

# LEVELS 5 & 6: Skills to Develop

Date of Pre-Test: \_\_\_\_\_

Date of Post-Test: \_\_\_\_\_

(Yes, Emerging, or No?)

<b>Skill: READING</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can read or sound out words such as "carelessly" or "willow."			
Can read chapter books (Farmer Boy) with increasing fluency.			
Can retell a story with characters, setting, and plot in proper sequence with a beginning, middle, and end.			
Can answer questions about a story, such as the names of the characters, the book's setting, plot, a conflict in the story, and the conflict's resolution.			
Begins to ask his own "how" and "why" questions when hearing or reading stories.			
Reads for his own enjoyment.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: WRITING AND SPELLING</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can give a simple definition of a noun, verb, adjective, and adverb.			
Can write all letters Aa-Zz in cursive, connect them in words, and write them in a legible sentence.			
Can spell words such as "wreath," "knight," "scarves," "moving," "carried," and "friendship."			
Can compose descriptive sentences with correct punctuation and capitalization.			
Can write paragraphs and reports.			
Spells his new spelling words correctly, even outside of his spelling lessons.			
Sometimes writes (notes, stories, captions, poems, or reports) for pleasure.			
Can spot an error in his own or someone else's spelling, writing, or grammar and can correct the error with prompting.			
Consistently holds his pencil correctly.			
Consistently slants his paper correctly when writing in cursive.			
Has begun completing some, if not all, of his written work in cursive.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: ARITHMETIC</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Has mastered or is mastering addition and subtraction facts to 20.			
Has mastered or is mastering multiplication and division facts 1-9.			
Knows double-digit carrying and borrowing.			
Knows Roman numerals I-X.			
Knows the value of a dollar and these coins: penny, nickel, dime, quarter, and half dollar.			
Can tell time on an analog clock in 5-minute intervals (12:20, 3:05).			
Can demonstrate part-to-whole and whole-to-part with simple fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ ).			
Can conceptualize word problems involving multiplication and division.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: LANGUAGE</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can listen to a chapter book for 30 minutes with or without pictures.			
Laughs when things are funny and attempts to tell jokes.			
Can speak about things he and the listener cannot see.			
Can compare (find similarities) and contrast (find differences) two books, people, places.			
Can explain simple cause and effect.			
Can follow 3- to 4-step directions without prompting.			
Speaks in at least 10-word sentences (OR if minimally verbal, can understand 10-word spoken sentences).			
Enjoys telling or hearing stories about himself or others.			
Can describe or act out things for others to guess correctly, as with charades.			
Can define in English at least 25 Latin vocabulary words.			
Can give a Latin word for at least 15 English words.			
Understands subtle humor, including puns, irony, exaggeration, and nonsense.			
Can depict a scene from a book with drawing pencils, paint, or clay.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: SOCIAL, EMOTIONAL, ATTENTION, WORK HABITS</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can express gratitude to others in speech or writing.			
Can identify someone with a need, tell why he might have the need, and offer to help.			
Can sustain attention on a single task for 25-30 minutes independently.			
Can sustain attention on a teacher-directed lesson for 40-50 minutes with multiple subjects (2 or more) in a single day.			
Can explain situations from another person's point of view and express compassion for the person.			
Takes turns in games and conversations.			
Asks about the welfare of others.			
Asks others about their interests.			
Can state 2 or 3 needed goals for completing a longer task. (First I will need to do this, then that.)			
Expresses satisfaction when he completes a long-term task.			
Begins to organize his learning materials independently.			
Can state his daily routine.			
Can name and practice 3-5 ways to exhibit increasing self-control when feeling sad, irritated, disappointed, angry, or frustrated without harming others, destroying property, or disrupting the school day.			
Can perform simple hygiene tasks (dressing, teeth brushing, hand washing, showering or bathing) independently.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			