## Grade Four: 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 4.1, 4.2, 4.3

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

* participate in a variety of collaborative discussions by:
  + following rules for discussions and assigned partner or group roles;
  + offering comments that are relevant to the topic of discussion;
  + asking appropriate questions to solicit knowledge and opinions of others;
  + supporting opinions with appropriate examples and details;
  + identifying reasons and evidence a speaker provides to support particular points;
  + communicating new ideas to others;
  + responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others;
  + reviewing key ideas expressed in discussions and explaining their own ideas and understanding;
  + distinguishing fact from opinion;
  + taking turns speaking during a discussion;
  + maintaining appropriate eye contact while listening; and
  + respecting the comments of others, especially if the comments express opinions that are different from one’s own

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

* create and deliver multimodal presentations by:
  + reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes;
  + organizing information around a central idea with supporting details and using specific vocabulary;
  + speaking clearly, using appropriate voice level and speaking rate;
  + differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions);
  + selecting words and phrases to convey precise ideas;
  + using voice inflection for effect; and
  + involving audience participation through planned interactions (questioning, discussion, gathering responses, and movement)
* use active listening skills by:
  + looking at the speaker;
  + thinking about the main points the speaker is making; and
  + taking notes.
* access media messages and identify what types of media are used
* determine the purpose of various media messages.
* compare and contrast messages, facts, and opinions in multiple media formats

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### Strand: Reading 4.4, 4.5, 4.6

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

* use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).
* use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.
* use their knowledge of affixes to read and understand the meanings of words.
* apply their knowledge of synonyms) and antonyms to understand the meanings of unfamiliar words.
* derive word meaning by using their knowledge of homophones such as read/red, no/know, hear/here
* use context to select the applicable definition of a word from a glossary or dictionary.
* identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning
* determine the meaning of general academic and content-specific words or phrases in a text.

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

* describe how an author’s choice of language, setting, and characters develops the plot and contributes to the sequence of events.
* describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).
* 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.
* identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales
* identify the theme(s) of a text (e.g., friendship, survival, determination)
* thematic topic
* lessons learned
* summarize plot events using supporting details
* identify the main conflict and resolution in a poem, or section of text, or book.
* analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).
* make connections between the text of a story and a visual/oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
* identify sensory words that describe sights, sounds, smells, and tastes, and describe how they contribute to the text. make the reader feel.
* refer to details, specific vocabulary, and examples in a text to draw conclusions and make inferences.
* use specific details to make, confirm, or revise predictions by:
* identifying information from the text that supports or contradicts a prediction; and
* revising predictions based on new understandings.
* demonstrate comprehension and apply strategies by writing about what is read
* read familiar text with fluency, accuracy, and meaningful expression
* read with sufficient accuracy and fluency to support comprehension.

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

* explain how written text and accompanying graphics connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).
* explain author’s purpose for writing, which may include to provide information, explain a process, or persuade
* identify the main idea and summarize supporting details
* draw a conclusions and make inferences using information from the text.
* demonstrate comprehension and apply strategies to write about what is read.

### Strand: Writing 4.7, 4.8

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

* write focusing on the composing domain features of central idea, organization, unity, and elaboration.
* write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety.
* use mentor texts as an example of writing.
* produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.
* recognize different forms of writing have different patterns of organization
  + descriptive/expository
    - clearly introduce a topic and organize information in paragraphs
    - use facts, definitions, opinions, quotations, details, or other examples and
    - information to develop the topic
    - use specific vocabulary to inform and explain the topic; and
    - provide a conclusion related to the topic
  + narrative
    - organize an event sequence that unfolds naturally
    - use transition words and phrases for sentence variety
    - provide a conclusion
    - use specific vocabulary to develop a story
  + opinion
    - state a clear opinion
    - provide multiple facts as reasons for support
    - provide a conclusion
* organize thoughts to convey a central idea before writing.
* use a variety of prewriting strategies
* focus, organize, and elaborate to construct an effective cohesive message for the reader.
* select specific information to guide readers more purposefully through the piece.
* use specific vocabulary and vivid word choice.
* link ideas within paragraphs using transition words and phrases
* include sentences of various lengths and beginnings to create a rhythm.
* use available word reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.
* use facts and details in sentences to elaborate the main idea.

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

* apply knowledge of the usage/mechanics writing domain.
* use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).
* use knowledge of sentence structure to form complete sentences.
* use noun/pronoun agreement.
* use reflexive pronouns correctly (e.g., myself, ourselves).
* differentiate between and correctly use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., “He played really well.” instead of “He played real well.”).
* use a rubric to self- or peer- assess writing

### Strand: Research 4.9

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

* formulate initial questions about a topic and seek gather information by identifying, locating, exploring, and effectively using a variety of sources.
* recognize, select, organize, and record information pertinent to the topic
* decide if information is relevant to the topic and reliable for use.
* identify search terms to use in searching for information.
* skim to find information related to a topic
* evaluate and synthesize related information from two or more sources.
* develop notes that include important concepts, summaries, and identification of information sources.
* give credit to sources used
* avoid plagiarism by giving credit whenever using another person’s media, facts, graphics, music, and quotations.