to convey meaning;
		- speaking at an understandable rate;
		- selecting words and phrases for effect;
		- using multimodal tools to emphasize or enhance facts or details;
		- using specific vocabulary appropriate for the audience and the topic.
* stay on topic during presentations.
* answer questions from the audience.
* evaluate their own presentations, using class-designed criteria.

### Strand: Reading 3.3, 3.4, 3.5, 3.6

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

* apply knowledge of regular and irregular vowel patterns to decode words.
* apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words.
* apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words.
* decode regular multisyllabic words in order to read fluently

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

* use knowledge of homophones to understand unfamiliar words.
* apply knowledge of roots to decode unknown words with the same root (e.g., company, companion).
* apply knowledge of affixes, (e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and –ment) to decode words.
* determine the meaning of new words formed when a known affix is added to the root word (e.g., care/careless, heat/reheat).
* use knowledge of synonyms.
* use knowledge of antonyms.
* use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.
* use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.

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

* identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography.
* use important plot events to summarize fictional text, literary nonfiction, and poetry
* make a variety of connections with the text, such as:
	+ connections between the text they are reading and other texts they have
	+ read, such as identifying a similar plot or character; and
	+ connections between what they already know about the topic and what they find in the reading that is new to them
	+ use specific details to make, justify, and modify, confirm, and revise predictions by:
	+ identifying information from the text that supports or contradicts a prediction; and
	+ revising predictions based on new understandings.
* apply knowledge of characterization by
	+ describing a character’s attributes (traits, motivations or feelings);
	+ using evidence from the text to support generalizations about the character;
	+ comparing and contrasting characters within a selection or between/among two or more selections; and
	+ explaining how the actions of characters contribute to the sequence of events
* apply knowledge of setting by:
* identifying the time and place of a story, using supporting details from the text; and
* identifying the details that make two settings similar or different.
* compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories).
* identify the main conflict and resolution, main idea or theme, and supporting details.
* recognize and identify a theme or lesson of fictional text(s)s (e.g., friendship, survival, determination) using key supporting details.
	+ Thematic topic
	+ Lesson learned
* learn to differentiate fiction from nonfiction
* demonstrate comprehension by writing about what is read.
* read with accuracy, fluency, and meaningful expression to support comprehension.

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

* identify the author’s purpose for writing, which may include to provide information, to explain a process, or to persuade
* use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read.
* use text features to preview, set a purpose for reading, make, confirm, and revise predictions and locate information
* identify details that support the main idea
* state in their own words the main idea
* practice reading and rereading familiar nonfiction texts with fluency and accuracy.
* demonstrate comprehension by writing about what is read

### Strand: Writing 3.7 3.8 3.9

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

* use correct letter formation.
* form cursive letters with flow from one letter to the next within names and words.

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

* use a variety of pre-writing strategies to plan and organize writing.
* use mentor texts as an example of writing.
* develop writing by focusing on one topic
* follow the organization of particular forms of writing for:
	+ descriptive/expository
		- introduce a topic and organize information in paragraph(s)
		- use facts, definitions, quotations, details, or other examples and information to develop the topic
		- use specific vocabulary to inform and explain the topic
		- provide a conclusion
	+ narratives
		- sequence events
		- use transition words and phrases for sentence variety
		- use specific vocabulary to develop a story
		- provide a conclusion
	+ opinion
		- state a clear opinion.
		- provide multiple facts using specific vocabulary as reasons for support.
		- provide a conclusion.
* incorporate transitional words and phrases including but not limited to *first*, *next*, *last*, *also, another, more*, *in order to, because of this, for example*
* use precise nouns, verbs, and adjectives.
* clarify writing when revising by including specific vocabulary and information.

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

* write using complete sentences.
* choose and use past and present verb tenses. for clarity.
* use singular possessives to demonstrate ownership
* use correct punctuation for commas in a simple series and apostrophes in contractions with pronouns (e.g., I’d, we’ve)

### Strand: Research 3.10

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

* make decisions about which resource is best for locating a given type of information.
* focus on a central topic
* develop a list of questions pertaining to a specific topic
* use appropriate resources to gather information.
* use appropriate resources to gather information.
* organize and present information orally and/or in writing.
* review writing to check that the language and/or thoughts of another author are given proper credit.