

School of Education
FORT Alternative
College of Professional Studies
1901 Fourth Avenue
Stevens Point, Wisconsin 54481-3897

Date: March 17, 2021

Table of Contents:

Five Components of Reading Lesson Plans

Lesson Plan 1 (Comprehension)-----	pg. 3-4
Lesson Plan 2 (Fluency)-----	pg. 5-6
Lesson Plan 3 (Vocabulary)-----	pg. 7-8
Lesson Plan 4 (Phonological Awareness) -----	pg.9-10
Lesson Plan 5 (Phonics)-----	pg. 11-12

Reflections

Lesson Plan 1 (Comprehension) Reflection-----	pg. 13
Lesson Plan 2 (Fluency) Reflection-----	pg.14
Lesson Plan 3 (Vocabulary) Reflection-----	pg.15
Lesson Plan 4 (Phonological Awareness) Reflection-----	pg.16
Lesson Plan 5 (Phonics) Reflection-----	pg.17

Case Study Artifacts

Assessment Tool 1(Listening Comprehension) -----	pg.18-19
Assessment Tool 1 Summary -----	pg.18-19
Assessment Tool 2 (Letter Name Fluency) -----	pg.20-21
Assessment Tool 2 Summary-----	pg.20-21
Assessment Tool 3 (Expressive One-Word Picture Vocabulary Test) -----	pg.22
Assessment Tool 3 Summary-----	pg.22
Assessment Tool 4 (PAST-Phonological Awareness) -----	pg.23
Assessment Tool 4 Summary-----	pg.23
Assessment Tool 5 (TSG Alphabet Knowledge-Phonics) -----	pg.24
Assessment Tool 5 Summary -----	pg.24

<u>Reflection of Students Strengths and Instructional Needs</u> -----	pg.25-26
---	----------

<u>Three Lesson Plans Designed to Meet Child's Reading Instructional Needs</u> -----	pg. 7-12
--	----------

<u>Personal Reflection</u> -----	pg. 27-28
----------------------------------	-----------

<u>Notes from Coaching Experience with Reading Specialist</u> -----	pg. 29
---	--------

<u>Documentation</u> -----	pg. 30-31
----------------------------	-----------

<u>Resources</u> -----	pg. 32
------------------------	--------

Lesson name: Comprehension

Date: 3/15/2021

Grade: Headstart (3-5 years old)

Number of Students: 12

Standards:

Early Literacy- C.EL.3 Shows appreciation of books and understands how print works

Objectives:

Students will listen to the story Ten Little Kisses.

Students will identify what sound each animal makes and connect the sound to the word on each page.

Students will identify the author's role for books.

Grouping Strategy:

Small Group

Materials:

Story Ten Little Kisses by Russell Julian

Coloring utensils

Listening Comprehension Worksheets- 2 of them

Introduction:5 minutes

The teacher will ask the students if they know the term author. The teacher will show the words on the front cover and introduce this as the title, "Ten Little Kisses". Then the teacher will turn the pages and point out the words on each page asking the students if they know who wrote all these words. Students may need some scaffolding to get back to the term author. After students identify the author as the person who wrote the words in our story, ask students if they know any sounds that animals make. Discuss different animals and their sounds.

Basic Procedure/Instructional Strategies:5 minutes

1. The teacher will explain how we will read the story Ten Little Kisses and will see many animals.
2. The teacher will tell the students how we will be reading the words in the story to find out what the story is about.
3. The teacher will begin to read the story.
4. As the teacher reads the story, they will slide their finger underneath the words.
5. Once the teacher reads the words on the page, they will stop and ask the students to make the sound for that particular animal. The teacher will identify the word which tells us what sound to make for that animal.
6. Continue to read the story and identify the sound words for each animal as students make the sound for all the animals.

Closure/Extension/Transition:5 minutes

1. The teacher will explain how we just read the words in our story.
2. The teacher will then give each student a listening comprehension paper and instruct students that they will draw what they heard.

3. After students finish drawing the different animals they heard throughout the story, they will show the teacher their drawings and will answer the question, how did this book make you feel? Students will circle either the smiley face or the sad face to indicate how the book made them feel.
4. As students finish their drawings and discussion with the teacher, the students may go to another center.

Accommodations/Modifications:

Use gestures to show how an author writes by moving your hand in the air while saying, an author is someone who writes the words in a story. Students who may have a hard time remembering what animals were identified in the story can use the book as a guide to find animals. The teacher can scaffold with the students to help them remember what animals they read about.

Lesson name: Fluency**Date:** 3/16/2021**Grade:** Headstart (3-5 years old)**Number of Students:** 12**Standards:**

Early Literacy- C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language (This includes utilizing this concept as an emerging reading strategy.)

Objectives:

Students will identify lowercase letters before the next letter pops up.

Students will identify uppercase letters before the next letter pops up.

Grouping Strategy:

Individual

Materials:

Videos

- <https://www.youtube.com/watch?v=nT1uSnwv2w>(Alphabet Automaticity- Uppercase- 4 seconds- Jack Hartmann)
- https://www.youtube.com/watch?v=A0J_YutNLZQ (Alphabet Automaticity- Lowercase- 4 seconds- Jack Hartmann)
- <https://www.youtube.com/watch?v=Gzs2dR3grAM&t=79s> (Alphabet Automaticity- Upper and lowercase- 4 seconds- Jack Hartmann)

Introduction: 1 minute

The teacher will do this activity with one student at a time. (above are three choices depending on what the objective is and how much the student knows) Today we are going to go over our letters. Let's see how many letters you can name when you are timed! You will have 4 seconds to tell me the letter before the next letter pops up.

Basic Procedure/Instructional Strategies: 5 minutes

1. Depending on the student, the teacher will determine which video to play. If one student is working on uppercase identification the teacher will show the first video, the second video shows lowercase letters and the third video mixes upper and lowercase letters together.
2. The teacher will instruct the student that the letters are in a different order, so pay close attention and see which letter comes next.
3. The teacher will explain how the students are looking to see how many letters they can say before the letter switches.
4. The teacher will have a checklist next to them to check off which letters the students identify correctly before the letter switches.

Closure/Extension/Transition: 1 minute

1. After the video ends, the teacher will tell each student how many letters they were able to identify before time ran out.

2. If students need more of a challenge because they can name all upper and lowercase letters, they can work on letter sound knowledge by identifying the sound of the letter before it goes to the next letter.
3. Once the student has completed the activity they may join back with the group.

Accommodations/Modifications:

The teacher may need to do this with no sound or pause the video and for a 5 second hold instead if student needs more time to process and identify the letter name. The teacher can also do this activity with flash cards if technology is not a student's ideal way to complete the activity.

Lesson name: Vocabulary

Date: 3/17/2021

Grade: Headstart (3-5 years old)

Number of Students: 12

Standards:

Speaking and Communicating-B.EL. 2b Uses vocalizations and spoken language to communicate Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)

Objectives:

Students will identify object by name.

Students will sort objects by the first letter of the objects name.

Grouping Strategy:

Whole group

Materials:

Variety of pictures of objects (ball, wheel, coin, button, banana, tree, monkey, mouse, car, etc.)

Introduction:2 minutes

Today we will be sorting some of our classroom toys. But first let's review what our shape of the week is. Who remembers what shape we are learning about? Students should say circle.

Basic Procedure/Instructional Strategies:10 minutes

1. Teacher will say now that we have reviewed our shape of the week, we are going to sort objects by whether or not it is the shape of a circle.
2. Teacher will instruct students to give the teacher a thumbs up for yes this is shaped like a circle or a thumbs down if it is not shaped like a circle.
3. The teacher will show the students where the objects will go if it is shaped like a circle and where the objects will go if they are not shaped like a circle. (opposite sides of the rug)
4. The teacher will demonstrate this first with a ball.
5. The teacher will grab the ball and say this is a ball. Everyone say ball. Now is it in the shape of a circle? The students should be holding their thumbs either up or down.
6. The teacher will then say yes, it is round like a circle so it must be in the shape of a circle! Then the teacher will give a thumbs up with the students.
7. This process will continue for each of the pictured items. Be sure to have all students repeat back what the pictured item is.

Closure/Extension/Transition:3 minutes

1. After all the objects are sorted the teacher will review with the class all the vocabulary pictures.
2. The teacher will hold up each item for the class to say the names altogether.
3. The teacher will transition the students to the next activity. Before lining up for the bathroom, students will identify a picture before lining up.
4. Once all students are lined up, the teacher will say lets see if we can find any other objects that are in the shape of a circle.

Accommodations/Modifications:

Teacher may need to provide hints or ask the rest of the class what the object is. The teacher may also have the students try to guess what the object is by providing hints. If a student has limited mobility they can speak and say yes or no instead of moving showing a thumbs up or thumbs down.

Lesson name: Phonological Awareness

Date: 3/18/2021

Grade: Headstart (3-5 years old)

Number of Students: 12

Standards:

Early Literacy- C.EL.1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)

Objectives:

Students will be given letters to manipulate the first letter in words to create a new word (phonemes).

Grouping Strategy:

Small group

Materials:

Magnetic letters (D, S, A, D, T, M, L, B)

One piece of paper per student with three boxes drawn on the paper

Introduction:2 minutes

Teacher will instruct students that they will be creating words! Students will identify the letters in front of them as well as the sound for each letter. The teacher will start by saying point to the letter (name a letter). Then have the students say the sound of that letter.

Basic Procedure/Instructional Strategies:10 minutes

1. We are going to start with the word mad. The teacher will elongate the word mad while pointing to which box each sound would fit.
2. The teacher will elongate the sounds for mad as /m/ /a/ /d/. The students will choose the appropriate letters to fit into each box.
3. After each student has created the word mad ask the students' what word they just made. The students should reply with mad.
4. The teacher will have students identify what letters they used to make the word mad.
5. The teacher will then say now we are going to change one of the letters to make a new word. Lets' try the word dad. Which letter do we not need anymore? The students should remove the M.
6. Then the teacher will say the word again using the phonemes /d/ /a/ /d/. The process will keep going to create words but only changing out the onset (beginning letter).
7. Teacher will have students create other words such as sad, tad, lad, and bad.

Closure/Extension/Transition:3 minutes

1. After changing out the phoneme for each of the words, have the students recall a word they made and what letter they needed to have in the front to make the word.
2. If students want, they can try to make a new word by themselves using a different letter and identifying what word they made.

Accommodations/Modifications:

The teacher may need to point to the student's paper as they say each phoneme of the word to help the student figure out which phoneme goes in which box. The teacher may need to limit how many letters are in front of the student by only offering 2-3 letters at a time so the student does not become overwhelmed.

Lesson name: Phonics**Date:** 3/19/2021**Grade:** Headstart (3-5 years old)**Number of Students:** 12**Standards:**

Early Literacy- C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language (This includes utilizing this concept as an emerging reading strategy.)

Objectives:

Students will identify letters to match their corresponding sounds.

Grouping Strategy:

Small Group

Materials:

Letters written on sticky notes

2-3 fly swatters

Introduction: 1 minute

1. The teacher will say we are going to practice our letter sounds and letter names. The teacher will explain how the sticky notes have letters on them and the students' goal is to swat at the letter the teacher says and identify the correct sound or the students will listen to the sound the teacher makes and swat the correct letter.

Basic Procedure/Instructional Strategies: 15 minutes

1. The teacher will explain and demonstrate how to swat the letters.
2. Explain to the students how this is a race and the first person to get to 10 points will be the winner.
3. The teacher will explain how first they will say the letter name and the students will have to swat that letter. In order to get a point the students have to identify the sound the letter makes.
4. The teacher will start by modeling. The teacher will say, find the letter S. The teacher will take the fly swatter search for S and swat it when the letter is found.
5. After swatting the letter, the teacher will say the letter S makes the sound /s/. Then the teacher would get the point.
6. Explain that if you get the sound wrong, then the next person who hit the letter will give it a try to identify the sound.
7. Start the game and once someone gets to 10 start a new game.

Closure/Extension/Transition: 4 minutes

1. After someone gets to 10 they can switch the rules of the game. Instead of saying the letter and having students identify the sound. The teacher can say the sound and have the students swat at the letter that makes that sound then identify the letter.
2. Then once a pair has completed the activity another pair can come and play the game

Accommodations/Modifications:

Some students may need less letters to choose from or can have a head start depending on who they are paired with.

Lesson Plan Reflections

Lesson Plan 1: Comprehension

In the lesson, students are expected to listen and participate in the story by making the sounds of the animals on each page. Students have had opportunities to read this story as it sits on our bookshelf in the library center to read at any point in the day.

A student had brought me this book several times to read to them. As we had read it a lot, other students started coming over to engage in the story. I chose a small group of students that had read this story a few times, to complete this lesson. This lesson was easy to get the students to interact with because they wanted to make the sounds of the animals and enjoyed reading this story. Some of them even have the animals we read about at their houses.

The reason I chose this particular group of students and the story was because they had prior knowledge of the story as a teacher has read it to them several times. There were a couple times I would have the students 'read' the story to me (mostly using the pictures to help them read). We would discuss where the animals live and other animals they may see that live in the same or similar environment. Making those connections between the animals we read about and other animals we discussed gives the students background information. Which in turn helps students with comprehension as they can generalize the information and hold more meaningful and concrete discussions about animals. Also, when we are reading this story in particular, students were able to make the sounds of the animals which helps with comprehension as not all students remember information by having it read to them. Some students need a little more support and by having students make the sounds during the read aloud will only benefit them to be able to comprehend the text better.

Lesson Plan 2: Fluency

In this lesson, I completed this activity by doing it one on one. The goal of this lesson was to practice saying the names of letters as fluently as possible. I was having students demonstrate two of the three fluency components which are accuracy and rate. Accuracy is the student's ability to name the letter automatically whereas rate is the speed of how quickly the student says the name of the letter. The third component of fluency was not demonstrated in this lesson as prosody refers to how a student expresses feeling while they read, so like pauses or intonations. Although, I could have students practice prosody by having them whisper the letter names or say the names with excitement. I would only do this if the student was naming most if not all their letters and were confident in doing so.

Practicing fluency is a vital part to reading. When students are able to read fluently they can focus on comprehending what they are reading instead of focusing on decoding words. If students struggle with reading fluently then they may lose track of the content of the story. The lesson I did with my students helps them learn letter names. It can also be used to learn letter sounds which will help when students are creating words. Students can then form sentences which will lead into reading longer and longer sentences.

Lesson Plan 3: Vocabulary

In this lesson, students were able to identify pictures of different items. The primary goal of the lesson was to identify the pictures to practice vocabulary. I did add on sorting as we do a shape of the week and have been talking about circles thus far. It was a bonus to also address sorting and classification. For most of the vocabulary words the students were able to identify the picture. One of the pictures that was challenging for some was the picture of the coin as some students referred to it as money. We talked about how it is something you can classify as money but it also has another name. I slowly pronounced the word coin which then some students were able to say coin. This activity will come in handy for lessons later as we will be creating words and manipulating the beginning letter to make new words.

Vocabulary can be challenging to pick up on if students are not exposed to environmental print. Our classroom is labeled with words and pictures so students know what the item is and where it belongs. During our studies, we also make sure to show pictures with the word below so students can make the connection of what the object is at sight. Exposing students to a variety of words including words that are similar like small, tiny and little will help with comprehension and word awareness. Even reading stories to the students and introducing vocabulary will help them understand what the text is telling them. Students may even make the connection between vocabulary words you go over earlier in the day to something in their environment. When a student makes connections between words that will build the students word awareness. The words we used in the lesson today were common words they would hear on a daily basis. Using words that students hear daily will build their word awareness and they will be more fluent in using words. The more students are exposed to not only seeing vocabulary words but also consistently using the vocabulary words it will allow students to have a better understanding of how the word is used. This is part of the definition of consciousness, which is to be aware of the surroundings. In this case surroundings are referring to students' environment. Students build their vocabulary in different environments as explained above. They learn about a word and how it is used in one environment and soon will be able to automatically and consciously use the word they learned in the next environment. This shows that the student has word awareness because they understand what the vocabulary word is and is able to apply the word in different situations/places.

Lesson Plan 4: Phonological Awareness

Before talking about the lesson plan, let's define phonological awareness and phonemic awareness. Phonological awareness is a broad term for manipulating and hearing sounds in a spoken language. For example, the word apple. We can count the syllables in the word as /ap/ /ple/ which are the units of sound. You can break a word down further by separating the onset and rime. By this I mean, taking the word bat and noticing how the onset would be /b/ and the rime would be /at/. But we can break it down even further by breaking the word bat down by phonemes. The phonemes in bat would be /b/ /a/ /t/. We took the word and broke it down to the smallest unit of sound. Phonemic awareness is just that, being able to hear and manipulate the smallest unit of sound (phoneme) in a spoken language.

In the lesson that is exactly what the students did, they took the smallest unit of sound (phoneme) and manipulated the beginning letter to create a new word. The lesson went well but I learned that I need to slow down when saying each sound so the students have time to process which sounds they are looking for. There were times that I needed to attend to a couple of students one on one and point to each box elongating the sounds. I would say /d/ /aaaaaaa/ /d/ so the student would hear the /a/ sound for a little longer. What also helped was starting over and saying the whole word by sounds each time. For example, when I was having the students make the word mad. I started by pointing to each box and said the sounds as /m/ /a/ /d/. The students would put the M first and then would not do the next letter. So, what I did was start at the beginning and said the sounds again like /m/ /a/ /d/. When creating a new word, I would do the same thing. I would not isolate the phoneme and not say the rest of the sounds.

Phonological awareness and phonemic awareness tend to be confusing. I remember it as a house. Phonological awareness is the house and phonemic awareness is a part of the house or better yet a room in the house. Granted both are about listening and hearing the sounds, so not only is this a phonological awareness lesson but is a phonics lesson as the students are connecting the sound with the letter! This lesson demonstrates students manipulating letters to make a new word (phonological awareness) and has the students matching the letter to the appropriate sound (phonics).

Lesson Plan 5: Phonics

In this lesson, students are learning how the alphabet represents the sounds of spoken language and the letter of the written language by playing a game. This activity was designed to increase the students' alphabetic principal, the idea that letters connect to sounds in order to help with reading and writing. This activity works with where the students are in their letter-sound knowledge. If the group of students needed to work on letter sounds, the teacher would say the letter name, have the student swat that letter and then identify the sound. Whereas if a group of students needed some work with letter names but knew sounds, then the teacher would do the opposite and say the sound, students swat the letter that makes the sound and then identifies the letter name. Since this lesson is singling out letters by sounds, students will also be learning about the smallest unit of sound or better known as phonemes. At the same time, students will be learning about the written symbols that represent a sound, those are called graphemes. Each letter in the alphabet is an example of a grapheme as it is a written symbol.

Overall, phonics encompasses a lot with different vocabulary terms. Phonics itself helps students identify the letters of a written language and the sounds of the spoken language. This lesson is an example of phonics instruction as it has students connecting the written letters with their appropriate sounds. Having a good phonics instruction is the basis to learning about the alphabetic principal. As students begin to pick up on the phonemes and alphabetic principal, students may be able to start studying words/parts of words or morphology. Break morphology down further and you get morphemes which are parts like the prefix, suffixes or the root word. With this age group, teachers are introducing and exposing students to letters and sounds and hearing how some letters make the same/similar sounds. We begin to construct words but the words being constructed are words with one morpheme. Phonics patterns and morphology play huge roles when teaching phonics. Having a solid understanding of parts of words will benefit students later when they are decoding words while reading, spelling words, learning new vocabulary, better comprehension, and will learn to be a more successful fluent reader.

Case Study Artifacts

Comprehension Assessment and Summary

The comprehension assessment I chose to use with my student was the listening comprehension assessment. For this assessment, the student and I read the story "Ten Little Kisses" together. I gave the student the worksheet and we read the directions together. For this one in particular, the student needed to draw what they heard in the story. The student drew a cat standing in the grass with the sun above. When we read the question at the bottom the student referenced their drawing to answer the question and said "When the cat says meow". Based off this assessment the student was able to recall an animal and the sound for that animal. The colors were not as accurate, the cat in the story was orange but this student chose purple. I gave the student another sheet and like the first one, the student needed to draw what they heard. The student was able to draw four other animals. Although, when the student named them back to me the student used the adult names and not the baby names for the animals. For instance, for lamb the student drew a sheep, chick was chicken, piglet was pig and foal was horse. Even on the first worksheet, the student recalled the kitten but called it a cat. Overall, the student recalled 50% of the animals between the two worksheets.

Comprehension can be measured in many different ways. Although, it depends on what age and where the student is developmentally. I chose to give this listening comprehension assessment because my student is not writing sentences or reading questions, it would not be developmentally appropriate to tell the student to read/write what they remember. I could dictate what the student says after I read the question or I could simply ask the student some guided questions to check for understanding.

There are two parts to comprehension, literal and inferential comprehension. Literal comprehension is when the student understands exactly what the text reads. Therefore, the answer is right in the text. This is when the student can skim or glance to find the answer. Whereas, inferential comprehension is when the student is able to determine what the text means and can draw a conclusion to get a deeper meaning.



Listening Comprehension

Draw what you hear. "Ten Little Kisses"



How did this book make you feel?



Fluency Assessment and Summary

The fluency assessment I chose to use was the Curriculum-Based Measurement (CBM): Letter Name Fluency (LNF) assessment. I chose this assessment because my student is not reading fluently at this time. To come up with a fluency assessment was challenging. When I completed this assessment with my student they were not yet reading simple words, whereas now they are reading and writing simple words such as mom, toy, stop, go, etc. Even with my student starting to read simple words, having them read sentences in a passage or book would not have been an appropriate way to test their fluency.

The student does know most uppercase letters and some lowercase letters so I generated an uppercase and lowercase list of letters in random order. The students' task was to name as many letters as possible in one minute. We started with the uppercase letters. The student had their own copy and I had a teacher copy to mark on. This was completed three times so I could get a baseline. Based off of her scores the student named 22/33 correctly. This tells me the student has an above fluency rate for naming letters. The student is at a mid-year level for Kindergarten. This is perfect because the student will be going into Kindergarten next school year. For the students lowercase letter assessment, they named 8/22 correctly. This one is a little lower but can turn into a goal to practice identifying lowercase letters. At this time, the student is showing me that they are right where they need to be for naming letters.

Curriculum-Based Measurement: Letter Naming Fluency: Student Copy	
P	E
T	R
B	D
Y	U
Z	L
X	
K	C
F	O
J	W
G	A
H	I
V	
N	M
Q	S
A	Q
C	L
H	X
E	
J	P
Z	R
T	M
V	I
O	B
D	
W	K
N	G
S	U
Y	F
Z	P
G	

www.interventioncentral.org • Copyright © 2009 - 2021 Jim Wright


Curriculum-Based Measurement: *Letter Naming Fluency: Student Copy*

c	j	b	s	l	t	q	u	v	y	x
f	g	m	k	n	i	o	w	r	h	z
d	e	a	p	t	p	d	y	m	u	q
o	w	k	j	r	a	f	z	n	i	g
v	h	e	c	s	x	b	l	m	u	y

Vocabulary Assessment and Summary

The assessment I used was the Expressive One-Word Picture Vocabulary Test. For this assessment I had a vocabulary flip book with pictures the student needed to name. First, I had to establish a basal. To establish a basal the student needed eight consecutive correct answers. The student had turned five years old, so we started at the 5-0 to 5-11 section. The student got two correct and then got the third picture wrong. Then, I needed to go backwards until I had eight consecutive correct answers. After I got eight consecutive answers, we continued forward until we got a ceiling, which is established by six consecutive incorrect answers. The student ended right before starting the 10-0 to 11-11 section. Their standard score was 98 which put the student right in the middle for their age. This student is on target for their age.

Vocabulary can be assessed in a lot of different ways. A teacher can do formal or informal assessments to find out where the students vocabulary level is. You can have students define the word, describe how to use the word, take observations, use a variety of language activities or have the student draw a picture. For older students you can have them give you synonyms or antonyms for the vocabulary word or use the word in a sentence.



EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST

4TH EDITION RECORD FORM

Name: MH Gender: F Grade: HS

School / Facility: Zaaguiwan Headstart Examiner: Angie Proctor

Reason for Testing: _____

Date of Testing: 2021 year 2 month 9 day

Date of Birth: 2016 year 2 month 13 day

Chronological Age: _____ year _____ month _____ day*

*Do not round months up by one if days exceed 15.

Comments: _____

Standard Score	Receptive Vocabulary	Expressive Vocabulary	Percentile Rank
145			
140			>99
135			99
130			98
125			95
120			91
115			84
110			75
105			63
100			50
95			37
90			25
85			16
80			9
75			5
70			2
65			1
60			<1
≤55			

Standard Score = 1 SD from mean


Percentile Rank = 2 middle quartiles

Score Summary	
Raw Score: <u>58</u>	Standard Score: <u>98</u>
Age Equivalent: <u>4-9</u>	Percentile Rank: <u>45</u>
Confidence Level: 90% <u>95%</u> (circle one)	
Confidence Interval*: <u>-90.56</u> to <u>+105.44</u>	

**See table on back page of Record Form

Comparison of Expressive and Receptive Vocabulary	
Expressive (EOWPVT-4) Standard Score	
Receptive (ROWPVT-4) Standard Score	
Difference	
Statistical Significance*	Y / N
Percent of Sample with this Difference*	

*See tables D.1 and D.2 of test manual for values.



Academic Therapy Publications, 20 Leveroni Court, Novato, CA 94949
(800) 422-7249 • FAX (415) 883-3720 • www.AcademicTherapy.com • Reorder No. 8546-1
© 2011 by Academic Therapy Publications. All rights reserved. Do not photocopy or otherwise duplicate this Record Form.

Phonological Awareness Assessment and Summary

The assessment I used to test phonological awareness was the PAST which stands for Phonological Awareness Screening Test. This assessment was a struggle for the student as they did not understand syllables or the onset-rimes. I would say, "say bookcase. Now say bookcase but don't say book". The student just repeated the whole word back to me instead of saying the word "case". I tried a few other words like tricycle but for that too the student was repeating the whole word back to me. When I tried a few onset-rime words the student could not remove the onset to tell me the rime. We did a lesson that worked on removing the beginning letter to make a new word and the student was getting the concept. But for this I told the student, "say feet. Now say feet but don't say /f/" the student could not tell me "eet.". Granted the level I was assessing the student at would be for preschool to mid kindergarten. This tells me to be a little more conscious about how the student may need to work on syllables, that would be the first step towards gaining phonological awareness. Once we get syllables I would move onto onset and rime with the student.

**PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A**
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: Cage Study - MH Date: 2/2/21 Grade: PreK Age: 4
Teacher: Angie D.O.B.: 2/3/16 Evaluator: Angie

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:	Correct	Automatic	Highest Correct Level:
Basic Syllable	___/12	___/12	(Levels not passed below the highest correct level)
Onset-Rime	___/10	___/10	
Basic Phoneme	___/10	___/10	
Advanced Phoneme	___/20	___/20	Highest Automatic Level:
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)

Approximate Grade Level: PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult
Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say bookcase. Now say bookcase but don't say book.
FEEDBACK: "If you say bookcase without saying book, you get case."

D1 (book)case 0 (sun)set 0 space(ship) 0 *just repeated the whole word back*
D2 (sil)ver 0 (mar)ket 0 gen(tle) 0

LEVEL E Say umbrella. Now say umbrella but don't say um.
FEEDBACK: "If you say umbrella without saying um, you get brella."

E2 (um)brella 0 (fan)tastic 0 (Oc)tober 0
E3 (a)lphabet 0 (Sat)urday 0 (tri)cyle 0

Basic Syllable Total: 0/12 A: 0/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say feet. Now say feet but don't say /f/.
FEEDBACK: "If you say feet without the /f/, you get eet. feet-eet."

(f)ee → eat 0 (c)ough → off 0
(t)ame → aim 0 (t)ime → I'm 0 (c)one → own 0

LEVEL G Say guide. Now say guide but instead of /g/ say /r/.
FEEDBACK: "If you say guide and change the /g/ to /r/, you get ride. guide-ride."

(g)uide /r/ → ride 0 (m)ore /d/ → door 0
(g)um /h/ → thumb 0 (l)ed /s/ → said 0 (t)eel /s/ → seal 0

Onset-Rime Total: 0/10 A: 0/10

- 238 -

Phonics Assessment and Summary

The assessment I chose to use is from Teaching Strategies Gold which is what I use for my job. This assessment in particular is to assess students' alphabet knowledge. This assessment can be used to assess a students' ability to recognize uppercase and lowercase letters, write uppercase and lowercase letters and what I used it for, letter sound connections. This assessment is a checklist, I put the dates on the sheet to help me see when the student identified the letter and may need a review for certain letters and sounds.

To begin this assessment, I brought over some magnetic letters, I put a few out at a time and asked the student to help me name the letters and sounds. The student would pick out letters they were familiar with and we went over the names and sounds. The student was able to identify 7 sounds out of 26. This is the total for what I gathered from the whole year thus far. Identifying more sounds would be a goal of mine for the student. The goal for the student would be to get half of the sounds by the end of the year. The student already knows 7 and would need 6 more sounds to achieve this goal.

MyTeachingStrategies™

Alphabet Knowledge for _____ - winter

16a. Identifies and names letters
16b. Uses letter sound knowledge
19a. Writes name
19b. Writes to convey meaning

Child's Name _____

	Recognizes Letters		Write Letters		Letter-Sound Connection
	Uppercase	Lowercase	Uppercase	Lowercase	
A	12/9	3-1-21			
B	12/9				1/6
C	12/9	1/6			
D	12/9				1/6
E	12/9			3/2	
F	12/9				
G	12/9		3/2		
H	12/9				
I	12/9	1/6		12/7	
J	12/9				1/6
K	12/9				
L	12/9	1/6	3/2	12/7	
M	12/9	1/6	12/7		1/6
N	12/9	1/6			
O	12/9	1/6	3/2		
P	12/9	1/6		3/2	
Q	12/9			3/2	
R	12/9	3-1-21			1/6
S	12/9	1/6			1/27/21
T	12/9	1/6	12/7		1/6
U	12/9	1/6		3/2	
V	12/9			3/2	
W	12/9	1/6			
X	12/9	1/6			
Y	12/9				
Z	12/9	1/6			

© 2017 Teaching Strategies, LLC, Bethesda, MD. www.TeachingStrategies.com
These materials may not be duplicated without the express written permission of Teaching Strategies, LLC.

Reflection of Students Strengths and Needs

This student I know very well as they are in my classroom this year. I have had this student since September of 2020. Knowing this student has given me an advantage, the lessons and assessments I used for this FORT alternative can be used to help plan for future instruction not only for this student but for the entire class.

During this time, I have learned more about reading instruction and how to assess students in all areas of reading development. I was able to create and implement lessons and assessments for comprehension, fluency, vocabulary, phonological awareness and phonics.

The comprehension assessment I chose to give was Listening Comprehension Worksheets. The students' objective was to draw what they heard. I chose this assessment because the student was not yet writing sentences. I was able to dictate the students' response by writing down what they said. The student enjoys reading stories so for this assessment I allowed the student to choose a book from our library center to read. By doing this, I knew the student was interested in the story and would engage in conversation about the story. The student's ability to recall information and answer questions about the story was definitely a strength.

As for the fluency assessment, I gave the CBM: Letter Naming Fluency Assessment. I learned from my coach when I give this assessment I need to create three different letter lists instead of using the one list three times. This would be one change to make when giving out the assessment again. I did learn a lot from giving out this assessment even though I used the same list three times. The student was still ending in different spots and naming letters incorrectly. Looking at the assessment, the student ended around the same spot but would mix letters up. On the uppercase assessment, the student would miss a few letters but then on the second try would name the letters. For example, on the second try the student missed V, U, Y, G, and C. When we did it a third time the student only missed G and Y out of those from the second attempt. This tells me that the student is still learning to name letters consistently. The lowercase assessment was a little more consistent as the student named the letters that look the same in uppercase and lowercase form. Like the letters, M and m, O and o and X and x. Overall, the student did very well on this fluency assessment. It would be interesting to try this again with three different letter lists instead of one list three times.

The third assessment made me feel like a speech and language pathologist as I gave the Expressive One-Word Picture Vocabulary Test. When administering this assessment, I was so surprised as to how many vocabulary words the student recognized. This was the student's strongest area! The student was able to name many pictures with mistakes throughout but did not get six consecutive wrong until right before the 10-0 to 11-11. I was very impressed with the student and showed lots of excitement which made the student feel proud too. I put my confidence level at a 95% because I have worked with this student for the whole school year thus far. The student scored at the mid-range of the confidence interval as their standard score was at a 98 and the interval was 90.56 to 105.44. I can connect this assessment to the comprehension one as the student was able to name the animals just as they were able to name the pictures in the vocabulary assessment. This student was on track and even a little above her age for vocabulary.

The next assessment I did was the PAST which stands for Phonological Awareness Screening Test. This assessment was to assess the students' phonological awareness which showed me where I need to go for future instruction. Phonological awareness is an area of need for this student as they could not break down syllables or get any of the onset-rimes. Future instruction would involve more work on syllables. It is interesting because I did a lesson with this student on changing the phoneme at the beginning of words and they did fairly well once

they caught on. We did use magnetic letters because I was assessing the students' ability to change the phoneme where the phonological assessment was completed verbally. This was the first time I have ever introduced phonological awareness with this student. Although the student struggled with this assessment, the phonological lesson will be a good lesson to help the student gain phonological awareness. I can create a word like "bookcase" and remove the letters for book and see if the student can tell me what word is left. This may be a good spot to start so the student can see it visually and then slowly move towards not using the magnetic letters but only use them as a way to check their thinking.

The final assessment was for phonics. For this assessment I used a checklist from Teaching Strategies Gold. I use this tool for all my students so I can see who needs to work on what for alphabet knowledge. This activity was interesting as I had the student go through the letters and simply tell me the names and sounds of each. The student took me by surprise with some of the letters they knew sounds too, which was very exciting. Based on what I know about the student and how many letters they know, I want to continue to work on letter sound connections as this is a vital concept to all other areas of reading.

As a result of administering all these assessments, I want to support my student in letter sound connections and then work on syllables. I believe that the vocabulary, phonological awareness and phonics lesson plans will benefit the student because I will be able to pick vocabulary words the student may or may not have heard of to learn. Then use the phonological awareness lesson plan to work on hearing and manipulating letters to create words and finally use the phonics lesson to reach the goal of learning letter sounds. I will continue to work with this student to enhance their reading development so they will be as prepared as they can be when they arrive in kindergarten next year.

Personal Reflection

Completing this portfolio has been an adventure but a good one at that. I have learned so much by completing the coaching sessions and writing lesson plans as well as assessments. I think because this portfolio is so hands on and is about being reflective, it has helped me understand the terminology and how the five areas of reading progress for students.

I am proud to have been able to complete this portfolio while working full time and being able to use one of my own students. When we first started this adventure, the student would ask me every day if we were going to do another activity later. That showed me the student enjoyed doing the activities and wanted to continue. It would have been a challenge if the student did not want to complete the activities, but thankfully that did not happen. As the student and I continued to work on the activities I always gave positive feedback which was helpful to them because it gave that student confidence about reading. Sometimes I was a little over dramatic with excitement but that kind of excitement encouraged the student to continue and work harder to complete any task.

Gestures worked really well for some of the activities. There were a few times when I was asking the student to identify the first sound they heard and even breaking down the word verbally as /b/ /all/ was not working, so I used my hands to show the sounds. I put up one hand for /b/ and my other hand for /all/ and asked the student which sound do you hear first. I would often need to repeat the sounds which is developmentally appropriate. After using gestures to help as a visual the student was starting to understand the first sound is at the beginning and was saying the beginning sounds. Another adjustment I needed to make was modeling. For many of the assessments this was challenging, most of the time you should not model because you want to see what the students know. During the lessons, I was able to model and explain the objective for the student and then we would go from there. Other adjustments that were made happened sporadically in order to assist the student in meeting the objective.

Having a coach really helped me talk through the whole portfolio process. I will admit I was super confused on the requirements but as we continued through the coaching and case study portions, I was able to ask questions and get feedback right away. This helped me to organize my thought process and focus what needed to happen first, second and so on. There were a few bumps in the road with being quarantined but we were able to push through and adjust as needed with meetings. As for receiving feedback for my lessons, that was awesome. I was able to record myself and have it evaluated by a reading specialist. What was even better is that we were able to reflect on it. I was able to talk about the next steps I wanted to take with my student, then my coach was able to provide ideas and give suggestions to how I can word my language to my student or have my student try. One example of this was when I did my first video, my coach noticed I picked vocabulary words that had blends which can make it hard for students to pick out the beginning sound. The coach's suggestion was to pick words that do not have blends so the student does not get confused and can really focus on isolating that beginning sound. By the next video I had accomplished that and then it was brought to my attention to work on creating simple words. My coach came up with the idea to create the three boxes which is explained more in the phonological awareness lesson plan and reflection.

It was interesting to me how much I remembered the terminology for reading instruction but could not identify the definitions. This whole experience of teaching reading and teaching reading skills to preschool students really opened my eyes as to how important foundational skills are especially for reading. There are many steps to achieve before a student becomes a successful reader. As an educator of young students, I realize how much of an impact I can have

on their reading development. With that I thank my coach for assisting me throughout this whole portfolio process. It was long but well worth it.

Notes from Coaching Experience with Reading Specialist

#4 coaching 2/15/21
 * short reads - a + manipulate
 move to least sand
 * do questions + portfolios → 3/1 will send packet in a email!
 * will receive example
 * send rubric w/ portfolio

12/15/2020
 715-346-2040
 Email: education.office@unwsp.edu
 Direct comments to webmaster

FAST Alternative - School of Education | UNWSP

Met w/ Dr. Garte 1/11/21 @ 8:00pm
 * ECSPED license → literacy licenses → 6 consecutive semesters (3 yrs) w/ initial
 license
 * Coaching 4x - a student w/ data - goal
 literacy → Obj. to 5 components → reading letters in a word
 * google docs - word.
 * pick a segment w/ literacy data
 w/ each component
 - instructional goal? (winter)
 - assessment for each component
 * complete assessments
 * TSG letter assessment - phonics

1/11/21 #1
 * portfolio - all assessments
 * ~~phonics~~ ~~fluency~~
 * phonics assessments
 * went over fluency + phonics assessments
 * use creative curriculum - use it
 * individualize for case study

2/1/21 #2
 * teach a lesson about
 goal - words it for 2/1/21

2/1/21 #3
 * having her say the beginning sounds
 * choose pics B, J, S + 4 for lesson #2 → can do the same as lesson #1
 * say away from blends
 * have to write up my own lessons when you do portfolio
 DAD Tad
 the 8
 God

2/8/21 #5
 * send part to Amber start mixing reading
 * phonological awareness - doing individual ~~tasks~~
 * rotating over or
 * ending reading
 * 2 ppd copy take it out
 * generate letters - beginning onset in word
 of fine

<https://www.unwsp.edu/education/Pages/for/initialnaive.aspx>

3/3

Documentation


UWSP Alternate Certification Pathway for SPED-Only Candidates Documentation of Feedback and Coaching

Directions: After participating in three or more feedback and coaching sessions, complete this form, including the reflection questions, and place a copy or link to the completed version of this form in your electronic portfolio. Please check that the link you share gives appropriate access to the reviewer.

Note to Candidate: The alternate path to licensure established by Act 44 requires candidates to participate in multiple (minimum of three) opportunities for feedback and coaching from an individual who is an expert of reading instruction. An expert of reading instruction is defined as someone that has their Reading Specialist license or a doctorate in literacy. Candidates that take their course of study (EDUC 302, 309, 715, 718, 747) during or after Fall 2020 will receive their coaching and feedback within the course of study. Candidates that completed the course of study prior to Fall 2020, may complete the feedback and coaching requirement with any licensed Reading Specialist (license #17/5017). If you currently work for a school district, we suggest you collaborate with a reading specialist (license #17/5017) employed by your school district. If you do not have access to a reading specialist, you may work with a UWSP faculty member. Contact Dr. Amber Garbe (agarbe@uwsp.edu) or Dr. Lynda Fernholz (lfernhol@uwsp.edu) at UWSP to schedule feedback and coaching sessions with UWSP faculty.

Please confirm that the person providing you feedback and coaching has an #5017 license through the [DPI license look-up website](#).

Candidate Name	Angela Preisler
Candidate's UWSP Identification Number	11337743

Name of Person Providing Coaching/Feedback	Amber Garbe
Wisconsin Educator License #	663841
Email Address:	agarbe@uwsp.edu
Signature	

Coaching and Feedback Session Dates (three or more dates):	2/1/2020, 2/8/2020, 2/15/2020
--	-------------------------------

The coaching and feedback must be provided around at least three of the five most essential components of reading. Please check which components were discussed during feedback and coaching.

Comprehension			Fluency	
---------------	--	--	---------	--

Phonics	X		Vocabulary	X
Phonological Awareness	X			

Directions to the Candidate: *Please complete the following reflection questions after completing the feedback and coaching sessions.*

1. What adjustments will you make to your instruction in the future based on observations of student learning you made while instructing?

A future adjustment I would make to my instruction is working on manipulating different letters to create new words. We attempted this by making three boxes and changing the onset (beginning letter). First, the student made one word by listening to each sound as I pointed to each box. After creating the first word the student changed the onset to create a new word based off of what sound they heard in the beginning. After seeing how well the student was able to change the onset, I would move forward to changing the last letter. If the student was able to manipulate the last letter then I would move forward to changing the middle letter using short vowels. I would also continue to work on learning letter sounds, so the student is able to feel confident and successful.

2. As a result of the coaching and feedback provided to you, what changes will you make to your future instruction?

One change I will make to my future instruction is after giving out the instructions, have the student be the 'teacher'. Having the student teach me about the lesson at hand. I would act as a facilitator as I guide and help the student scaffold what they already know to make connections to the current activity. As mentioned above, the student was changing the onset to create a new word. After modeling how to sound out the word, I would encourage the student try it themselves. Next change I would make is to have the student identify the beginning sound. This way I can hear if the student is understanding what I am teaching them or if I need to provide some hints or change my wording so the student can understand what I am asking them to do. Another adjustment I would make is to make sure I do not use words with blends. This may be confusing for the student to learn individual sounds if I use words that have blends.

Resources

- Brownell, Rick MA. Expressive One-Word Picture Vocabulary Test. 4th Edition. 2010. Retrieved February 4, 2021 from Lac Du Flambeau Elementary School.
- Kilpatrick, David A. Phonological Awareness Screening Test. 2018. Retrieved January 20, 2021 from <https://www.thepasttest.com/>
- Teaching Strategies, LLC, Bethesda, MD. 2017. Retrieved on January 6, 2021 from www.teachingstrategies.com
- West, Tara. Little Minds That Work. Listening Comprehension. 2017. Retrieved on February 3, 2021 from <https://littlemindsatwork.org/listening-comprehension-freebie/>
- Wisconsin Model Early Learning Standards. October 2017. Retrieved March 15, 2021 from https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf
- Wright, Jim. CBM: Letter Name Fluency. 2013. Retrieved on January 20, 2021.