

TE 846: Accommodating Differences in Literacy Learners

Michigan State University

Jessica Audrey Eden

Summer 2012

FINAL PROJECT: LITERACY LEARNER ANALYSIS

Sections

I. Brief Background and Reason for Project Focus

Kindergarten is a foundational year in which children learn their letters, sounds, and eventually the ability to read. Every year I have had my struggles with getting all of my students to where they need to be by the end of the year. However in my sixth year of teaching I have found it more difficult to reach and address the diverse needs of my students. My students lack the skills needed to be ready to tackle the kindergarten curriculum. Many students haven't attended pre-school or any type of school setting. Others are English Language Learners (ELL) with little to no English and families that cannot assist them at home. According to Nero, Morrow, and Gambrell (2011)

Today's literacy teachers face more challenges than ever before. They must negotiate state and national pressure to meet stringent standards of college and career readiness, increased classroom diversity, and an ever-growing concern for the overall well-being and success of every student. (p.1)

With kindergarten being such an important year for all students, for some it can be their first experience in school. I find that the students are entering kindergarten less prepared, with less support at home, and with the addition of the Common Core State Standards our students are expected to do more. I find it imperative to be able to address the problems that prevent my struggling readers from being successful readers.

II. Home and Family

Olivia is a six-year-old Caucasian girl in my kindergarten class. She was born premature at 30 weeks with a cleft palate and is currently receiving speech therapy. She has an older sister in the third grade. She lives with her mother. Her parents are still married but they live separately. She spends time with her grandmother after school, who does her

homework with her, until her mother gets off of work. Many weeks she struggles to return homework. Olivia is consistently tardy to school, which means she is missing whole group reading instruction. She has attended school since the age of three. She entered kindergarten with little knowledge of letters and sounds. This being the end of kindergarten Olivia knows all of 25/26 letters and 25/26 sounds, however she still struggles to accomplish independent center work, work in her phonics workbook, and successfully pick up a kindergarten level book and read it independently.

III. Emotional Climate (Standard III & IV)

After my first session with Olivia I wanted to dig deeper and get a better idea about her views on reading. I gave her a form of the Elementary Reading Attitude Survey that utilized smiley faces to assess her feelings on reading recreationally and academic reading. As a asked her the questions her first responses were quite positive, however when I came to the question “How do you feel about reading for fun at home?” Olivia instantly pointed to don’t like it. The only other questions she answered with don’t like are “how do you feel when you read out loud in class? And how do you feel about taking a reading test?” From this I feel that reading isn’t important in her household or that is isn’t seen as something that is viewed as fun. Question 18 and 20 Olivia indicated a strong negative reaction to reading tests and reading aloud. As a teacher I need to dig deeper in what about reading tests she doesn’t like. The last question makes me feel like I need to be more positive and I need to be more supportive and encouraging towards Olivia. “Students who were afforded autonomy support by the teacher were more likely than other students to believe in the importance of reading.” (Gambrell & Morrow, 2011)

IV. Literacy History (e.g. Family Literacy History, School Literacy History, Educational Literacy History)

Olivia’s parents both attended Key West High School. They both graduated high school but neither attended college. Olivia was born at 30 weeks. Olivia visits Miami Children’s

Hospital yearly to be monitored after she had her cleft palate repaired. Olivia has attended school since the age of three. She was in the head start program at Reynolds and then attended voluntary pre-kindergarten at the age of four. She then transferred to Poinciana for kindergarten where her sister attends school. She shares time between three homes and in the mix between all of these locations, Olivia misplaces or doesn't complete her homework, library book, and notes home.

V. Tests Given and Summary of Test Results

The first assessment administered is the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) this test will give an overall picture of Olivia's grasp of the "5 Big Ideas in early literacy identified by the National Reading Panel: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension," as stated on the DIBELS website. **(Standard V)** The second assessment is the MLPP (Michigan Literacy Progress Profile) Sight Word/Decodable Word List assessment. **(Standard V)** This assessment will provide a basic understanding of Olivia's level of sight word and decodable words knowledge. Taylor, Dewitz, & Pearson, P.D. (1997) expressed

Knowledge of sight words and efficiency in word recognition help children develop their understanding of increasingly complex pieces of written language. Word recognition has two equally important aspects. First, a reader must have a large sight word vocabulary (words recognized automatically). Second, a reader must have multiple strategies for decoding (using knowledge of symbol-sound correspondences) to identify unfamiliar words. (p. 139)

The final assessment is the MLPP Phonemic Awareness Assessment, this will allow me to dig deeper into Olivia's phonemic awareness skills. **(Standard V)** Taylor, Dewitz, & Pearson, P.D. (1997) expressed that this tool "helps teachers understand what individual children know specifically about phonemes and how sounds work to form words." (p. 37) I want to be able to find her strengths and pinpoint her weaknesses.

I administered every subtest of the DIBELS for Kindergarten students. Normally at the end of kindergarten the only subtests that are administered are the letter naming fluency(LNF), Phoneme Segmentation Fluency(PSF), and Nonsense Word Fluency(NWF). However, even though Olivia is at the end of kindergarten I still administered all subtests, in order to get a more complete picture of Olivia’s grasp of the big ideas in reading. I gave the initial sounds fluency, letter naming fluency, phoneme segmentation fluency, and nonsense word fluency. Listed below are the scores and expectations when they are administered:

Kindergarten: Three Assessments Periods Per Year

DIBELS Measure	Beginning of Year Months 1 - 3		Middle of Year Months 4 - 6		End of Year Months 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
ISF	0 - 3 4 - 7 8 and above	At Risk Some Risk Low Risk	0 - 9 10 - 24 25 and above	Deficit Emerging Established	Not administered during this assessment period.	
LNF	0 - 1 2 - 7 8 and above	At Risk Some Risk Low Risk	0 - 14 15 - 26 27 and above	At Risk Some Risk Low Risk	0 - 28 29 - 39 40 and above	At Risk Some Risk Low Risk
PSF	Not administered during this assessment period.		0 - 6 7 - 17 18 and above	At Risk Some Risk Low Risk	0 - 9 10 - 34 35 and above	Deficit Emerging Established
NWF (NWF-CLS Score)	Not administered during this assessment period.		0 - 4 5 - 12 13 and above	At Risk Some Risk Low Risk	0 - 14 15 - 24 25 and above	At Risk Some Risk Low Risk

“The DIBELS Initial Sound Fluency (ISF) Measure is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word.” (Good & Kaminski, 1996, p.682) The initial sounds fluency is administered showing four pictures to the student, naming the pictures and then asking them which picture begins with the ___ sound. The final question asks what sound does “plate” begin with? Olivia scored 28 which means she falls in the “established” range. She only missed two questions confusing the “i” in insect for an “e” and failing to find the picture that began with the “r” (rooster). The next subtest “DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk.”(Good &

Kaminski, 1996, p. 683) The letter naming fluency subtest, has a page full of letters and asks the student to name as many as they can in 60 seconds. Olivia scored 28 which means she fell in the “at risk” range. She couldn’t identify the letter “g” and she identified 1 as the number one. The third subtest “The phoneme segmentation fluency (PSF) measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently.”(Good & Kaminski, 1996, p. 682) The phoneme segmentation fluency has the teacher read a word and the student breaks the word into the phonemes. Olivia scored 37 phonemes in a minute which means she fell in the “established” range. She left the d off of should and add a w to too. The final subtest nonsense word fluency is “individually administered test of the alphabetic principle - including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words in which letters represent their most common sounds.”(Good & Kaminski, 1996, p. 683) The nonsense word fluency has a page full of two and three letter words and asks the student to read or sound out the words. She scored a 10 which is the “at risk.” She tried to make the nonsense words into real words, for example “yiz” she said “this,” “wan” she said “we,” “ful” she said “for,” etc.

DIBELS 6th Edition Kindergarten Assessment

Name of Test	Pretest	Posttest
Initial Sounds Fluency	28 initial sounds/minute	37 initial sounds/minute
Letter Naming Fluency	28 letters/minute	48 letters/minute
Phoneme Segmentation Fluency	37 phonemes/minute	42 phonemes/minute
Nonsense Word Fluency	10 sounds/minute	37 sounds/minute

The next test I administered was the MLPP phonemic awareness assessment (MLPP Second Edition, 2000). This test is broken into three categories rhyme, phoneme blending, and phoneme segmentation. Under the rhyme section there were two subtests: rhyme choice and rhyme

supply. Rhyme choice where Olivia told me if the words rhymed or if they didn't rhyme. She scored a 7 out of 8 on rhyme choice, identifying tie and van as rhyming words. Rhyme supply Olivia had to provide a word that rhymed with the words that I stated. She got 7 out of 8 on rhyme supply, saying hud instead of a word that rhymed with bug and rug. She received an overall score on the rhyme section 14 out 16. The next section was phoneme blending. The first subtest was the onset and rime, I gave her /t/ /ake/ she had to say "take." She scored an 8 out of 8. The next section was phoneme blending. I said /t/ /a//p/ and she would have to say "tap." Olivia said "lap" for tap, "ped" for pen, and "tog" for jog. I had to discontinue testing because she missed three items in a row. She scored a 0 on this subtest. Her overall score for the phoneme blending section was 8. The last section was phoneme segmentation I said a word "pat" she said /p/ /a/ /t/. She scored 6 out of 8, changing the "o" in sock to an "a" and for fight she said /f/ /ow/ /it/.

MLPP Phonemic Awareness Assessment

	Pretest	Posttest
Rhyme Choice	7	8
Rhyme Supply	7	8
Onset and Rime	8	8
Phoneme Blending	0	5
Phoneme Segmentation	6	7

*Maximum score on each subtest is 8.

The final test administered was the MLPP Sight Word/Decodable Word List. "Knowledge of sight words and efficiency in word recognition help children develop their understanding of increasingly complex pieces of written language." (MLPP Second Edition, 2000) We began with the first list the Preprimer list. After 5 words in a row wrong I was forced to stop and asked "Do you know any of the other words on the list?" She was able to read to, at, I, and not. Some of her errors included and-add, you-yow, that- at, was- waz, and they- yiz. Olivia scored 4 out of 20.

MLPP Sight Word/Decodable Word List Assessment

Word List	Pretest	Posttest
Preprimer	4 words	9 words

- Maximum score on the Preprimer list is 20 words.

Post-Instructional Assessment Results

After instruction the full battery DIBELS was administered. Olivia improved her initial sounds fluency from 28 sounds to 79 initial sounds per minute, there is no score to compare where she is chronologically and where she should score at that time because it isn't administered at this time of the year. Olivia increased her letter naming score by 20 more letters, from 28 to 48 letters. She moved from at risk range to the low risk range. On the Phoneme Segmentation Fluency Olivia increased her score to 42 phonemes per minute and stayed in the established range. On the last subtest Nonsense Word Fluency, Olivia increased her score from 10 sounds to 37 sounds. She moved from the at risk range to low risk.

After instruction I administered the MLPP Phonemic Awareness Assessment to Olivia. In every subtest Olivia increased her score, except for Onset and Rime, which she scored the same, an 8, a perfect score. Rhyme Choice and Rhyme Supply she increased from a 7 to an 8. Olivia's Phoneme Segmentation score increased from a 6 to a 7. In the area of instructional focus, Phoneme Blending Olivia raised her score from a 0 to a 5, her errors pen she said ped, for wave she said vake, and soft she responded I don't know.

After instruction I administered the MLPP Sight Word/Decodable Word List Assessment, Olivia increased her score from 4 to 9 words.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
<p>Phoneme Blending June 5th and 7th</p>	<p>Olivia will be able to sound out 7 nonsense words or 21 sounds on the DIBELS nonsense word fluency assessment. Olivia will be able to blend phonemes to “hear” the word 4 out 8 times on the MLPP phoneme blending subtest.</p> <p>Common Core Standard: RF.K.2.</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-</p>	<p>DIBELS nonsense word fluency subtest, MLPP phoneme blending subtest, counters, board with arrow and circle at the top, list of CVC words, and pointer.</p>	<p>The DIBELS nonsense word fluency assessment and MLPP phoneme blending assessments will be administered at the end of the lesson to show growth or identify an area in which Olivia needs more intense invention.</p>

	vowel-consonant, or CVC) words. (Standard II)		
--	--	--	--

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Sight Words June 5 th and 7 th	Olivia will identify 8 out of 20 words from the MLPP preprimer list. Common Core Standard: RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). (Standard II)	Index cards, pencils, MLPP Preprimer sight word list, AR book-Bubble Trouble, sight word wallet, index cards, pointer.	The MLPP sight word assessment will be administered at the end of the lesson to see if the objective was attained or if Olivia needs more intensive intervention.

VII. Reflections on Your Differentiated Literacy Lesson Plans

Sight word identification is such a vital skill to becoming a successful reader. “Some words must be learned as sight words because they violate the principles one learns from

instruction.” (Gambrell & Morrow, 2011, p.53) When I examined Olivia’s knowledge of the preprimer list, I knew that this was an area of focus that she needed additional instruction. My goal for Olivia was a repertoire of sight words which as Gambrell and Morrow stated are “immediate recognizable.”

“The ability to put sounds together to make a word—blending—and the ability to separate out the sounds in a word—segmenting—are critical components of phonemic awareness.” (Gambrell & Morrow, 2011, p.204) These skills are an important part of learning to read. But as I find in my classroom, “blending and segmenting (phonemes) are not easy for many children.”(Gambrell & Morrow, 2011, p.204) I saw this when I examined Olivia’s score from the MLPP Phonemic Awareness Assessment, she could blending 0 out of 8 words. After examining Olivia’s results on the DIBELS, MLPP Phonemic Awareness Assessment, and MLPP Sight Word/Decodable Word, I focused on the areas of phonemic awareness and sight word recognition. I felt that these were the most critical skills from the data.

When reflecting on the lessons, it is evident that Olivia made progress in every assessment her score increased or stayed the same. Especially in the areas of the instructional focus, Olivia doubled from a score of 4 words to 9 sight words known from the MLPP Sight Word Assessment. Another area of focus was her MLPP Phoneme Awareness Assessment, her Phoneme Blending subtest score increased from a 0 to 5 words blended. This was more difficult for Olivia, it seemed like she had a harder time listening, and remembering all of the phonemes she heard. The words that she got wrong, she was only able to capture and reproduce one sound. The DIBELS also produced score increases, I was most impressed with her nonsense word fluency in which her original score was a 10 and she increased it to 37 sounds per minute.

I provided Olivia encouragement and positive reinforcement during instruction, which seemed to help her self-confidence. I could tell as the lesson progressed that her confidence increased and she enjoyed getting words right and adding them to her pile. I think that if I was to teach these lessons again, I would have started with the phoneme blending. These skills would have helped Olivia when it came to the sight word/decodable list. Half of the words on the

MLPP are sight words the other half are decodable or words that can be sounded out. I also recognize that when she doesn't know the word that she immediately guesses instead of using her sounding out skills. She continued to do this on the final MLPP Sight Word Assessment, for the word "what" she said "was," and "all" she stated the word "like." According to Ehri (1995), "suggests that students need to learn to read words, using four approaches: sequential decoding, analogy, contextual analysis, and sight-word recognition."(p.53) Instead of beginning with the sight word recognition, I should have reviewed sequential decoding, meaning sounding each letter out. If I would have began my instruction with the phoneme blending and segmenting lesson, I think that her sight word score would have increased more than it did.

I utilized direct reading instruction with both of my lessons, they were both skill based. I think that my efforts were beneficial because the research (National Reading Panel, 2000) stated "explicit instruction in various elements of phonological awareness such as phonemic segmentation and phonemic blending pays dividends in the long run in terms of its transference to beginning-reading achievement."

Even though she still struggled with the sight words, it showed me that with work Olivia can make gains in the areas of sight word identification and phoneme blending. I think that this is a good springboard for her, I also sent home the index cards and the other sight word lists so that her family has some ready made resources to use over the summer. I believe that Olivia would benefit from a tier 2 intervention starting at the beginning of first grade on phoneme blending and sight word identification so that she doesn't fall behind. I wrote this information in green folder that goes to her first grade teacher next year, so that she is aware of Olivia's areas of need.

VIII. Recommendations to Teachers and Parents/Caregivers

Dear Parents,

Thank you for allowing me to spend time with Olivia after school. She did a great job and learned a lot. From the work that we did together I have some items that Olivia can continue

to work on over the summer so that she will be already for first grade. Olivia need daily practice with her sight words, here is a link to get you started: <http://www.kidzone.ws/dolch/kindergarten.htm> These words are the ones that Olivia will come into contact every time she reads. It is important that these words are committed to memory. One way to learn these is to write them on index cards, when you are travelling to the softball tournaments on the weekends have Olivia and her sister play with them, read them, and she can quiz Olivia.

Another item that you can work on in the car is Olivia's word blending. Give Olivia the sounds "c" "a" "t" and have her tell you the word. Then have her give you sounds and you tell her the word. Then you can give her a word and she can tells you the sounds.

Finally, one of the most important things that you can do to help Olivia is to read every night. Have her select a book that she likes and you read it to her/with her. When you are reading have Olivia help you sound out words, ask her about what just happened, ask her about the pictures, and you can also ask her what she thinks could happen. After you have read ask her what happened in the story, ask her what does she think could happen next, ask her what would she have done, etc. These are just some ideas to get her thinking.

Thank you again for the opportunity to work with Olivia. Have a wonderful summer!

Jessica Eden
Kindergarten Teacher
Poinciana Elementary

Additional Materials

Outline for a Daily Lesson Plan

Date: June 5th , 2012

Objective(s) for today's lesson: The student will be able to identify high frequency/sight

words by memory.

Rationale These are words that students will come into contact with every time they read. Most of these words are the most frequently seen words, students need to have these words committed to memory so that they can use their decoding skills and effort for more difficult words.

Materials & supplies needed: Index cards, pencils, MLPP Preprimer sight word list, AR book- Bubble Trouble, sight word wallet.

Procedures and approximate time allocated for each event

- **Introduction to the lesson** (*What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?*) (_ minutes)

I will begin by reading Olivia Bubble Trouble, every sight word I come to I will try to sound out. (ex. The-/t/ /h/ /e/) It won't make any sense and I will ask Olivia what is wrong? Oh that's right some words don't make sense when you sound them out.

- **OUTLINE of key events during the lesson** (*Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children*

Academic, Social and

Linguistic Support during each event

I will be tracking the words I read with my finger so that Olivia can follow along.

understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (20-25 minutes)

Lets get the pointer and look at our word wall. (we will then examine the word wall) I will guide Olivia to some specific words-you, it, they, and, be, but, do, ... We will try to sound each of them out, "I will explain that some of the words can't be sounded out. We have to memorize these words." After we have gone through those words, we will examine the preprimer list from the MLPP assessment. We will get our index cards out and we will write the words on index cards. When we have completed writing each word, I will give her the wallet and explain that "this is your sight word wallet, the words you get right you own, and you can keep. The words you don't know we will keep practicing to see if you can add them to your wallet." We will then play with the sight words and see how she does. The words she doesn't know we will examine further to see if these are words that make sense when we sound out or if they are words we have to memorize.

• **Closing summary for the lesson** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (10*

The use of the pointer for Olivia to follow along.

Use of a bookmark so that Olivia can focus on one word at a time.

minutes)

After we have gone through the words again to see if she can add any more words to her wallet. I will read Bubble Trouble again this time I will have Olivia assist me and we will read together. After we have read the book, I will explain to her that I have had lots of practice with sight words and sounding out and it is important for her to practice, by bring her wallet wherever she goes this summer to practice her words. Explain that her sister can help her by making new cards to add to the wallet.

• **Transition to next learning activity**

I will remind Olivia of the importance of sight words. I tell her that they are every where we look on signs in our room, on the word wall, in books, when you go to the cafeteria, in the library, when you are ordering at McDonalds (her favorite restaurant), etc. I will ask her some places she has seen these words. I will explain how important it is to know these words by heart. Now I am going to show you some words and see what you know, try hard and do your best.....

Assessment (How will I gauge the students' learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)

I will end the lesson by giving Olivia the MLPP sight word assessment. I will then review Olivia's results. I hope to see growth from the individualized instruction she received. I

Academic, Social, and Linguistic Support during assessment

I kept a paper covering the rest of the list so that Olivia didn't get overwhelmed by the long list of sight words.

<p>hope that she has made gains from her 4 words on the MLPP sight word assessment and 0 words on the phoneme blending subtest of the MLPP phonemic awareness assessment. If Olivia doesn't meet this goal, I will look to create an intervention with increased time and frequency and create an intervention log to document her work and progress.</p>	
---	--

Outline for a Daily Lesson Plan

Date: June 7th , 2012

Objective(s) for today's lesson: The student will be able to segment and blend phonemes orally and read.

Rationale: Phonemic awareness is one of the building blocks to becoming a successful reader. You have to be able put sounds together and take them apart. This skills needs to be taught directly to students. "Explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol association, reduces the risk of reading failure and accelerates early reading and spelling acquisition for all children." (Learning First Alliance, 2000, p.1)

Materials & supplies needed: DIBELS nonsense word fluency subtest, MLPP phoneme blending subtest, counters, list of CVC words, and pointer.

<i>Procedures and approximate time allocated for each event</i>	<i>Academic, Social and</i>
--	------------------------------------

Linguistic Support during

each event

- **Introduction to the lesson** (*What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?*) (5 minutes)

I will begin the lesson by reviewing with Olivia how sometime I would say sounds like /c/ /a/ /t/ and the class would put the word together to make cat. I then asked Olivia what she wanted to be when she grew up. I will explain how you need to read in that job.

- **OUTLINE of key events during the lesson** (*Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials*) (20-25 minutes)

First I will explain that words are made up of sounds, lets walk around the room with the pointer and I'll show you what I mean. I walk to the word wall find the word- like. We will segment the word. Then we will walk over to a book and blend and sound out a word from the book. Then we will return to the talk and I will segment a word, cat- /c/ /a/ /t/. I will say some words aloud (ran, map, book, add) I

Use of the pointer to focus Olivia's attention.

will have Olivia segment them. Then we will do something different we will blend letters to make a word. /c/ /a/ /t/- cat. Then I will have her blend the following – gum, rat, lip, stop. I will see which she has more difficulty with, from the assessment I have a feeling that blending will be more difficult for her. I will provide additional practice in this skill with a game called say it move it. This can be played one on one or in a small group. I will pass out a board has a circle for where the counters go when they aren't being used. There is an arrow on the board that shows which way we start when we sound out words. The first word I'll use is "mom" The first sound is /m/ move a counter for the first sound. The next sound is /o/ move a counter for the next sound. The last sound is /m/ move a counter for the last sound. As I move the counter I will elongate the sound. Then I will slide my finger across the arrow saying the sounds slow and then saying it faster. Then finally saying the word mom. Then I will model again using the word red. I will allow for Olivia to continue practicing by giving her a word (fish, shop, rap, top, pin, yet, tea) and having her segment and just give sounds and having her put the word together (cop, run, ship, mit, cap, fun, ben) When we are finished we will review that sometimes

• **Closing summary for the lesson** (How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections

Use of counters as manipulative to move and feel each sound as they are put together.

<p><i>to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (5-10 minutes)</i></p> <p>I will explain to Olivia that she did awesome work, I will tell her that it is an important skill the ability to listen to sounds and put them together, to be a great reader in 1st grade. I will explain that in 1st grade they are expected to read lots of interesting books, and I want her to be able to do her best. I will ask her what was her favorite thing she did today, and what did she learn.</p> <p>• <u>Transition to next learning activity</u></p> <p>Then I will explain that I am going to see what she remembers from the lesson, for her to try hard and do your best work....</p>	
<p><i>Assessment (How will I gauge the students' learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)</i></p> <p>I will end the lesson by giving Olivia the MLPP Phonemic Awareness Assessment- Phoneme Blending subtests and the DIBELS nonsense word fluency assessment. I will then review Olivia's results. I expect to see growth from the individualized instruction she received. I hope that Olivia will be able to sound out 7 nonsense words or 21 sounds on the DIBELS nonsense word fluency assessment. I hope that the instruction will increase her ability to blend phonemes to "hear" the word 4</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>We took breaks in between the tests.</p>

out 8 times on the MLPP phoneme blending subtest. If Olivia isn't able to meet these goals, I will look at more intense interventions more frequently focusing on these skills.	
---	--

Bibliography

Dibels 6th Edition. Retrieved from <https://dibels.uoregon.edu/>

Taylor, B.; Dewitz, P. & Pearson, P.D. (1997). Phonemic Awareness Assessment Retrieved from <http://www.misd.net/MLPP/assessments/phonemicawareness/Phonemic-Awareness-A.pdf>

Taylor, B.; Dewitz, P. & Pearson, P.D. (1997). Sight Word/Decodable Word List. Retrieved from <http://www.misd.net/MLPP/assessments/SightWord/Sight-Word-A.pdf>

Morrow, L. & Gambrell, L., (2011). *Best Practices in Literacy Instruction*. K. V. Kukil, (4th Ed.). New York, NY: The Guilford Press.

<http://www.liberty.k12.ga.us/jwalts/reading%20materials/Elementary%20Reading%20Attitude%20Survey.pdf>

Learning First Alliance. (2000). Teaching Phonemic Awareness, Letter Knowledge, and Concepts of Print. Retrieved from <http://www.readingrockets.org/article/276/>

www.free-reading.net

<http://www.kidzone.ws/dolch/kindergarten.htm>

