# Grade One: Standards-Based Skills Worksheet

The skills inventory worksheets are designed to assist with data analysis and goal writing for standards-based IEPs. They are based on the [Virginia SOL Curriculum Frameworks](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml). Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for the *Standards-based Individualized Education Program (IEP) A Guide for School Divisions* for additional information on the process for creating standards-based IEPs.

**Directions**

### Step 1

Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for to print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student.

### Step 2

Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum. **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

### Step 3

Based on prior performance, predict what level of instruction ***will be*** necessary for the student to successfully master upcoming curriculum in each of the strands using the following worksheets. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

### Step 4

After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of academic and functional performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s). Guiding Question:  **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):

### Step 5

Additional space is provided under each strand for comments or notes on data analysis

### Strand: Communication and Multimodal Literacies 1.1 1.2

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 thoughts and opinions
* ask and respond to questions to check for understanding
* 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
* give and follow simple two-step oral directions
* use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over*, to give directions orally
* speak in complete sentences when appropriate to task and situation

To be successful with this standard, students are expected to:

* participate in a variety of oral language activities, such as:
	+ listening to stories and poems read aloud;
	+ participating in discussions about stories and poems;
	+ talking about words and their meanings as they are encountered in stories, poems, and conversations;
	+ providing reactions to stories and poems;
	+ asking and answering questions about what is said in order to gather additional information or clarify something not understood;
* tell and retell 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
* participate in listening and speaking activities

**Strand: Reading 1.3 1.4 1.5 1.6 1.7 1.81.9 1.10**

To be successful with this standard, students are expected to:

* orally produce words that rhyme with an audible guide word. by changing the initial phoneme (sip-ship, heart-part)
* 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, initial, medial, and final ending phonemes
* remove 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)

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
* differentiate between letters and words by recognizing spaces between words in sentences
* recognize that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point

To be successful with this standard, students are expected to:

* apply knowledge of letter sounds in single-syllable words by:
	+ recognizing initial, medial, and final phonemes;
	+ 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
	+ blending phonemes to decode or spell a word
* accurately decode unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
* differentiate between vowels and consonants
* 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 with a short vowel sound.
* use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words with a long vowel sound.
* 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 following basic patterns by segmenting the words into syllables.

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, pictures, and information in the story to make predictions about vocabulary
* use pictures and/or rereading to confirm vocabulary choice.
* 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.
* use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
* reread and self-correct when text does not make sense.

To be successful with this standard, students are expected to:

* 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.
* ask for meanings and clarification of unfamiliar words and ideas.
* use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*.

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:

To be successful with this standard, students are expected to:

* preview reading material by looking at the book’s cover, title, and illustrations
* set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection.
* use knowledge from their own experience to make sense of and talk about a text
* identify and describe characters, settings, and important events in a story using details
* retell stories using the characters, settings, and events in correct sequence from beginning to end
* demonstrate comprehension by writing about what is read.
* identify the overall theme of a fiction selection. (example- friendship, family, working hard)
* use expression to convey meaning when reading aloud
* reread as necessary to confirm and self-correct word recognition and understanding.
* practice reading and rereading texts at their independent reading level

To be successful with this standard, students are expected to:

* read with purpose and understanding.
* preview reading material and set a purpose by looking at the book’s cover and graphics and by reading titles and headings.
* identify and use text features to locate facts and information in a text.
* distinguish between information provided by pictures or illustrations and information provided by words in the text
* read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.
* identify the main idea and key details
* practice reading and rereading texts on their independent reading level

### Strand: Writing 1.11 1.12 1.13

To be successful with this standard, students are expected to:

* use appropriate pencil grip.
* use manuscript letter formation.
* print all capital and lowercase letters in sequence and in random order
* print first and last names beginning each with a capital letter.
* use manuscript number formation

To be successful with this standard, students are expected to:

* use previous experiences to generate ideas.
* identify the intended audience and purpose for writing (e.g., letters, stories, journals, etc.)
* participate in teacher-directed brainstorming activities to generate ideas.
* participate in shared writing projects
* use prewriting strategies including but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information
* write to express an opinion with supporting reason(s).
* write narratives that include at least two sequenced events, with details, and a conclusion.
* write to describe a person, place, or thing using adjectives.
* revise writing with additional descriptive words (adjectives)
* apply the alphabetic principle when writing words.
* share their writing with others

To be successful with this standard, students are expected to:

* use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.
* capitalize the pronoun I.
* capitalize days of the week and months of the year.
* capitalize names of people.
* spell commonly used sight words and phonetically regular words correctly.
* use resources in the classroom in order to spell words.
* use tools to produce and publish writing
* share writing with others participate in teacher-directed brainstorming activities to generate ideas.
* participate in shared writing projects

### Strand: Research 1.14

To be successful with this standard, students are expected to:

* generate ideas for topics based on interest or content areas (e.g., favorite animals, life cycles, community helpers, etc.)
* work collaboratively to generate questions to gather information.
* identify if pictures, various texts, media, or people can be used as sources of information.
* use provided sources to answer questions or solve problems.
* use templates (e.g., graphic organizers, charts, graphs, etc.) to organize information.