## Grade Two: 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 2.1 2.2

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

* participate in a range of collaborative discussions by building on others’ ideas and clearly expressing thoughts and opinions
* participate in collaborative conversations for various purposes
* 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.
* 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 appropriate to purpose and audience.
* use templates (e.g., graphic organizers, charts, graphs, etc.) to organize information.
* express ideas clearly and in an organized manner.
* 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:
  + making certain all group members have an opportunity to contribute;
  + listening attentively by making eye contact while facing the speaker; and
  + eliciting information or opinions from others.
* give and follow multi-step directions.
* speak in complete sentences when appropriate to task and situation to provide details and clarification.

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 telling oral stories
* dramatize familiar stories (e.g., plays, skits, reader’s theater).
* participate in frequent oral language activities through choral speaking and the reciting of poems and stories with repeated patterns.

### Strand: Reading 2.3, 2.4 2.5 2.6 2.7 2.8

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.

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 a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words.

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

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

* use the context of a sentence to apply 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 common prefixes and suffixes to decode words.
* determine the meaning of words when a known prefix and/or suffix is added to a known root 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
* use a thesaurus to expand synonym knowledge.
* demonstrate an understanding of what the apostrophe signifies in singular possessive words
* demonstrate an understanding of the meaning of contractions
* 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
* alphabetize words to the second and third letter.
* use specific vocabulary from content area study.

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

* set a purpose for reading.
* use titles to generate ideas about the text
* use details from the text to confirm and revise predictions made before, during, and after reading.
* 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. fictional texts.
* describe the characters, settings, and important plot events using details.
* determine the theme of fictional texts (e.g., friendship, family, working hard).
  + thematic topic
  + lesson learned
* use knowledge of transition words (e.g., first, next, and soon), to understand how information is organized in sequence
* demonstrate comprehension by writing responses to what they read
* practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression.

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

* explain how illustrations and images contribute to and clarify 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 text features to make, revise, and confirm predictions, locate information, and answer questions.
* use knowledge of sequence to read and follow recipes and other sets of directions
* determine the main idea using details for support
* ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how
* demonstrate comprehension by writing about what is read
* use information from the text to draw conclusions

### Strand: Writing 2.9 2.10 2.11

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.

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

* identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions, etc.)
* generate ideas and organize information before writing.
* participate in shared 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.
* develop writing by focusing on one topic.
* write complete sentences.
* begin to compose, organize, and format paragraph(s).
* 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 staying on topic, and including details
* consult reference materials, to check and correct spelling
* avoid stringing ideas together with and or then

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

* punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, exclamation point.
* capitalize the word I, all proper nouns, and words at the beginning of sentences.
* 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.).
* use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., (Sincerely,) of a letter.

### Strand: Research 2.12

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

* generate ideas for topics based on interest or content areas.
* work collaboratively to generate questions to gather information.
* identify pictures, various texts, media, or people that can be used as sources of information.
* use provided sources to gather information, answer questions, or solve problems.
* use templates or visual displays (e.g., graphic organizers, charts, graphs, etc.) to organize information.
* use own words to record information.