# Kindergarten 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 K.1, K.2

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

* speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
* participate in a range of collaborative discussions building on others’ ideas and clearly expressing thoughts and opinions.
* initiate conversations with peers and teachers in a variety of school settings.
* listen actively to others in a variety of formal and informal settings involving peers and adults.
* wait for a turn to speak, allowing others to speak without unnecessary interruptions.
* maintain conversation on topic through multiple exchanges.
* match language to the purpose, situation, environment, and audience.
* repeat and follow one- and two-step oral directions.

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
* use drama to retell familiar stories, rhymes, and poems
* participate in creative dramatics, such as classroom songs, plays, skits, and group activities

### Strand: Reading K.3 K.4 K.5 K.6 K.7 K.8 K.9

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

* segment a word into individual syllables using strategies including but not limited to clapping hands or snapping fingers.
* identify and 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, familiar nursery rhyme, or predictable text.\
* blend and segment onsets 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/).
* blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= ship).
* segment one-syllable words into individual phonemes (e.g., rat= /r/-/a/-/t/).
* recognize similarities and differences in beginning and ending sounds of words.
* 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.

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.
* 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.

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

* segment a word into individual syllables using strategies including but not limited to clapping hands or snapping fingers.
* identify and discriminate between large phonological units of running speech, sentences, words, and syllables.
* identify a word that rhymes with a spoken word.
* recognize and identify a variety of environmental print common signs, logos, and labels.
* recognize and read a selection of high-frequency and sight words from familiar text. (Each student may know a different set of words.)

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

* recognize and name rapidly capital and lowercase letters in sequence and in random order
* match capital and lowercase letter pairs
* differentiate between vowels and consonants
* recognize and identify a variety of environmental print common signs, logos, and labels
* recognize and read a selection of high-frequency and sight words from familiar text. (Each student may know a different set of words.)
* produce the 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 letter or digraph 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 short sounds with common spellings for the five major vowels.

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

* discuss meanings of specific words using synonyms and antonyms (e.g., This giraffe is *tall*. He can eat leaves on a tree. If he were *short*, he couldn’t reach his food.)
* 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
* use number words in conversations
* use words to describe or name people, places, feelings, and things
* use size, shape, color, and spatial words to describe people, places, and things
* use words to show direction and location (e.g., *on*, *off*, *in*, *out*, *over*, *under*, *between*, and *beside*)
* recognize when they do not understand a word or phrase and seek clarification

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

* identify and explain 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
* link knowledge from 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 questions about the content of a book
* use vocabulary from a story in discussions and retellings
* retell a story in their own words using the characters, settings, and events in the correct sequence from beginning to end
* use words to sequence events (e.g., *before*, *after*, and *next*)
* demonstrate comprehension of text through drawings or a written response
* recognize various types of fictional texts (e.g., storybooks, poems)

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.
* identify the topic of a nonfiction selection.
* ask and respond to questions about the content of a book.
* discuss facts and information relevant to the topic.

### Strand: Writing K.10, K.11

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

* use appropriate pencil grip.
* print capital 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.
* print first and last names beginning each with a capital letter.

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

* use writing, dictation, and drawing to narrate an event or tell a story.
* write to describe a person, place, or thing.
* 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.
* capitalize the first word in a sentence and the pronoun *I.*
* write left to right and top to bottom.

### Strand: ResearchK.12

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

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