Standards Based Skills Worksheet for
Grade 2 English
(2010)

Student: _____   **Date:** _____

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

School Division: _____

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Oral Language: 2.1 a-e, 2.2a-e, 2.3a-f, 2.4a-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 an understanding of oral language structure. To be successful with this standard, students are expected to

☐ use the story structure of beginning, middle, and end to tell a story of an experience.

☐ maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood.

☐ add appropriate elaboration and detail while recounting or describing an event.

☐ dramatize familiar stories (e.g., plays, skits, reader's theater).

☐ use present, past, and future tenses appropriately.

☐ provide a referent for pronouns (e.g., **Serena** *wanted to sing but* **she** *was afraid*).

☐ demonstrate subject-verb agreement.

☐ use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations.

☐ speak in complete sentences when appropriate to task and situation to provide details and clarification.

☐ begin to self-correct errors made when communicating orally.

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

☐ listen to and discuss a variety of texts.

☐ use appropriate descriptive language to express ideas, opinions, and feelings.

☐ use language to categorize objects, people, places, or events.

☐ explain the meanings of words within the context of how they are used.

☐ ask questions to clarify or gain further information.

☐ recognize when two or more different words are being used orally to mean contrasting or opposite things.

☐ recognize when different words are being used orally to mean the same or similar things.

☐ use synonyms and antonyms in oral communication.

☐ use specific content area vocabulary in discussions.

The student will use oral communication skills.   To be successful with this standard, 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).

☐ participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond).

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

☐ follow rules for discussions and assigned group roles.

☐ use proper pitch and volume.

☐ speak clearly and distinctly.

☐ share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details.

☐ select vocabulary and nonverbal expressions appropriate to purpose and audience.

☐ express ideas clearly and in an organized manner.

☐ contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting.

☐ confer with small-group members about how to present information to the class.

☐ carry out a specific group role, such as leader, recorder, materials manager, or reporter.

☐ 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; and
   o eliciting information or opinions from others.

☐ follow three-step and four-step directions.

☐ give three-step and four-step directions.

☐ sequence three or four steps chronologically in oral directions

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

☐ count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/).

☐ isolate and manipulate phonemes.

☐ blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip).

☐ segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/).

☐ 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).

☐ delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).

☐ blend and segment multisyllabic words at the syllable level.

☐ identify syllables in a word (e.g., students tap *snowball → /snow/- /ball/*, clap out the word *hamburger → /ham/- /bur/- /ger/*).

☐ state the word created by blending given syllables together (e.g., */fan/-/tas/-/tic/ → fantastic*).

☐ delete a syllable from a word and state what remains (e.g., say *celebrate* without *brate [cele]*).

☐ manipulate sounds in words to form new or nonsense words.

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4. **Is/Are standard-based goal(s) needed?**

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

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☐ **NO Check one or more justifications:**
  ☐ Accommodations Available (specify):
  ☐ Area of Strength in PLOP
  ☐ New Content
  ☐ Other (Specify):

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5. Notes Supporting Data Analysis

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1. **Review SOL strand for**

Reading:
2.5a-c, 2.6a-d, 2.7a-e, 2.8a-j, 2.9a-h, 2.10a-d,

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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

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

The student will use phonetic strategies when reading and spelling. To be successful with this standard, students are expected to

☐   apply knowledge of consonants and consonant blends to decode and spell words.

☐   apply knowledge of consonant digraphs (*sh*, *wh*, *ch*, *th*) to decode and spell words.

☐   distinguish long and short vowels when reading one-syllable regularly spelled words.

☐   apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words.

☐   apply knowledge of r-controlled vowel patterns to decode and spell words.

☐   read regularly spelled one- and two-syllable words automatically.

☐   decode regular multisyllabic words.

☐   use phonetic strategies and context to self-correct for comprehension.

☐   decode words with common prefixes and suffixes.

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

☐   use meaning clues to support decoding.

☐   use surrounding words in a sentence to determine the meaning of a word.

☐   determine which of the multiple meanings of a word in context makes sense by using semantic clues.

☐   use knowledge of word order, including subject, verb, and adjectives, to check for meaning.

☐   use story structure, titles, pictures, and diagrams to check for meaning.

☐   use phonetic strategies, semantic clues, and syntax to reread and self-correct.

☐ reread to clarify meaning.

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

☐ use knowledge of homophones (e.g., such as *pair* and *pear*).

☐ identify and recognize meanings of common prefixes and suffixes (e.g., un- *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*).

☐ use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *sign*, *signal*).

☐ use common prefixes and suffixes to decode words.

☐ determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall).

☐ supply synonyms and antonyms for a given word.

☐ use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*).

☐ use knowledge of synonyms when reading (e.g., *small/little*, *happy/glad*).

☐ demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Maria's*).

☐ demonstrate an understanding of the meaning of contractions (e.g., *don't- do not*).

☐ discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).

☐ use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).

☐ use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).

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

☐ set a purpose for reading.

☐ use prior knowledge to predict information, and to interpret pictures and diagrams.

☐ use titles and headings to generate ideas about the text.

☐ use information from the text to make predictions before, during and after reading.

☐ use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions).

☐ find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions).

☐ apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution).

☐ ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text.

☐ begin to skim for information to answer questions.

☐ explain how illustrations and images contribute to and clarify text.

☐ describe a character's traits, feelings, and actions as presented in a story or poem.

☐ describe how characters in a story or poem respond to key events.

☐ describe the setting and important events of a story.

☐ identify the problems and solutions in stories.

☐ use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.

☐ compare and contrast characters, setting, and important events in at least two versions of the same story (e.g.,

Cinderella stories).

- ☐ determine the main idea or theme of paragraphs or stories.
- ☐ begin to use knowledge of transition words (e.g., *first*, *next*, and *soon*), to understand how information is organized in sequence.
- ☐ organize information, using graphic organizers (e.g., story map, sequence of events).
- ☐ use the framework of beginning, middle, and end to summarize and retell story events.
- ☐ describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).
- ☐ write responses to what they read (e.g., response logs, write the story with a new ending).
- ☐ practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.
- ☐ pause at commas and periods during oral reading.
- ☐ apply phonics, meaning clues, and language structure to decode words and increase fluency.

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

- ☐ set a purpose for reading.
- ☐ use prior knowledge to predict information.
- ☐ interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.
- ☐ explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text.
- ☐ use titles and headings to generate ideas about the text.
- ☐ skim text for section headings, bold type, and picture captions to help set a purpose for reading.
- ☐ use print clues, such as bold type, italics, and underlining, to assist in reading.
- ☐ use information from the text to make and revise predictions.
- ☐ use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).
- ☐ use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions).
- ☐ use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., *first*, *second*, *next*).
- ☐ begin to skim text for information to answer specific questions.
- ☐ use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between:
  - o personal experiences and the text;
  - o the current text and other texts read; and
  - o what is known about the topic and what is discovered in the new text.
- ☐ determine the main idea.
- ☐ identify the sequence of steps in functional text such as recipes or other sets of directions.
- ☐ follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).
- ☐ ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how).
- ☐ locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents).
- ☐ begin to use knowledge of transition words (signal words) (e.g., *first*, *next*, and *soon*), to understand how information is organized.

☐ organize information, using graphic organizers.

☐ write responses to what they read.

☐ reread as necessary to confirm and self-correct for word accuracy and comprehension.

The student will demonstrate comprehension of information in reference materials. **To be successful with this standard, students are expected to**

☐ locate titles and page numbers, using a table of contents.

☐ use a table of contents to locate information in content-area books.

☐ interpret pictures, captions, diagrams, and tables.

☐ interpret information presented in bar graphs, charts, and pictographs.

☐ use dictionaries, glossaries, and indices to locate key facts or information.

☐ consult reference materials as needed to spell, check spelling, and understand grade-appropriate words.

☐ alphabetize words to the second and third letter.

☐ locate words in reference materials, using first, second, and third letter.

☐ locate guide words, entry words, and definitions in dictionaries and indices.

☐ use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).

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: **2.11, 2.12a-d, 2.13a-j, 2.14**	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 maintain legible printing and begin to make the transition to cursive.   To be successful with this standard, students are expected to

☐ write legibly.

☐ space words in sentences.

☐ space sentences in writing.

☐ learn basic strokes for cursive.

The student will write stories, letters, and simple explanations. **To be successful with this standard, students are expected to**

- ☐ generate ideas and organize information before writing by:
    - o participating in brainstorming activities;
    - o making lists of information;
    - o talking to classmates or teacher about what to write; and
    - o using graphic organizers to plan their writing.

- ☐ include a beginning, middle, and end in narrative and expository writing.

- ☐ participate in shared research and writing projects.

- ☐ write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement.

- ☐ write narratives describing events with details, sequence, and a closure.

- ☐ stay on topic.

- ☐ write complete sentences.

- ☐ begin to compose paragraphs.

- ☐ use adjectives to elaborate and expand simple sentences.

- ☐ describe events, ideas, and personal stories with descriptive details.

- ☐ use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing.

- ☐ produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).

- ☐ strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details).

- ☐ consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries).

- ☐ delete or add words to clarify meaning during the revising process.

- ☐ avoid stringing ideas together with *and* or *then*.

- ☐ begin to learn and use the writing domains of composing, written expression, and usage/mechanics.

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

- ☐ recognize and use complete sentences.

- ☐ punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point).

- ☐ capitalize all proper nouns and words at the beginning of sentences.

- ☐ capitalize the word *I*.

- ☐ use singular and plural nouns and pronouns.

- ☐ use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, fish*).

- ☐ use apostrophes to form contractions and common singular possessives.

- ☐ identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms*., and *Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd*.).

- ☐ spell commonly used sight words, compound words, and regular plurals correctly.

- ☐ use commas in the salutation (e.g., *Dear Tyrell,*) and closing (e.g., (*Sincerely,*) of a letter.

- ☐ use verbs and adjectives correctly in sentences (e.g., The friendly *girls talk* loudly. The friendly *girl talks* loudly.).

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

- ☐ use available technology and media for reading and writing, including in collaboration with peers.

- ☐ use available technology to produce writing.

☐ use available media for reading and writing	
☐ 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