

Literacy Learner Analysis - Kyle

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TE 846

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I. Brief Background and Reason for Project Focus

Early childhood literacy education can be an effective tool in helping children become literate for the rest of their school careers. Samuels and Farstrup (2011) state, “Some preventive interventions focus on creating more powerful early childhood programs as a strategy for reducing reading difficulties later,” (p. 246). “High-quality preschool and kindergarten programs are proven preventive programs,” (p. 246).

Working with young children and helping them in their early childhood education years may help reduce their literacy struggles beyond preschool and kindergarten.

I chose to work with Kyle for this study. He is a lively child who has had an amazing sense of humor since he became vocal. Kyle’s parents choose to home school Kyle and his two older brothers this school year. They had previously been in Christian schools. This is important to me as many students in the district I work in leave to be homeschooled and or come back into the district from being homeschooled. Kyle will be entering First Grade in the fall which is the grade level I teach. Kyle does well in school, but does struggle with issues some students entering first grade do such as mixing up “b” and “d” in terms of writing and sounds. Kyle can read basic words that follow patterns of word families, but struggles with Sight Words.

II. Home and Family

Kyle is a 6 year old boy at the end of his Kindergarten school year. He is reading materials from his Kindergarten curriculum, mainly simple Consonant Vowel Consonant word families. Kyle is Caucasian and comes from his two Caucasian biological parents. Their primary language is English which is the main language used in Kyle’s schooling.

Kyle has no known disabilities and receives no supplementary educational supports or Special Education Services.

Kyle is home schooled by his mom. He is also homeschooled with his two older brothers who are in Second and Third grade. Kyle has attended school outside of the home attending Preschool for one year and Developmental Kindergarten for one year. This is his first year being a homeschooled student.

Kyle's mom keeps their day structured. The boys start their day with breakfast and then are given their work folders to complete. Kyle and his brothers work through their daily work and receive assistance from their mom. When it is time for Social Studies and Science, Kyle's mom teaches this to all three boys together. The boys are free to do other activities such as playing outside when their work for the day is completed.

Kyle's literacy practices during his school time take place everyday. Because he is in Kindergarten, he spends a lot of time working on Phonics. His mom has him using a curriculum from *Hooked on Phonics*. During the school day, Kyle also works with word families and on comprehension skills. Kyle has the opportunity to engage in literacy activities through videos, books and the computer.

Outside of the structured school portion of the day, Kyle does do some activities with literacy. He will use the Kindle or is read to on occasion. His mom explained that Kyle is just becoming more independent in his literacy abilities therefore does not often pick up books and "read" outside of their school time, but is read to at times or will look at pictures.

Kyle's two older brothers have different backgrounds in literacy. Both of his older brothers attended school outside of their home until Second and Third Grade. The oldest brother struggled with literacy at first, but is now catching on. The middle brother picked up literacy skills easily throughout school.

Both of Kyle's parents are college educated. His father attended Bible College and his mother attending nursing school. Kyle's father is a local postmaster while his mother was a practicing LPN but now stays home with Kyle, his two older brothers, and younger sister.

Reading is not always modeled in Kyle's home. His father loves to read, but does not have the time to read often. His mother does not have a love for reading and therefore does not model it as she feels she could.

III. Emotional Climate

Kyle is learning in a caring, supportive climate. When Kyle's two older brothers were in school, his oldest brother struggled with literacy. Because of the skills some of the other students had, it was difficult for him to become a confident reader in his own abilities. Kyle's mom has seen a shift in this since she has started homeschooling the boys. He is more confident which has helped his reading abilities.

Kyle's mom has also expressed how nice their school is because the three boys often work together. The boys will help each other instead of competing. The climate is also relaxed as Kyle and his family can work and gain according to their own needs. Kyle's mom expressed that they will stop some areas of homeschooling during the summer but will continue on with others.

IV. Literacy History

Various parts of literacy instruction that present challenges to Kyle are Letter/Sound Identification and High Frequency Words. Kyle struggles with Letter/Sound Identification in terms of mixing up various letters and sounds, especially lower case letter sounds. This struggle is especially evident when Kyle is looking at letters in isolation, but is also present at times when he decodes words.

High frequency words present a challenge for Kyle. He has strong skills when decoding words that are part of word families, but struggles when High frequency words do not follow the patterns of word families. Kyle struggled on the Pre-Primer Dolch Word list and instead of overwhelming him with additional lists; I decided to focus on this list with Kyle for instruction for the purpose of this project. Due to the fact that Kyle is currently a Kindergartener, I was not able to obtain a lot of school history in terms of literacy challenges or successes. Kyle's mom, now home school instructor, did not explain that Kyle had any struggles prior to homeschooling this year academically.

With Kyle and his older brothers being homeschooled, his home literacy habits and routines are different than children in traditional schools. Kyle engages in literacy throughout his daily school routine at home. This year, Kyle has spent a lot of time focusing on Phonics and uses a curriculum from *Hooked on Phonics*. Kyle's mom gives him a folder of work each day and assists him with his daily school work.

When Kyle's work is completed for the day, his mom explained that Kyle is free to do other activities such as playing outside. There are sometimes outside of the school portion of the day that Kyle will do literacy activities on a Kindle or will be read to. Kyle's maternal grandmother is a librarian at a local library and has supplied children's

books to Kyle's family for many years. His family will also participate in family activities put on by the local library.

Kyle's mom expressed that she does not feel she does the best job modeling literacy. Although she is college educated, an LPN, and literate, she does not enjoy reading and therefore does not model it. Kyle's dad is also college educated, employed as a local Postmaster, and literate, loves to read at home, but simply lacks the time to.

Both of Kyle's parents know that literacy is important. When Kyle's Third Grade brother used to struggle with reading early on in his education, Kyle's parents wanted to help him succeed and become a confident reader. Kyle's mom has seen him blossom this year at home while being homeschooled. He is in an environment where he feels more confident and comfortable.

V. Tests Given and Summary of Test Results

The two selected assessments to give Kyle are from MLPP. I administered the "Letter/Sound Identification" assessment and the "Sight Word/Decodable Word List" assessment covering the Preprimer list. I decided these two assessments would be beneficial in giving me data needed to differentiate lessons for Kyle based on my first meeting with his mom. I first asked Kyle's mom if she has any concerns about Kyle's literacy skills. She explained that the only real concern she had at that point was his confusion of "b" and "d". From that information, I decided the "Letter/Sound Identification" assessment would be beneficial to see how he is struggling with these letters and if he struggle with any other letters and sounds. As I spoke more with Kyle's mom about things he is successful in with literacy, she expressed how he is learning and

becoming comfortable reading words that follow patterns – word families. This caused me to ask about his ability to read High Frequency Words. Kyle’s mom explained that he does struggle with Sight Words and decoding words that do not always follow patterns. Therefore, I decided to assess Kyle using MLPP’s “Sight Word/Decodable Word List” assessment.

Letter/Sound Identification

The first assessment I administered to Kyle was MLPP’s “Letter/Sound Identification” assessment. Kyle was able to correctly identify the name of all twenty-six capital letters in our alphabet. This shows great strength in Kyle’s ability to name capital letters. Kyle was able to correctly identify the name of twenty-three out of twenty-eight lowercase letters on the assessment. Kyle misread or skipped letters “a”, “c”, “y”, “q”, and “g”. Overall, Kyle was able to correctly name ninety-one percent of the capital and lowercase letters given shown to him on the assessment. This shows Kyle strong ability to correctly name letters, especially capital letters. When asked to provide a sound for the given lowercase letters, Kyle provided sixteen out of twenty-six correct sounds which means he correctly produced sixty-two percent of letter sounds on this assessment. Kyle misread or skipped sounds for “u”, “a”, “c”, “y”, “q”, “m”, “i”, “e”, “r”, and “g”. For results, see Tables 1 and 2 below. This showed that Kyle struggles more with producing correct letter sounds than identifying the names of letters. This became an area of focus for a differentiated lesson.

After instructing a differentiated lesson based on the Pre- “Letter/Sound Identification” assessment, I administered the same post assessment to Kyle. Kyle correctly named all twenty-six capital letters in our alphabet. When assessing Kyle’s

ability to name lowercase letters, he correctly named twenty-seven out of the twenty-eight on the assessment. Kyle then went on to produce correct sounds for twenty-three out of twenty-six lowercase letters assessed. For results, see Tables 1 and 2 below.

Table 1

Assessment	Correct Letter Name Response – Capital Letters	Correct Letter Name Response – Lowercase Letters	Correct Letter Sound Response – Lowercase Letters
Pre-Assessment	26/26	23/28	16/26
Post Assessment	26/26	27/28	23/26

Table 2

Pre-Assessment (Student's Needs)			
Letter Given	Letter Name Produced	Letter Given	Letter Sound Produced
a	-	u	y
c	-	a	-
q	p	c	-
g	j	y	-
		q	p
		m	ma
		i	a
		e	long e
		r	w
		g	g

Kyle showed a need to receive instruction on the names of the following letters: a, c, q, and g. He also showed a need to receive instruction on the sounds of the following letters: u, a, c, y, q, m, I, e, r, and g. Allington (2011) in Samuels and Farstrup states, “Developing this insight [individual phonemic awareness] is important in learning to read and spell an alphabetic language such as English,” (p. 249). Due to this important information provided by Allington, it was important to increase Kyle’s awareness of letter sounds and words to provide him with strong phonemic awareness of words. I decided to apply Kyle’s need of gaining more strength in his ability to name letters and give their correct sounds by apply them to actual words using the onset-rimes of words.

Allington explains that on-set rime practice can be effective in learning phonemic skills particularly in children who have literacy struggles such as dyslexia (p. 248). In the first lesson I worked with Kyle on, I read a word to Kyle beginning with a letter that Kyle struggles naming or identifying the sound. Kyle isolated the first phoneme in the word and then named the corresponding letter. Later, Kyle sorted the word by phonemes into categories based on the corresponding letters.

High Frequency Words

The second assessment I administered was MLPP's "Sight Word/Decodable Word List" assessment. Going into the assessment, I knew I would start with the Preprimer list and only assess additional lists if Kyle mastered the previous list. During the pre-assessment of the Preprimer list, Kyle correctly identified thirteen out of twenty words, See Table 3. This is sixty-five percent of the list. Because the Preprimer words were still an area of weakness for Kyle, I decided to teach differentiated lessons according to his needs of becoming strong in reading these words instead of moving on to the following lists.

Table 3

Preprimer Words Read Correctly	Preprimer Words Read Incorrectly
and	you
to	that
his	was
at	they
I	from
not	what
had	all
an	
said	
man	
stop	
map	
bad	

I re-administered the Preprimer “Sight Word/Decodable Word List” assessment for the post assessment. Kyle correctly read fifteen of the twenty words correctly. This is seventy-five percent of the list. For results, see Table 4.

Table 4

Preprimer Words Read Correctly	Preprimer Words Read Incorrectly
and	you
to	was
that	from
they	what
his	said
at	
I	
not	
had	
all	
an	
man	
stop	
map	
bad	

Based on Kyle’s results, I gained insight that Kyle need to practice Preprimer High Frequency Words. Many fluency strategies are presented in Samuels and Farstrup (2011). I created a lesson following pieces of the “The Fluency Development Lesson” from Rasinski and Samuels (2011) in Sameuls and Farstrup. I read a decodable text aloud to Kyle containing Preprimer words he first lacked the ability to read. Kyle and I then choral read the text. Last, Kyle read the text and circled words he correctly read while I circled words in a different color that he still needed to practice.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional Materials	On-going assessment
Letter/Sound Identification May 29, 2014	Kyle will correctly name lowercase letters. Additionally, Kyle will correctly state lowercase letter sounds. CCSS: RF.K.2D “Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.”	Word cards with words starting with lowercase letters that Kyle missed the names and sounds on. At least 4 cards per letter missed. Teacher will read the word to Kyle without showing him the card. Kyle will state the first phoneme and identify the corresponding letter. Mats with lowercase letters Kyle missed during the pre-assessment. Kyle will match the phoneme on the card to the corresponding letter mat.	MLPP “Letter/Sound Identification” - Pre-assessment five days before lesson before - Post assessment following lesson
Lesson Foci/Date	Objectives	Instructional Materials	On-going assessment
High Frequency Words – Preprimer June 5, 2014	Kyle will correctly read High Frequency Words from the Preprimer Sight Word list. CCSS: RF.K.3C “Read common high-frequency words by sight (eg., the, of, to, you, she, my, is, are, do, does.”	Harcourt Decodable Book – <i>They Will Not Quit</i> Different color highlighters Preprimer Sight Word List and “Sight Word/Decodable Word List” assessment	MLPP “Sight Word/Decodable Word List” assessment - Pre-assessment one week before lesson - Post assessment following lesson

VII. Reflections on Differentiated Literacy Lesson Plans

For our first lesson, Kyle was eager to participate. He remembered our pre-assessments which gave us a goal to work on as he wanted to work on improving the number of letter names and sounds he got correct on the post assessment. Because of Kyle's enthusiasm I felt confident in doing this lesson with him. I had a pretty clear picture of what Kyle needed to work on in terms of what letter names and sounds he still needed help mastering based off of the pre-assessment. Due to this, I was able to differentiate this lesson exactly to meet Kyle's needs. I made cards with words that started with the exact letters and sounds that Kyle did not show mastery in on our pre-assessment. Allington (2011) in Samuels and Farstrup gave me a clear picture of what I needed to do with Kyle; I needed to help Kyle focus on the onset rime of words. Because Kyle struggled with the letter names and sounds of certain letters, I knew Kyle needed to be able to identify the letter and sounds by listening to the words and not seeing the letters, then seeing the words and letters and matching the corresponding letter sounds. This way Kyle would be able to make connections to the sounds he hears, the letters he sees and the letters to the sounds.

I had such a clear focus on this lesson and knew I could differentiate it exactly to meet Kyle's needs, therefore I think the lesson was successful, as seen in the pre- and post assessments (see results in Table 1 and Table 2 above). Because there were many steps followed in the sequence of the lesson, beginning with onset rime recognition, Kyle had many opportunities to practice the skills he needed to work on. During the lesson, he became successful with most letter names and sounds. The letter sound he continued to

struggle with throughout the lesson was the sound for “r”. Kyle did end up mastering the name and sound for the letter “r” during the post assessment.

The second lesson focused on helping Kyle become more fluent in reading the Preprimer Decodable Word List. This lesson has some successful moments, but overall was not as successful as the first lesson. This lesson was more difficult to differentiate. Based off of “The Fluency Development Lesson” from Rasinski and Samuels (2011) in Sameuls and Farstrup, I tried finding a book containing words from the list that Kyle needed to work on. I was not able to find a text with all of the words Kyle needed to practice, but some. The decodable reader I found was *They Will Not Quit*. To see more success in this lesson, I would need to continue working with Kyle presenting new texts that included words he still needed to master from the Preprimer list.

During this lesson, we did Shared Reading and Choral Reading. This gave Kyle the opportunity to hear and recognize the words he did not know in the text and then become confident in his ability to read the words on his own. Kyle used two different highlighters during his final read of the text. He highlighted the words he was successful reading in one color and the words he still needed to practice in a different color. After the lesson, Kyle took the post assessment and correctly read fifteen Preprimer words, two more than in the pre-assessment (see Table 3 and Table 4). More success will be found if this type of lesson is continued with Kyle using texts that contain words from the Preprimer list he still needs to master.

Overall, Kyle was not as interested in this lesson. He had gotten hurt outside right before I arrived at his house and took a while before becoming engaged in the lesson. Kyle was, however, excited when I pulled out the book for us to read. His eyes lit up

seeing that it was a book for him and it was at his reading level. He enjoyed reading the story, but after we went through the story a few times, he was becoming bored. At that point, I knew it was time to do the post assessment before he lost all interest. As mentioned, this lesson was more difficult for me to differentiate to meet all of Kyle's needs. We focused on only a few words that he needed to learn instead of all areas in need of improvement like we did the Letter/Sound Identification lesson. We were also limited to one text during this lesson where in the first lesson, I was able to use multiple cards and words for each example. That helped in peeking Kyle's motivation. Kyle enjoyed the more "game-like" feel we turned the first lesson into verses the reading session that took place in the second lesson.

VIII. Recommendations

To the Parents of Kyle,

Thank you for allowing me to have the opportunity to come into your home and work with Kyle for this project. He was a delight to work with and his enthusiasm made me excited for each lesson! I am amazed by what you have accomplished in one year of homeschooling your three sons. A highlight was watching your children come together and cheer each other on and want to be involved and help without being "pushy" or out of place. This is a level of maturity I don't often see in children of this age.

Kyle has many strengths that I learned about while working with him. He is great at decoding words in word families – words that follow patterns such as consonant vowel consonant words. When he reads these words, he is confident and enjoys being

successful in this. Kyle also does well sounding out words in his head. He takes his time and really looks at the letters in words instead of guessing words.

In order to help Kyle with continued literacy success as he goes on in school, I have a few recommendations for you. Kyle will benefit from continued practice in the area of letter name and sound identification. During random parts of your daily instruction with Kyle, ask him to listen to a word that begins with a common letter sound. Ask him to say the first phoneme, or sound, in the word. Then ask him if he can identify the corresponding letter. Kyle enjoyed making this into a game during our lesson. He may enjoy keeping track of how many correct identifications he makes during a day and seeing if he can beat it the next day! The letters Kyle still struggles with are “p”, “w”, and “e”.

Another recommendation I would make is to continue practicing the Dolch words with Kyle. These high frequency words are difficult to sound out, but occur frequently in text. This will help Kyle become a more fluent reader as he is so good at decoding already! Identify words from the Preprimer list in texts when you come across them. Then see if Kyle can recognize them out of context as well. When he was mastered the Preprimer list, move on to the Primer and so on. The decodable texts I used are by Harcourt. They have many others containing the words Kyle needs to master available.

Both assessments I used during the lessons are from MLPP. I would suggest keep a running record from the data already started. This can give you a good guide as to when Kyle has mastered each skill!

Thank you again for allowing me to work with Kyle. He helped me learn a lot about differentiating literacy instruction. Kyle has a great literacy foundation and I am excited to see him continue to grow in this area!

Sincerely, Megan McVannel

IX. Appendices of Work

Lesson Plan #1 Letter/Sound Identification	
Date:	May 29, 2014
Grade Level:	Kindergarten
Objective:	Kyle will correctly name lowercase letters. Additionally, Kyle will correctly state lowercase letter sounds.
CCSS:	“Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.” RF.K.2D
Rationale:	Allington (2011) in Samuels and Farstrup states, “Developing this insight [individual phonemic awareness] is important in learning to read and spell an alphabetic language such as English,” (p. 249). Due to this important information provided by Allington, it was important to increase Kyle’s awareness of letter sounds and words to provide him with strong phonemic awareness of words. I decided to apply Kyle’s need of gaining more strength in his ability to name letters and give their correct sounds by apply them to actual words using the onset-rimes of words. Allington explains that on-set rime practice can be effective in learning phonemic skills particularly in children who have literacy struggles such as dyslexia (p. 248).
Materials:	<p>Word cards with words starting with lowercase letters that Kyle missed the names and sounds on. At least 4 cards per letter missed. Teacher will read the word to Kyle without showing him the card. Kyle will state the first phoneme and identify the corresponding letter.</p> <p>Mats with lowercase letters Kyle missed during the pre-assessment. Kyle will match the phoneme on the card to the corresponding letter mat.</p>
Pre-Assessment:	MLPP “Letter/Sound Identification” - Pre-assessment five days before lesson before lesson
Lesson:	Explain that we are going to learn the names of the letters and

	<p>sounds that Kyle missed on the assessment. Our goal is to try and get more right today!</p> <p>Read the word on each card. Don't show Kyle the card.</p> <p>Kyle will listen to the phonemes in each word. He will then say the first phoneme in the word.</p> <p>Ask what letter makes that phoneme. Kyle will say the letter.</p> <p>Show Kyle the card and ask if he was correct.</p> <p>Reinforce the letter with the sound it makes.</p> <p>Repeat for each card.</p> <p>Once all cards have been complete, lay down the letter mats (each mat has a letter from the beginning of each word).</p> <p>Read through each card again. Repeat the first steps (Kyle says the first phoneme and gives the letter name).</p> <p>Kyle will place each card under the correct letter mat (first letter in the word is the letter mat the card goes under).</p> <p>When finished, count how many Kyle got correct.</p>
Post Assessment:	<p>At the end of the lesson, give MLPP "Letter/Sound Identification" assessment.</p>

LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name Kyle Date 5/27/14 Grade K

§ in "N" column for letter name response
 § in "S" column for letter sound response
 Record word in "Word" column for word response.
 Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A	✓		a	✓			
F	✓		f	✓	✓		
K	✓		k	✓	✓		
P	✓		p	✓	✓		
W	✓		w	✓	✓		
Z	✓		z	✓	✓		
B	✓		b	✓	✓		
H	✓		h	✓	✓		
O	✓		o	✓	✓		
J	✓		j	✓	✓		
U	✓		u	✓			Y
			a				
C	✓		c				
Y	✓		y				
L	✓		l	✓	✓		
Q	✓		q				P P
M	✓		m	✓			ma
D	✓		d	✓	✓		
N	✓		n	✓	✓		
S	✓		s	✓	✓		
X	✓		x	✓	✓		
I	✓		i	✓			a
E	✓		e	✓			g
G	✓		g				j
R	✓		r	✓			w
V	✓		v	✓	✓		
T	✓		t	✓	✓		
			g	✓			j
26	26		28	23	16	26	

Observations

Note such things as:

Speed of response

Confusions; e.g.; b/d

Patterns of response

Letter Name
Total Score

49/54

91%

Letter Sound
Total Score

16/26

62%

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

MLPP Second Edition/2000
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Figure 1 Lesson 1 Pre-Assessment

LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name Kyle Date 6/3/14 Grade K

§ in "N" column for letter name response

§ in "S" column for letter sound response

Record word in "Word" column for word response.

Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A	✓		a	✓			
F	✓		f	✓	✓		
K	✓		k	✓	✓		
P	✓		p	✓	✓		
W	✓		w	✓	✓		
Z	✓		z	✓	✓		
B	✓		b	✓	✓		
H	✓		h	✓	✓		
O	✓		o	✓			w
J	✓		j	✓	✓		
U	✓		u	✓	✓		
	✓		a	✓			e
C	✓		c	✓	✓		
Y	✓		y	✓	✓		
L	✓		l	✓	✓		
Q	✓		q			p	p
M	✓		m	✓	✓		
D	✓		d	✓	✓		
N	✓		n	✓	✓		
S	✓		s	✓	✓		
X	✓		x	✓	✓		
I	✓		i	✓	✓		
E	✓		e	✓	✓		
G	✓		g	✓			
R	✓		r	✓	✓		
V	✓		v	✓	✓		
T	✓		t	✓	✓		
			g	✓	✓		
26	26		28	27	26		

Observations

Note such things as:

Speed of response

Confusions; e.g.; b/d

Patterns of response

Letter Name
Total Score

53/54

98%

Letter Sound
Total Score

23/26

88%

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

Figure 2 Lesson 1 Post Assessment

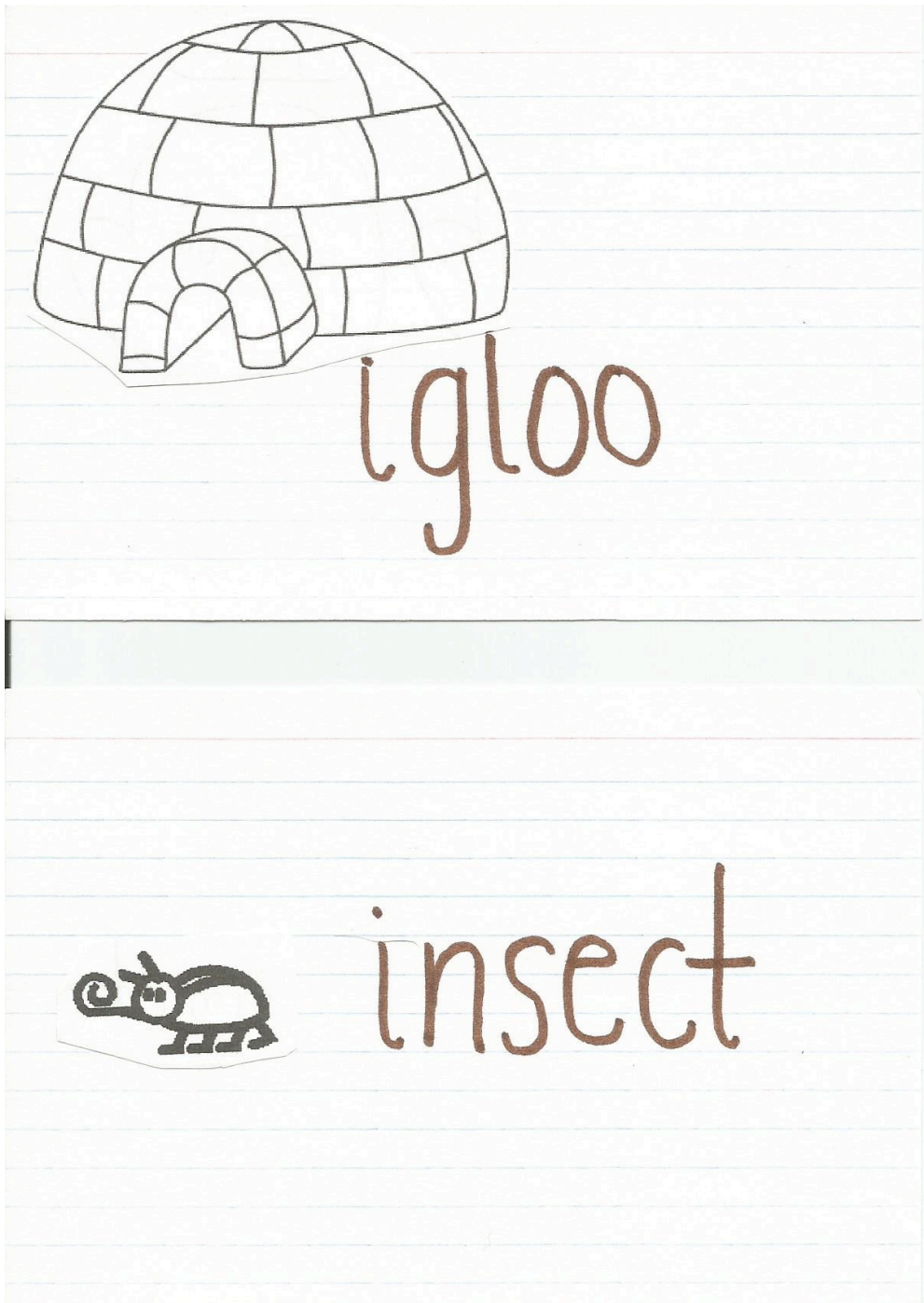


Figure 3 Lesson 1 Sample of Cards

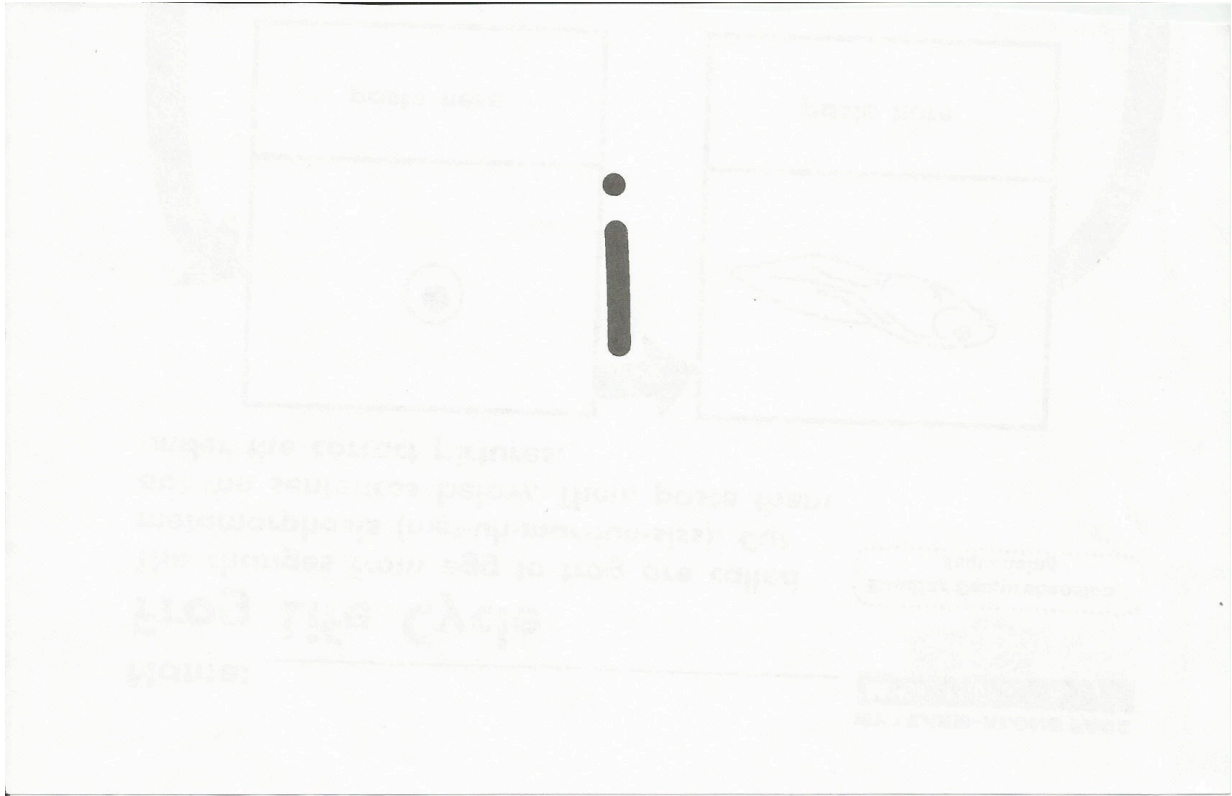


Figure 4 Lesson 1 Sample of Letter Mats

Lesson Plan #2 High Frequency Words Fluency	
Date:	June 5, 2014
Grade Level:	Kindergarten
Objective:	Kyle will fluently read Preprimer list words.
CCSS:	“Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).” RF.K.3C
Rationale:	Fluency helps students with comprehension (Module 4 PowerPoint).
Materials:	Harcourt Decodable Book – <i>They Will Not Quit</i> Different color highlighters Preprimer Sight Word List and “Sight Word/Decodable Word List” assessment
Pre-Assessment:	MLPP “Sight Word/Decodable Word List” assessment - Pre-assessment one week before lesson
Lesson:	Review the Pre-Assessment. Explain we are going to practice some of the words so Kyle can get a higher score on the Post Assessment following the lesson.

	<p>Introduce the decodable reader <i>They Will Not Quit</i>.</p> <p>Read it to Kyle, pointing out the high frequency words “and, do, have, look, out, that, they, to” within the story.</p> <p>Choral read the text.</p> <p>Alternate turns reading the text.</p> <p>Kyle reads the text. Highlight the words he recognizes in one color. Highlight the words he still needs to practice in a new color.</p>
Post Assessment:	At the end of the lesson, give MLPP “Sight Word/Decodable Word List” assessment.

+13

Sight Word/Decodable Word List

and	not
to	had
you	what
that	all
was	an
they	said
his	man
at	stop
from	map
I	bad

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Figure 5 Lesson 2 Pre-Assessment

Sight Word/Decodable Word List

Student's Name Kyle Grade Kindergarten Date 5/27/14

Emergent			Developing			Fluent		
Preprimer			First Grade			Second Grade		
and	there	each	still	complete		food	anything	
to	do	like	room	wear		money	sheep	
you	how	through	morning	nation		noticed	blow	
that	about	new	begins	peace		weather	climate	
was	some	good	friend	rough		sent	struck	
they	these	any	insects	speaking		trade	magic	
his	would	right	clock	lion		gate	crowded	
at	has	also	breath	removed		pain	wool	
from	him	come	pride	worried		promise	claws	
I	see	because	clue	stamps		hatch	senses	
not	could	does	Total	Total		Total	Total	
had	make	say						
what	who	give						
all	get	air						
an	look	boy						
said	big	mother						
man	home	point						
stop	red	move						
map	run	true						
bad	dog	road						
Total	13/20							

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B.; Dewitz, F.; & Pearson, P.D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Figure 6 Lesson 2 Pre-Assessment

Sight Word/Decodable Word List

and	not
to	had
you	what
that	all
was	an
they	said
his	man
at	stop
from	map
I	bad

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Figure 7 Lesson 2 Post Assessment

Sight Word/Decodable Word List

Student's Name Kyle Grade K Date 6/5/14

Emergent			Developing			Fluent			
Preprimer 15%		Primer		First Grade		Second Grade		Third Grade	
and	✓	there	each		still		complete		
to	✓	do	like		food		anything		
you		how	through		room		wear		
that	✓	about	new		money		sheep		
was		some	good		morning		nation		
they	✓	these	any		noticed		blow		
his	✓	would	right		begins		peace		
at	✓	has	also		weather		climate		
from		him	come		friend		rough		
I	✓	see	because		sent		struck		
not	✓	could	does		insects		speaking		
had	✓	make	say		trade		magic		
what		who	give		clock		lion		
all	✓	get	air		gate		crowded		
an	✓	look	boy		pain		removed		
said		big	mother		breathe		wool		
man	✓	home	point		pride		worried		
stop	✓	red	move		promise		claws		
map	✓	run	true		clue		stamps		
bad	✓	dog	road		hatch		senses		
Total	15	Total	Total		Total		Total		Total

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

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Figure 8 Lesson 2 Post Assessment

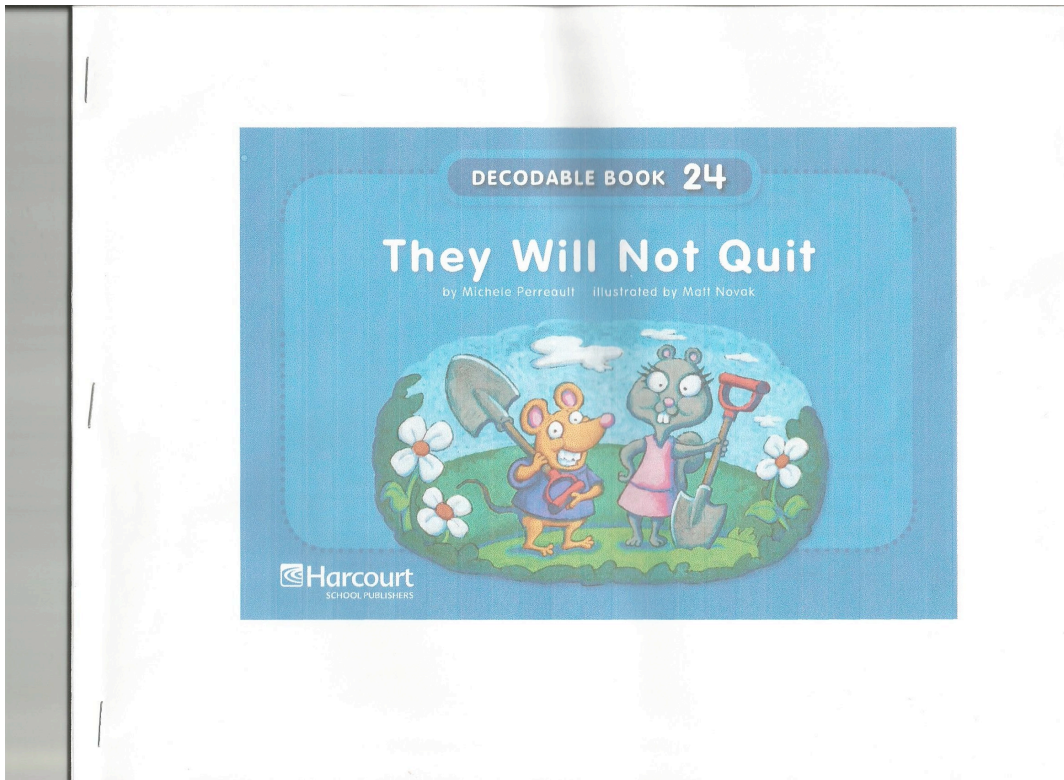


Figure 9 Lesson 2 Decodable Reader

X. Bibliography

*See attached Reference page

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