Standards Based Skills Worksheet for
Grade 3 English
(2010)

Student: _____ **Date:** _____

Completed by (name): _____ **Position:** _____ _____

School Division: _____

1. Review SOL strand for Oral Language: 3.1a-e, 3.2a-e	2. 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

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will use effective communication skills in group activities. Students are expected to

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

☐ engage in taking turns in conversations by:
- o making certain all group members have an opportunity to contribute;
- o listening attentively by making eye contact while facing the speaker;
- o eliciting information or opinions from others;
- o supporting opinions with appropriate ideas, examples, and details; and
- o indicating disagreement in a constructive manner.

☐ take initiative in moving a group discussion forward by:
- o following rules for discussions and assigned group roles;
- o contributing information that is on topic;
- o answering questions;
- o asking clarifying questions of the speaker;
- o summarizing the conclusions reached in the discussion; and
- o explaining what has been learned.

☐ ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).

☐ use language appropriate for the context of the discussion.

☐ increase their listening and speaking vocabularies through group activities such as:
- o engaging in activities that require following directions; and
- o attempting to use new words in meaningful sentences.

The student will present brief oral reports using visual media. To be successful with this standard, students are expected to

☐ deliver oral presentations in an engaging manner that maintains audience interest by:
- o reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details;
- o presenting information with expression and confidence;
- o varying tone, pitch, and volume to convey meaning;
- o speaking at an understandable rate;

- selecting words and phrases for effect;
- using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details;
- using specific vocabulary appropriate for the audience and the topic; and
- using grammatically correct language.

☐ stay on topic during presentations.

☐ organize ideas sequentially or around major points of information.

☐ answer questions from the audience.

☐ evaluate their own presentations, using class-designed criteria.

4. 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):

5. Notes Supporting Data Analysis

1. Review SOL strand for Reading: 3.3a-c, 3.4a-g, 3.5a-m, 3.6a-l, 3.7a-b	2. 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

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will apply word-analysis skills when reading. 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.

The student will expand vocabulary when reading. To be successful with this standard, students are expected to

☐ use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) 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 known word (e.g., *care/careless, heat/reheat*).

☐ use knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*).

☐ use knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*).

☐ use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.

☐ using 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.

☐ apply understanding of language structure to make meaning from text by
   o using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*);
   o using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and
   o using transition words of cause-effect (e.g., *because, if…then, when…then*).
   o using vocabulary from history and social science, mathematics, and science; and
   o using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.

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

☐ read for a specific purpose by:
   o locating specific information in a reading selection;
   o identifying details that support a stated main idea; and
   o expressing a stated main idea in their own words.

☐ make a variety of connections with the text, such as:
   o connections between their own personal experiences and what is happening in the text;
   o connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
   o 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 predictions by:
   o identifying details from their own experiences and knowledge that supports their predictions;
   o identifying information from the text that supports or contradicts a prediction; and
   o revising predictions based on new understandings.

☐ gain meaning before, during, and after reading by:
   o asking and answering questions about what is read to clarify meaning;
   o asking and answering questions to predict what will happen next;
   o understanding that sometimes two or more pieces of information need to be put together to answer a question;
   o understanding that some questions are answered directly in the text;
   o understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge; and
   o understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.

☐ apply knowledge of characterization by
   o describing a character's attributes (traits, motivations or feelings);
   o using evidence from the text to support generalizations about the character;
   o comparing and contrasting characters within a selection or between/among two or more selections; and
   o explaining how the actions of characters contribute to the sequence of events.

☐ make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says or thinks.

☐ apply knowledge of setting by:
   o identifying the time and place of a story, using supporting details from the text; and
   o identifying the details that make two settings similar or different.

☐ compare and contrast settings, characters, and events.

☐ identify the author's purpose (e.g., entertain, inform, persuade).

- ☐ ask and answer questions about the text to demonstrate understanding.

- ☐ draw conclusions about text to make meaning.

- ☐ identify the problem (conflict) and solution, main idea or theme, and supporting details.

- ☐ use reading strategies to monitor comprehension throughout the reading process by:
  - o previewing and making predictions before reading;
  - o asking questions to confirm or refute predictions during reading;
  - o using context to confirm or self-correct word recognition and understanding, rereading as necessary;
  - o becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and
  - o discussing the story or poem and/or writing a summary after reading.

- ☐ learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion.

- ☐ read with sufficient accuracy and fluency to support comprehension.

- ☐ practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.

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

- ☐ identify the author's purpose (e.g., entertain, inform, persuade).

- ☐ use prior and background knowledge as context for new learning by:
  - o recognizing similarities between their own personal experiences and the text;
  - o recognizing similarities between the text they are reading and other texts they have read; and
  - o recognizing similarities between what they already know about the topic and what they find in the reading that is new to them.

- ☐ use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently:
  - o content text features, such as headings and chapter layout by topic;
  - o functional formats, such as advertisements, flyers, and directions;
  - o specialized type, such as bold face and italics; and
  - o visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs.

- ☐ apply understanding of text structure to guide reading by:
  - o making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;
  - o making predictions based on knowledge of literary forms, such as biography and autobiography; and
  - o identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.

- ☐ gain meaning before, during, and after reading by:
  - o asking and answering questions to clarify meaning;
  - o understanding that sometimes two or more pieces of information need to be put together to answer a question; and
  - o understanding that some questions are answered directly in the text.

- ☐ draw conclusions about what they have read.

- ☐ summarize major points in a selection.

- ☐ identify details that support the main idea of a nonfiction selection.

- ☐ state in their own words the main idea of a nonfiction selection.

- ☐ compare and contrast the characteristics of biographies and autobiographies.

- ☐ monitor their comprehension throughout the reading process by:
  - o becoming aware of when they do not understand;
  - o identifying exactly what is causing them difficulty; and
  - o generating their own questions to help integrate units of meaning.

- ☐ use text features to make meaning by:
  - o applying phonetic strategies;
  - o using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;
  - o applying knowledge of simple and compound sentence structures;
  - o knowing when meaning breaks down and then rereading to self-correct; and
  - o using illustrations to gain information (e.g., maps, photographs).

- ☐ identify new information gained from reading.

- ☐ practice reading and rereading familiar nonfiction texts with fluency and accuracy.

The student will demonstrate comprehension of information from a variety of print and electronic resources.
To be successful with this standard, students are expected to

- ☐ make decisions about which resource is best for locating a given type of information.

- ☐ locate selected information in encyclopedias, atlases, and other print and online reference materials.

- ☐ retrieve information from electronic sources.

- ☐ use the Internet to find information on a given topic.

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

☐ **YES** Address areas of need in PLOP	

5. Notes Supporting Data Analysis

1. Review SOL strand for
 	
Writing:
3.8, 3.9a-g, 3.10a-j, 3.11 a-d, 3.12
	2. **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

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will write legibly in cursive. Students are expected to

- ☐ use correct letter formation.

- ☐ practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.

☐ learn to write legibly in cursive.

The student will write for a variety of purposes. To be successful with this standard, students are expected to

☐ use a variety of pre-writing strategies by:
- o identifying the intended audience;
- o using ideas from class brainstorming activities;
- o making lists of information;
- o talking to classmates about what to write;
- o reading texts by peer and professional authors;
- o using graphic organizers; and
- o selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry).

☐ write a clear topic sentence that focuses on the main idea.

☐ keep their written paragraphs on one topic.

☐ follow the organization of particular forms of writing for:

- o letters – date, greeting, body, and closing;
- o informative/explanatory purposes
  - ° introduce a topic and group related information in paragraph form
  - ° use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
  - ° use specific vocabulary to inform and explain the topic
  - ° provide a concluding statement or section
- o narratives
  - ° sequence events
  - ° use transition words and phrases for sentence variety and to manage the sequence of events
- o use specific vocabulary to convey experiences and events
- o provide a conclusion

☐ incorporate transitional words that clarify sequence (e.g., *first*, *next*, and *last*).

☐ use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information.

☐ apply knowledge of the writing domains of composing, written expression, and usage/mechanics.

☐ read their own writing orally to check for sentence rhythm (sentence variety).

☐ add specific details that further elaborate the main idea.

☐ use examples from their reading as models to imitate in their writing.

☐ use precise nouns, verbs, and adjectives.

☐ use strategies for organization of information and elaboration relevant to the type of writing.

☐ clarify writing when revising by including specific vocabulary and information

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

☐ use complete sentences.

☐ use transition words to vary sentence structure.

☐ use the word *I* in compound subjects.

☐ use past and present verb tenses.

- [ ] use singular possessives.
- [ ] punctuate correctly:
    - commas in a simple series;
    - apostrophes in contractions with pronouns, (e.g., *I'd, we've*);
    - using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*); and
    - using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g., *here* or *there*) for a specific location, and the use of a synonym for an earlier word (e.g., *animal* for *dog*).
- [ ] use simple abbreviations.
- [ ] use articles *a, an* and **the** correctly.
- [ ] use correct spelling for frequently used words, including irregular plurals (e.g., *men, children*).
- [ ] use correct spelling for frequently used sight words, including irregular plurals.

The student will write a short report. To be successful with this standard, students are expected to

- [ ] focus on a central topic.
- [ ] develop a list of questions pertaining to a specific topic.
- [ ] identify and use appropriate resources.
- [ ] follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing).
- [ ] review their written drafts so that the language and/or thoughts of another author are given proper credit.

The student will use available technology for reading and writing. To be successful with this standard, students are expected to

- [ ] use available technology for reading and writing.
- [ ] read electronic media to gather specific information, to gain knowledge, and for enjoyment.
- [ ] use available technology to compose, edit and share writing as well as to interact and collaborate with others.
- [ ] ask and respond to questions about material presented through various media formats.

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