

# Standards Based Skills Worksheet for Grade 1 English (2010)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by (name): \_\_\_\_\_

Position: \_\_\_\_\_

School Division: \_\_\_\_\_

## 1. Review SOL strand for

Oral Language:

1.1 a-e, 1.2a-d, 1.3a-e, 1.4a-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 continue to demonstrate growth in the use of oral language. To be successful with this standard, students are expected to**

- produce complete sentences when appropriate to task and situation.
- participate in a variety of oral language activities, such as:
  - listening to stories and poems read aloud daily;
  - participating in discussions about stories and poems;
  - talking about words and their meanings as they are encountered in stories, poems, and conversations;
  - giving reactions to stories and poems;
  - asking and answering questions about what is said in order to gather additional information or clarify something not understood;
  - verbally express ideas and feelings; and
  - describe people, places, things, and events with details.
- tell and re-tell stories and events in logical order by:
  - retelling stories orally and through informal drama;
  - dictating retelling of stories;
  - indicating first, next, and last events in a story; and
  - creating their own stories, poems, plays, and songs.
- participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns).
- participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking.
- speak to one another, and listen to each other at appropriate times during lessons.

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

- learn and use new words encountered in discussions and in books that the teacher reads aloud.
- participate in listening and speaking activities.
- ask for meanings and clarification of unfamiliar words and ideas.
- use common singular and plural nouns with matching verbs in basic sentences (e.g., *She walks.*, *We walk.*).
- use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*.

- use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything).
- use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.
- use vocabulary from other content areas..

**The student will adapt or change oral language to fit the situation. To be successful with this standard, students are expected to**

- initiate conversation in a variety of school settings.
- participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., partner, small-group, teacher led).
- ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
- sustain two-person conversation through multiple exchanges.
- use voice level and intonation appropriate for small-group settings.
- follow rules for conversation, including listening and taking turns.
- ask and respond to relevant questions in partner, group, and teacher-led settings.
- follow simple two-step oral directions.
- give simple two-step directions.
- use words of time and position, including *first, second, next, on, under, beside, and over*, to give directions orally.
- use action words (verbs), including, but not limited to, *mark, circle, color, and draw*, to give directions orally.

**The student will orally identify, produce, and manipulate various units of speech sounds within words. To be successful with this standard, students are expected to**

- identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes).
- orally produce words that rhyme with an audible guide word.
- count phonemes in one-syllable words.
- blend separately spoken phonemes to make one-syllable words.
- segment words by producing each phoneme.
- determine whether the medial vowel sound is the same or different in a set of one-syllable words.
- sort picture cards by beginning, medial, and ending phonemes.
- delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).
- add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map).
- change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).

**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**

<p><b>1. Review SOL strand for</b></p> <p>Reading:  <b>1.5a-d, 1.6a-h, 1.7a-f, 1.8a-e, k.9a-i, 1.10a-h, 1.11a-b</b></p>	<p><b>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present Level of Performance (PLOP)</li> <li><input type="checkbox"/> Prior SOL data</li> <li><input type="checkbox"/> Standardized test data</li> <li><input type="checkbox"/> Classroom assessments</li> <li><input type="checkbox"/> Teacher observations</li> </ul>
---	--

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

**The student will apply knowledge of how print is organized and read. To be successful with this standard, students are expected to**

- demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print.
- identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points).
- differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
- read their own writing

**The student will apply phonetic principles to read and spell. To be successful with this standard, students are expected to**

- apply knowledge of letter sounds in single-syllable words by:
  - o recognizing beginning, medial, and ending phonemes;
  - o segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and
  - o blending phonemes to decode or spell a word.
- accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
- apply knowledge of word patterns to decode unfamiliar words by
- recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the *l* and *r* blends; and digraphs, including *ch*, *sh*, *th*, and *wh*).
- use the consonant-vowel patterns CVC (e.g., *pin*), VC (e.g., *in*), and CVCC (e.g., *wind*), to decode and spell single-syllable words.
- use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words.
- use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.
- read and spell simple two-syllable compound words.
- read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.
- read and spell commonly used sight words.

**The student will use semantic clues and syntax to expand vocabulary when reading. To be successful with this standard, students are expected to**

- expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look*, *looks*, *looked*, *looking*).
- use sentence-level context as a clue to the meaning of words and phrases.
- use titles and pictures to make predictions about text.
- use pictures and/or rereading to confirm vocabulary choice.
- use information in the story to make predictions about vocabulary and text.

- notice when words or sentences do not make sense in context.
- use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody).
- use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
- use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension.
- reread and self-correct when text does not make sense.

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

- understand and discuss the meanings of new words as presented in context.
- develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors).
- use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary.
- ask for the meaning of unknown words and make connections to familiar words by:
  - sorting words into categories (e.g., colors, animals);
  - defining words by category and by one or more attributes (e.g., *a swan is a bird that swims, a cardinal is a red bird*); and
  - identifying real-life connections between words and their use (e.g., places that are *safe*).
- use vocabulary from other content areas in literacy tasks.

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

- preview reading material by looking at the book's cover and illustrations and by reading titles and headings.
- set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection.
- identify who is telling the story at various points in a text.
- use knowledge from their own experience to make sense of and talk about a text.
- draw on prior knowledge to make and confirm predictions before, during, and after reading.
- ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection.
- identify and describe characters, settings, and important events in a story using details.
- use illustrations and details to describe characters, settings, and important events in a story.
- demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
- identify the main idea or theme of a short fiction selection.
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- read a wide variety of self-selected and teacher-selected stories and poems aloud.
- use expression and intonation to convey meaning when reading aloud (prosody).
- reread as necessary to confirm and self-correct word recognition and understanding.
- practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.

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

- read with purpose and understanding.
- preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings.

- set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection.
- identify text features (e.g., illustrations, photographs, headings, charts and captions).
- use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries).
- distinguish between information provided by pictures or illustrations and information provided by words in the text.
- make and confirm predictions before, during, and after reading.
- ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection.
- read a wide variety of self-selected and teacher-selected informational texts aloud.
- read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.
- identify the main idea and key details of a short nonfiction selection.
- identify the reasons an author gives to support points in a text.
- practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression.

**The student will use simple reference materials. To be successful with this standard, students are expected to**

- use simple reference materials.
- alphabetize a list of five to eight words according to first letter.
- use a picture dictionary to locate unfamiliar words.

**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:  
**1.12a-c, 1.13a-g, 1.14**

**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 legibly. To be successful with this standard, students are expected to**

- use appropriate pencil grip.
- use manuscript letter formation.
- print all upper and lowercase letters.
- use manuscript number formation.
- space words in sentences.

- apply the alphabetic principle while writing unfamiliar words.

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

- use previous experiences to generate ideas.
- participate in teacher-directed brainstorming activities to generate ideas.
- participate in shared research and writing projects
- participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information.
- write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence.
- write narrative pieces that include at least two sequenced events, with some details, and conclusion.
- revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
- in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.
- capitalize days of the week and months of the year.
- capitalize names of people.
- spell commonly used sight words and phonetically regular words correctly in final copies.
- apply the alphabetic principle when writing words.
- use print resources in the classroom in order to spell words.
- use familiar writing forms, including lists, letters, stories, reports, messages, and poems.
- distinguish draft writing from final-product writing.
- share their writing with others.

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

- use digital tools to produce and publish writing including in collaboration with peers.
- use available media for reading and writing.
- use electronic templates (e.g., graphic organizers) to organize information.
- 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**