Standards Based Skills Worksheet for Grade K English (2010)

Student: ____________________________ Date: ____________________________

Completed by (name): ____________________________ Position: ____________________________

School Division: ____________________________

1. Review SOL strand for Oral Language:
   k.1 a-e, k.2a-g, k.3a-h, k.4a-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 demonstrate growth in the use of oral language. To be successful with this standard, students are expected to

- listen to texts read aloud and ask and answer questions for further understanding.
- participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- generate ideas to develop a group language experience narrative.
- dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip).
- dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet).
- use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets).
- participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.
- use complete sentences that include subject, verb, and object when speaking.

The student will expand understanding and use of word meanings. To be successful with this standard, students are expected to

- understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.
- use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.
- use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.
- use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside).
- use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.
- recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult.
- use vocabulary from content areas during partner or group activities and during teacher-directed instruction.
The student will build oral communication skills. To be successful with this standard, students are expected to

- speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
- verbally express needs through direct requests.
- 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).
- initiate conversations with peers and teachers in a variety of school settings.
- listen attentively to others in a variety of formal and informal settings involving peers and adults.
- participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).
- listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.
- wait for their turn to speak, allowing others to speak without unnecessary interruptions.
- maintain conversation on topic through multiple exchanges.
- in group and partner discussions clearly state a thought related to the book or topic being discussed.
- begin to use voice level, phrasing, and intonation appropriate for the language situation.
- match language to the purpose, situation, environment, and audience.
- repeat and follow one- and two-step oral directions.
- ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.

The student will identify, say, segment, and blend various units of speech sounds. To be successful with this standard, students are expected to

- focus on speech sounds.
- demonstrate the concept of word by segmenting spoken sentences into individual words.
- segment a word into individual syllables by clapping hands or snapping fingers.
- discriminate between large phonological units of running speech, sentences, words, and syllables.
- identify a word that rhymes with a spoken word.
- supply a word that rhymes with a spoken word.
- produce rhyming words and recognize pairs of rhyming words presented orally.
- generate rhyming words based on a given rhyming pattern.
- supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.
- blend and segment consonants and rimes of spoken words (e.g., /b/-/oat/ = boat, black = /bl/-/ack/).
- blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro-/ and students respond with /bot/).
- recognize that a word can be segmented into individual speech sound units.
- recognize how phonemes sound when spoken in isolation.
- recognize similarities and differences in beginning and ending sounds of words.
- determine the order of speech sounds in a given word by answering the following questions:
  - What is the beginning sound you hear?
  - What is the ending sound you hear?
produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/-/sun/ and /hot/-/rat/).

identify pictures of objects whose names share the same beginning or ending sound.

sort pictures or objects whose names share the same beginning or ending sound.

blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat).

segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student verbally says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime.

segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/- /a/- /t/).

substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say cat, but in the place of /c/ she asks them to say /b/, and the student responds with bat).

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:
   K.5a-e, K.6a-d, k.7a-d, k.8a-b, k.9a-g, k.10a-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 understand how print is organized and read. To be successful with this standard, students are expected to

- hold printed material the correct way.
- identify the front and back covers of a book.
- distinguish the title page from all the other pages in a book.
- turn pages appropriately.
- distinguish print from pictures.
- follow text with a finger, pointing to each word as it is read from left to right and top to bottom.
- locate lines of text, words, letters, and spaces.
- match voice with print in syllables, words, and phrases.
- locate and name periods, question marks, and exclamation points.
### The student will demonstrate an understanding that print conveys meaning. **To be successful with this standard, students are expected to**

- apply knowledge that print conveys meaning.
- recognize and identify common signs, logos, and labels.
- explain that printed material provides information.
- read and explain their own drawings and writings.
- locate commonly used words and phrases in familiar text.
- recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)
- recognize and identify their own first and last names.

### The student will develop an understanding of basic phonetic principles. **To be successful with this standard, students are expected to**

- recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
- match uppercase and lowercase letter pairs.
- produce the usual sounds of consonants, short vowels and initial consonant digraphs.
- demonstrate concept of word by:
  - tracking familiar print from left to right and top to bottom; and
  - matching spoken words to print including words with more than one syllable.
- write the grapheme (letter) that represents a spoken sound.
- use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
- isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in *top*).
- identify long and short sounds with common spellings for the five major vowels.
- distinguish between similarly spelled words by identifying sounds of the letters that differ.
- segment onsets and rimes and begin to blend to form the words.

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

- discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.
- identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*).
- sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white* cat). (Students are not required to know the term adjective at this level.)
- ask and respond to questions about unknown words in a text.
- identify real-life connections between words and their use (e.g., places that are *loud*).
- use newly learned words in literacy tasks.

### The student will demonstrate comprehension of fictional texts. **To be successful with this standard, students are expected to**

- identify the roles of the author and the illustrator of selected texts.
- make ongoing predictions based on illustrations and text.
- describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).
- link knowledge from their own experiences to make sense of and talk about a text.
The student will demonstrate comprehension of nonfiction texts. To be successful with this standard, students are expected to

- make ongoing predictions based on graphics and text.
- relate pictures and illustrations to the text in which they appear.
- link knowledge from their own experiences to make sense of and talk about a text.
- identify the topic of a nonfiction selection.
- ask and respond to simple questions about the content of a book.
- discuss simple facts and information relevant to the topic.
- identify text features including titles, headings and pictures in text.
- identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

Writing:
k.11a-b, k.12a-d, k.13

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 print in manuscript. To be successful with this standard, students are expected to

- use appropriate pencil grip.
- print upper- and lower-case letters of the alphabet legibly and independently.
- use manuscript letter formation.
- use manuscript number formation.
- form the letters of and space their first and last names.
- write their first and last names for a variety of purposes.
- capitalize the first word in a sentence and the pronoun I.

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

- distinguish print from pictures.
- write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).
- write on assigned and/or self-selected topics.
- use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...).
- use writing, dictation, and drawing to narrate an event.
- generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.
- write left to right and top to bottom.

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

- use available digital tools for reading and writing.
- ask and respond to questions about material presented through various media formats.
- share their writing with others.

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