## Grade Five: 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 5.1, 5.2, 5.3

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

* participate in a range of discussions building on others’ ideas and clearly stating thoughts, opinions, and information.
* follow rules for discussions and assigned group roles.
* participate as active listeners in group learning activities by:
	+ listening for main ideas;
	+ listening for sequence of ideas; and
	+ taking notes
* participate as informed contributors in group learning activities by:
	+ asking and answering questions at appropriate times
	+ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others
	+ communicating new ideas to others
	+ clarifying confusing points
	+ summarizing main ideas
	+ organizing information from group discussion for presentation
	+ preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery
* to collaborate with diverse teams while respecting individual contributions
* work independently on group-related tasks

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

* demonstrate appropriate eye contact with listeners.
* use appropriate facial expressions and gestures to support, accentuate, or dramatize the message.
* speak clearly at an understandable pace.
* use acceptable posture according to the setting and the audience.
* select information that develops the topic and is appropriate for the audience.
* report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes.
* narrow the topic
* put information in order, providing an overview of the information at the beginning or a summary of the information at the end.
* use multimodal tools to enhance presentations
* use specific vocabulary and style to enhance oral presentations

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

* access media messages and identify what types of media are used.
* identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose).
* deconstruct several types of media messages by addressing the main question(s) raised by the media attributes.
* compare/contrast techniques used effectively in a variety of media messages (animation, famous images and logos, music and sound, photo-editing).
* create media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message

### Strand: Reading 5.4, 5.5, 5.6

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

* use context as a clue to infer the correct meanings of unfamiliar words and phrases.
* use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
* apply knowledge of roots, affixes, synonyms, antonyms, and homophones.
* identify the meaning of Greek and Latin affixes
* identify when an author uses language figuratively. figurative language.
* use word references and context clues to determine which meaning is appropriate in a given situation.
* select and usethe word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed

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

* summarize important plot events using specific details from the text.
* describe how characters are developed by what character says; what a character thinks; what a character does; and what other characters in the story say or think about them
* describe how some characters change and how some characters stay the same.
* identify and explain the main conflict and resolution or problem of the plot
* identify the events in sequence that lead to resolution of the conflict.
* discuss why an author might have used particular words and phrases
* determine who is telling the story and identify if the point of view is first or third person.
* Identify the theme(s) of a text.
	+ thematic topic
	+ lessons learned
* refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
* make, confirm, or revise predictions.
* demonstrate comprehension and apply strategies to write about what is read
* identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, mystery
* analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).

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

* determine the main idea of a text and summarize supporting key details.
* identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
* recognize transitional words and phrases authors use to signal organizational patterns including but not limited to:
	+ cause and effect –if, then
	+ comparison/contrast- similarly, on the other hand
	+ chronological- today, meanwhile
	+ problem/solution- the issue is, a possible remedy
* draw conclusions and make inferences using the text as support
* compare and contrast two accounts or perspectives of the same event or topic
* read texts with fluency, accuracy, and meaningful expression.
* demonstrate comprehension and apply strategies to write about what is read

### Strand: Writing 5.7, 5.8

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, tone, voice, and sentence variety.
* produce a clear and coherent written piece 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
	+ narrative
		- organize an event sequence that unfolds naturally
		- use transition words and phrases
		- use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
		- provide a conclusion
	+ persuasive
		- introduce the position
		- provide evidence to support the position
		- provide points for the opposite side and argue against them
		- provide a conclusion.
* use mentor texts as an example of writing
* focus, organize, and elaborate to construct an effective message for the reader
* write a clear topic sentence focusing on the main idea
* purposefully select language to demonstrate an awareness of the intended audience
* select specific information to guide readers more purposefully through the piece
* write multiparagraph compositions focused on a central idea, organizing related information in paragraphs
* choose precise descriptive vocabulary and information to create tone and voice
* revise writing by consulting with peers or adults
* include sentences of various lengths and beginnings to create a rhythm
* vary sentence structure by using transition words and phrases
* clarify writing when revising
* include supporting details that elaborate the main idea

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

* punctuate correctly:
	+ apostrophes in contractions (e.g., *isn’t*), and possessives (e.g., *Jan’s*);
	+ commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Zoe?*)]
	+ quotation marks with dialogue
	+ hyphens to divide words at the end of a line.
* indicate titles of works by using underlining, quotation marks, or italics
* use adverb comparisons (e.g., fast, faster, fastest)
* use adjective comparisons (e.g., big, bigger, biggest)
* use adverbs instead of adjectives where appropriate, (e.g., “He played really well.” instead of “He played real well.”)
* use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie)
* use a comma to separate an introductory element from the rest of the sentence
* use plural possessives, (e.g., “The books’ covers are torn.”)
* use interjections (e.g., “Yikes, look at the size of that bug!”)
* form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
* use verb tense to convey various times, sequences, states, and conditions
* edit to correct fragments and run-ons
* use a rubric to self- and peer- assess writing
* use conjunctions

### Strand: Research 5.9

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

* formulate research questions based on a topic
* search terms to use in searching for information
* analyze and use information presented on charts, maps, and graphs.
* skim to find information related to a topic.
* select information that is related to the topic at hand.
* decide if information is relevant to the topic and reliable and credible for use.
* evaluate and synthesize related information from two or more sources.
* develop notes that include important concepts, summaries, and identification of information sources.
* summarize or paraphrase information in notes and finished work.
* prevent plagiarism and its consequences by giving credit to authors when ideas or specific words are used in research.
* avoid plagiarism by giving credit whenever using another person’s media, facts, graphics, music, and quotations.