## Grade Six: 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 6.1, 6.2, 6.3

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

* ensure that all group members participate in the exchange of information.
* evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group.
* use strategies that contribute to the discussion.
* receive and understand feedback from others.
* pose and respond to questions.
* restate briefly and critically the main idea(s) discussed within a group.
* use active listening to focus on what is said and what is implied.
* retain and rethink ideas based on what is heard.
* infer and assimilate new ideas.

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

* create a presentation that uses two or more communication modes to make meaning, for example still or moving images, gestures, spoken language and written language
* plan and deliver a multimodal presentation using the following steps:
  + determine topic and purpose
  + identify the intended audience
  + choose vocabulary appropriate to topic, purpose, and audience
* use strategies for summarizing, such as the following:
  + deleting trivial and/or redundant information
  + substituting a general term for a list
  + creating a main idea statement
* demonstrate appropriate eye contact with listeners
* speak clearly at an understandable pace with appropriate tone and volume
* use acceptable posture according to the setting and the audience

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

* deconstruct and compare/contrast several types of media messages.
* identify elements of media literacy: authorship, format, audience, content, purpose.
  + 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?
* recognize production elements in media are composed based on audience and purpose.
* create media messages, such as public service announcements aimed at a variety of audiences with different purposes.
* integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
* understand that there are different camera angles and shots and each serves a specific purpose.

### Strand: Reading 6.4, 6.5, 6.6

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

* use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible.)
* separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.
* use context clues to determine meanings of unfamiliar words in text, such as examples, restatements; and contrast
* identify figurative language in text, including simile, hyperbole and personification
* consult word reference materials to find the pronunciation of a word or determine or clarify its meaning
* determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content

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

* identify setting as time and place
* explain plot as:
  + the development of the central conflict and resolution;
  + the sequence of events in the story; and
  + the writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and when it happens
* identify characters as protagonist and antagonist
* identify point of view and distinguish between first and third person.
* identify characterization as the way an author presents a character and character traits revealed by what a character says, what a character thinks, what a character does, and how other characters respond to the character.
* determine a theme(s) and explain how it is developed through specific details.
* identify internal and external conflicts, including:
  + internal conflicts within characters;
  + external conflicts between characters
* describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
* notice an author’s craft, including use of:
  + language patterns
  + sentence variety
  + vocabulary
  + imagery;
  + figurative language; and
  + word choice to develop mood and tone
* differentiate between a variety of fictional genres including short story, novel, and drama.
* recognize and analyze an author’s use of figurative language including simile, hyperbole, metaphor, personification
* differentiate between narrative and poetic forms
* recognize poetic forms including but not limited to haiku, limerick, ballad, and free verse
* recognize poetic elements in prose and poetry including but not limited to rhyme, rhythm, repetition, alliteration, and onomatopoeia
* describe how characters change as a result of incidents in the plot
* identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information.
* 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:

* preview texts using text features such as but not limited to boldface and/or italics type, type set in color, vocabulary, graphics, and headings and subheadings
* identify common patterns of organizing text including chronological or sequential, comparison/contrast, cause and effect, problem-solution; and process.
* use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary.
* make inferences and draw conclusions using the text(s) for support.
* identify similarities and differences in the information found in several sources about the same topic.
* use strategies and rules for summarizing, such as the following:
  + delete trivia and redundancy;
  + substitute a general term for a list; and
  + find or create a main idea statement.
* summarize the text without providing a personal opinion
* demonstrate comprehension and apply strategies to write about what is read

### Strand: Writing 6.7, 6.8

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

* compose with attention to central idea, unity, elaboration, and organization.
* analyze and use mentor texts as models for writing.
* use narrative techniques, such as pacing, and description, to develop experiences, events, and/or characters.
* write reflectively to explain and analyze an experience, a skill, or event, and as a response to reading
* 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?
* write expository texts to examine a topic and convey ideas, concepts, and information.
* write using strategies organizational patterns such as definition, classification comparison/contrast, and cause/effect
* develop the topic using relevant facts, definitions, details, quotations, and/or examples.
* use transitional words or phrases to connect parts of sentences in order to show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
* establish and maintain a formal style of writing when appropriate.
* provide an appropriate conclusion for the purpose and form of writing.
* identify audience and purpose for any piece of writing
* elaborate to give detail; add depth; and continue the development of an idea.
* write an effective thesis statement focusing, limiting, or narrowing the topic.
* differentiate between a thesis statement and a topic sentence.
* write on any central theme or topic demonstrating elaboration, coherence, and unity.
* incorporate variety into sentences, using appropriate: modifier, coordination, and subordination
* revise drafts for improvement using teacher assistance and peer collaboration.
* understand that revising to improve a draft includes rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.

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

* edit drafts with teacher assistance, peer collaboration, and growing independence
* use complete sentences with appropriate punctuation
* avoid comma splices and run-on sentences
* avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so)
* differentiate between subjects and objects when choosing pronouns
* recognize and correct vague pronouns
* maintain a consistent verb tense within sentences and throughout and across paragraphs

### Strand: Research 6.9

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

* understand and use the online, print, and media references
* evaluate the validity and authenticity credibility of texts, using questions, such as:
  + 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?
* 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.
* differentiate between a primary and secondary source.
* provide a list of sources using a standard form for documenting primary and secondary sources