

# 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.

- give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.
- ask and respond to simple questions about the content of a book.
- use vocabulary from a story in discussions and retellings.
- retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).
- use words to sequence events (e.g., *before*, *after*, and *next*).
- produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud.
- use descriptive language to talk about characters, settings, and events of a story.
- recognize various types of fictional texts (e.g., storybooks, poems).

**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, k12a-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**