Grade 4 English
Standards Based Skills Worksheet
(2010)

Student: Jordan Richards **Date:** 8/31/10

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School Division: Grandin

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
communication: speaking, listening, media literacy 4.1a-h, 4.2a-d, 4.3a-b	☒ Present Level of Performance (PLOP) ☐ Prior SOL data ☒ Standardized test data ☒ Classroom assessments ☒ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.
The student will use effective oral communication skills in a variety of settings. Students are expected to

☐ participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led).

☐ give accurate directions by:
- identifying the information needed by the listener;
- organizing and sequencing the information in a logical way;
- explaining or defining any terms that might be unfamiliar to the listener;
- articulating the information in a clear, organized manner; and
- making connections to previous common knowledge of a group of listeners.

☐ participate in a variety of partner and/or group 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;
- avoiding hindering the progress of the discussion (learning not to interrupt);
- taking turns speaking during a discussion;
- maintaining appropriate eye contact and attentive body language while listening; and
- respecting the comments of others, especially if the comments express opinions that are different from one's own.

☒ use grammatically correct language.

☐ use specific vocabulary to enhance oral communication.

☐ work independently and with diverse teams in a variety of settings.

The student will make and listen to oral presentations and reports. To be successful with this standard, students are expected to

☐ make oral presentations and reports 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;
- organizing information for clarity;
- 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
- adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas.

☒ use active listening skills by:
- looking at the speaker;
- thinking about the main points the speaker is making; and
- taking notes.

The student will learn how media messages are constructed and for what purposes. To be successful with this standard, students are expected to

☐ access media messages and identify what types of media are used.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☒ **YES** Address areas of need in PLOP	☒ Accommodations Available (specify): verbal prompts/ redirecting may be necessary ☒ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis Due to attention concerns, area addressed in behavioral goal.

1. Review SOL strand for	**2. Review data on student performance** and indicate all data sources analyzed to assess performance in this strand:
Reading: 4.4a-e, 4.5a-l, 4.6a-l,	☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.
The student will expand vocabulary when reading. 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 (prefixes and suffixes) to read and understand the meanings of words.

☐ use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.

- ☐ derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), 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.
- ☐ develop vocabulary by listening to and reading a variety of texts.
- ☐ determine the meaning of general academic and content-specific words or phrases in a text.
- ☐ study word meanings across content areas.

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. To be successful with this standard, students are expected to

- ☐ explain the author's purpose (e.g., to entertain, inform, or persuade).
- ☐ describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose.
- ☐ describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts).
- ☐ understand that narrative nonfiction is a story based on facts.
- ☐ identify the facts contained in a piece of narrative nonfiction.
- ☐ identify the main idea or theme of a text and summarize using supporting details.
- ☐ identify the problem (conflict) and solution.
- ☐ discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).
- ☐ make connections between the text of a story or drama and a visual or 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 make the reader feel.
- ☐ refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
- ☐ identify cause and effect relationships.
- ☐ make, confirm, or revise predictions.
- ☐ read familiar text with fluency, accuracy, and prosody.
- ☐ read with sufficient accuracy and fluency to support comprehension.
- ☐ become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).

The student will read and demonstrate comprehension of nonfiction texts. To be successful with this standard, students are expected to

- ☐ use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.
- ☐ understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).
- ☐ generate questions to guide reading of text.

- ☐ explain author's purpose (e.g., to entertain, persuade, inform).
- ☐ identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
- ☐ combine information from various places in the text to draw a conclusion.
- ☐ make simple inferences, using information from the text.
- ☐ identify cause and effect relationships.
- ☐ distinguish between fact and opinion.
- ☐ apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.
- ☐ identify new information learned from reading.
- ☐ read familiar text with fluency, accuracy, and expression.
- ☐ become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☒ **YES** Address areas of need in PLOP	☐ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for	**2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:**
Writing: 4.7a-k, 4.8a-h	☒ Present Level of Performance (PLOP) ☐ Prior SOL data ☒ Standardized test data ☒ Classroom assessments ☒ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.
The student will write cohesively for a variety of purposes. Students are expected to

- ☐ apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
- ☐ produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.
- ☐ recognize different modes of writing have different patterns of organization

- ☐ informative/explanatory
  - o clearly introduce a topic and group related information in paragraphs
  - o use facts, definitions, opinions, quotations, details, or other examples and
  - o information to develop the topic
  - o use specific vocabulary to inform and explain the topic; and
  - o provide a concluding statement or section related to the topic

- ☐ narrative
  - o organize an event sequence that unfolds naturally
  - o use transition words and phrases for sentence variety and to manage
  - o the sequence of events
  - o use specific vocabulary, words, and phrases to convey experiences
  - o and events
  - o provide a conclusion

- ☐ create a plan and organize thoughts to convey a central idea before writing.
- ☐ use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).
- ☐ focus, organize, and elaborate to construct an effective cohesive message for the reader.
- ☐ write a clear topic sentence focused on the main idea.
- ☐ purposefully shape and control language to affect readers.
- ☐ select specific information to guide readers more purposefully through the piece.
- ☐ use specific vocabulary and vivid word choice.
- ☒ write two or more related paragraphs on a topic.
- ☐ use precise language and vocabulary to explain a topic.
- ☐ link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).
- ☐ include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
- ☐ use available 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.
- ☐ use available technology to gather information and to aid in writing.

The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. To be successful with this standard, students are expected to

- ☐ apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
- ☒ use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).
- ☐ appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.
- ☐ avoid the use of double negatives.
- ☒ appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.
- ☐ use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).
- ☐ use reflexive pronouns (e.g., myself, ourselves).
- ☐ use commas in series, dates, and addresses.

- ☐ use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played *really* well." instead of "He played *real* well.").
- ☒ use the correct spelling of frequently used words, including common homonyms/homophones (e.g., *threw/through*).
- ☐ use singular possessives.
- ☐ use a rubric to self-assess writing.
- ☒ use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☒ **YES** Address areas of need in PLOP	☐ Accommodations Available (specify): graphic organizer for paragraph development ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify): spell checker - - writing checklist

5. Notes Supporting Data Analysis

1. Review SOL strand for	**2. Review data on student performance** and indicate all data sources analyzed to assess performance in this strand:
Research 4.9a-e	☒ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☒ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.
The student will demonstrate comprehension of information resources to research a topic. To be successful with this standard, students are expected to

- ☐ formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information.
- ☐ recognize, organize, and record information pertinent to the topic and blend ideas accurately.
- ☒ select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources.
- ☐ identify key terms to use in searching for information.
- ☐ skim to find information related to a topic.
- ☐ select information that is related to their topic.
- ☐ evaluate and combine (synthesize) related information from two or more sources.
- ☐ use available technology to gather, organize, evaluate, and communicate information.
- ☐ give credit to sources used in research.

4. Is/Are standard-based goal(s) needed?	☐ NO Check one or more justifications:
☒ YES Address areas of need in PLOP	☐ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis