

Literacy Learner Project- A Case Study of a 2nd Grade Literacy Learner

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Literacy Learner Project: Part One

I . Background and Rationale

Each child comes to us with varying abilities and understandings surrounding academia; due to this, educators need to provide differentiated instruction to support our learner's specific needs. Differentiated instruction means to meet the student where they are and provide a tailored learning experience, not a one-size-fits-all approach. As described in "Best Practices to Change the Trajectory of Struggling Readers" by Victoria J. Risko and Doris Walker-Dalhouse, "...differentiated instruction gives readers the access to the same curriculum as their classmates, multiple opportunities to participate in mixed-ability grouping learning, learning outcomes commensurate with students' skills and ability, and learning assignments designed to meet students; needs" (*Best Practices to Change the Trajectory of Struggling Readers* 2015). Thus, when one provides differentiated instruction, they provide students with an equitable educational experience and tune their instruction to match students' strengths and support their weaknesses.

I consistently implement ideas and strategies that support and promote student learning as an educator myself. My personal goals as a teacher are to provide my students with evidence-based instruction that supports their education and provides them with opportunities to be successful, build confidence, and strengthen their academic abilities. I emphasize a differentiated approach to education and believe strongly that we disservice our students without differentiation. This project amplified my daily instructional strategies by creating a specific learning plan for my focal student to support literacy development. In addition, this project continues to support my stances surrounding differentiation for all learners. Throughout this project, I will continue to uphold my values as an educator and provide equitable education for

all students. One of my goals throughout this project is to develop more progress monitoring techniques that will be applicable for future students.

II. Home and Family

The focal student I chose for this project is Eli. He is a 7-year-old second-grade student from mid-Michigan, and he is one of my current students. Eli is caucasian and is a native English speaker. He has an overall timid demeanor and is eager to please. Eli is significantly behind grade level in all subject areas but struggles particularly in the domains of reading, especially phonemic awareness and phonics. These delays impact his ability to comprehend grade-level material. He receives intensive speech and further literacy intervention services from a title-one reading paraprofessional. Due to his speech and other academic delays, he struggles to make friends. As the year has continued, he has had more behavioral issues surrounding communication; I believe this directly impacts his intelligible speech. As a result, Eli struggles to attain grade-level tasks and often becomes distracted and frustrated.

Eli's life at home is consistent. His mother is aware of his difficulties and supports further intervention and special education testing. He has an older sibling who also receives special education services. His mother works in the medical field and often works the third shift. Her work shift hinders their ability to read together, as when he gets home, she is getting ready to leave, and she is exhausted between work and the needs of her sons. She related some information surrounding his interest in reading while at home and reported that he prefers to play and gets frustrated when they practice reading and writing activities. She understood the importance but stressed that there was not enough time in the day. He has access to books from our classroom library and school library, but his mother shared they do not have many books at

his reading level. I reminded her of some of the resources available to her, such as Raz-Kids. She and I left the conversation hopeful she would make the time to implement something.

III. Emotional Climate

I do not believe in rewarding reading; instead, I allow them to turn and talk to a partner about what they just read. I feel that schools do a great job supporting extrinsic motivation, but not intrinsic, so I do not reward students for academic achievements. I teach second-grade and want them to develop a sense of self and perform well for themselves, not candy. I foster reading interest in my classroom through not leveling my library, as I feel that children should read from curiosity, not by level. This philosophy is supported by the Science of Reading (SoR) and through Best Practices of Literacy Instruction in chapter three. As stated within the chapter, "Researchers refer to interest as intrinsic motivation, meaning something we do for its own sake" (*Best Practices for Motivating Students to Read* 2019). This quote aligns with my instructional goals. Eli is motivated by Chromebook time, and I reward them with days on Epic to listen to reading. Additionally, I set him up with decodable readers, which allows him to feel more independent during reading times which has been empowering for him.

Literacy Learner Project: Part Two

IV. Literacy History

I am fortunate to have access to several pieces of data for my focal student, Eli. My district utilizes four main components of data to help provide further instruction and invention:

1. His NWEA reading score for Fall 2021 was 149; this places him around the second trimester (winter) kindergarten.
2. This week, Eli was reassessed for his DRA level and received a 2, aligning him with the kindergarten band.

This information benefits me as I prepare to make groups and choose interventions. From this data, Eli has strengths in letter recognition and letter-sound correspondence; however, he struggles with phonemic awareness, phonics, comprehension, fluency, and vocabulary (all five domains of reading). According to McKenna and Stahls' cognitive model, three components differ slightly from my district's vision of five overall, though many overlap as I examine the flowchart presented in the text (Dougherty et al., 2020). My district is passionate about the ideology that our students cannot have comprehension without foundational skills, which my teaching philosophy aligns with, as well as McKenna and Stahls, cognitive model. Unfortunately, because of COVID-19, Eli did not receive any planned interventions during his first-grade year. He has been receiving intensive intervention as of October of this academic year.

Daily, I host a two-hour literacy block; during this time, we have a phonemic awareness lesson, a phonics lesson, spend time analyzing text and writing. In addition, during this block, I carve out time for the reader's workshop; during the reader's workshop, students go through two or three stations where they read independently from interest, work on word work for the week, and utilize Raz-Kids or Epic (websites that support literacy development).

During my small group instruction, I follow the Phonics First curriculum. Often, I supplement the curriculum with fun games to shake things up and keep the lessons fresh for my students. During this time, I follow a general lesson template that aligns phonics lessons outlined by *Letters Lessons and First Words* written by Heidi Anne Mesmer. She states that a phonics lesson has five essential parts a chance to review words and letter sounds, a phonemic awareness portion, decoding words, writing words, and lastly, reading words in context (Mesmer, 2019). This outline follows my curriculum to a tea and aligns with my instruction beliefs. In addition, he receives small group intervention from me at least four days a week for fifteen to twenty

minutes. He is hard-working during these periods but performs much better in a small group than in a whole group setting. When he has had enough, he begins off-task, distracting behaviors, and it is easy to identify when he needs a break. In general, Eli is not interested in most subject matter; due to the significant delays, he grows frustrated with writing and reading activities.

To further identify Eli's needs, I plan to administer the CORE Phonics Survey to analyze Eli further and target his phonemic awareness and phonics deficits. From the CORE Phonics Survey, I plan to implement the Phonics First intervention and lay a solid foundation. In addition, I plan to use the Acadience assessment with the intent of using the nonsense word fluency (correct letter sounds) and the nonsense word fluency (whole words read) portions. Those areas are areas of growth for him, so I am eager to see the outcome of additional interventions. These assessments will provide me with additional information regarding his phonemic awareness and understanding of phonics. The information gained from these assessments will allow me to provide targeted intervention and support him in literacy.

V. Assessments Given and Summary of Results

Pre-Test

I gave Eli the CORE Phonics screener in a private one-on-one setting to best support his ability to focus. The CORE phonics screener has two main domains; alphabet skills and letter sounds and reading and decoding skills; under these domains, there are a handful of targeted skills. Eli concluded the first domain and knew 25/26 uppercase letter names (missed R, said I), 25/26 lowercase letter names (missed R, said I), 21/21 consonant sounds, 0/5 long vowel sounds, 4/5 short vowel sounds (missed e). From here, I moved on to the second portion of the assessment; reading and decoding. He could not read or decode any of the words in the subsections, and I concluded the test at that point, as he appeared to grow frustrated. In part e;

short vowels in CVC words, he was able to sound each sound out, but then could not blend them and often said an entirely different word for example; “sip” he sounded out /s/ /i/ /p/, but when he blended it he said “nip.” There were times when the letter-sound correspondence was off.

The CORE phonics screener provided me with comprehensive insight into Eli. As noted across texts, articles, and courses, a student must first have phonological awareness and phonics before successfully reading with accuracy and fluency. This assessment shows me directly where to begin Eli and I’s journey to getting him back where he needs to be. It is easy to assume what our students do and do not know as an educator, but there is no more guessing through this quick assessment. I selected this assessment because it aligns with our tier three intervention, Phonics First, and provides me with a clear and concise image of what he knows and what he does not know.

Additionally, I gave Eli the Acadience assessment in a one-on-one setting. His overall Acadience score was 46, which places him well below our grade level goal of 141; this score puts him around beginning kindergarten. Furthermore, Eli scored 9 in nonsense word fluency (correct letter sounds), a 0 in nonsense word fluency (whole words read), a 7 in oral reading fluency; with an overall accuracy rate of 78%, and for his oral reading fluency, retell he received a 0; with a quality rating of a 1. Again, there were times when his letter-sound correspondence was off. This assessment provided me with additional information that supports my initial findings of a need for phonemic awareness and further phonics instruction. I selected this assessment because it’s evidence-based and refines my instructional strategies and design learning groups. When I reassess him, I want to zero into the first two categories, as I feel that is more developmentally appropriate for his abilities and helps tighten my findings and goals.

Post-Test

Since the initial assessments, Eli has had additional services added to his file. He meets daily for 30-minutes for reading intervention with one of our instructional paraprofessionals in a small-group setting. After a few weeks of this intervention, I expressed my academic concerns about him to building administrators. After reviewing his file and assessment data, Eli would receive additional one-on-one support from our Speech and Language Pathologist (SLP) for 30-minutes daily. He is still receiving whole group daily group and small group instruction to help develop his phonological awareness and phonics abilities from me.

To see Eli's growth after the additional support and lessons, I gave him the CORE Phonics screener for one of his reassessments. I gave him this assessment in a one-on-one setting with his SLP, as his speech makes it difficult to understand him, and I wanted to ensure I understood what he had said. Eli knew 26/26 uppercase letter names (growth), 24/26 lowercase letter names (decline), 21/21 consonant sounds (not applicable), 1/5 long vowel sounds (growth), 4/5 short vowel sounds (no growth). After examining the information from the first section of the assessment, Alphabet Skills and Letter Sounds, I concluded that Eli grew in two areas. Still, the growth was slight and did not reflect the intensive interventions he received. The second portion of the assessment, Reading and Decoding Skills, brought new growth. For example, Eli scored 7/15 for short vowels in CVC words (growth) and 2/15 for consonant blends with short vowels (growth). I decided to end the assessment at this point as Eli was growing frustrated, and I felt like the assessment was beginning to get too difficult for him.

Additionally, I reassessed Eli in his nonsense word fluency (correct letter sounds) and nonsense word fluency (whole words read) using Acadience. Eli scored 20 in nonsense word fluency (correct letter sounds), which showed growth by 11 points. In his nonsense word fluency (whole words read), he scored a 2, which showed growth by 2 points. He is still working toward

blending sounds; however, this information tells me he has made gains in letter-sound correspondence and that we are moving in the right direction. After these assessments and a follow-up with further assessments, a team of professionals and I decided to recommend testing to provide him with additional academic support. His mother agreed, and we are moving forward with this process. I am eager to help Eli get the services and instructional support he needs and am optimistic that he will become less frustrated during instructional times.

VI. Lesson Plan Matrix

After initially assessing Eli, I was better able to identify his strengths and growth areas. I knew I wanted to start with reteaching vowel sounds, segmenting sounds, and developing a plan for decoding CVC words. My game plan is, to begin with, a couple of Phonics First lessons, as these target decoding and are leveled by ability. The lessons also follow a set scope and sequence, which is vital for quality intervention.

Lesson Foci/Date:	Objectives: (includes performance, conditions, and criterion. State the Common Core State Standard at the end of each objective.)	Instructional Materials: (what will use to deliver the main objectives of the lesson.)	On-going assessments: (to measure attainment of objectives.)
<i>October 18, 2021,</i> Phonics First Lesson 1-1 (Ö)	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the ö sound and decode two CVC words with ö sounds.</p>	<ul style="list-style-type: none"> • Lettercard - O • Sand for sensory writing • Sentence strips • Marker • Pencil • Phonics First curriculum 	<p>Observational Data Initially, I led most of the lesson. Eli was able to identify that the letter O says ö. However, he was unable to give me the long sound ö. He needed additional help when segmenting sounds and was unable to blend at first; however, he was able to with limited support by the end. Eli could retell me a word with the ö sound but could not generate a new one. I felt it was alright to move on as the curriculum is recursive.</p>
<i>October 19, 2021,</i> Phonics First Lesson 1-2 (ä)	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word</p>	<ul style="list-style-type: none"> • Lettercard -A • Sand for sensory writing 	<p>Observational Data Eli's speech was recently upped to five days a week, so</p>

	<p>analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the <i>ă</i> sound and decode two CVC words with <i>ă</i> sounds.</p>	<ul style="list-style-type: none"> ● Sentence strips ● Marker ● Pencil ● Phonics First curriculum 	<p>he receives five days of reading intervention and five days of speech. He could decode seven of the words with support but struggled greatly with blending the sounds for the most part. However, he successfully identified three of the words listed by the end of the lesson. He could not retell me a word with short /a/, nor could he generate one. I plan to revisit this lesson.</p>
<p>October 20, 2021, Phonics First Lesson 1-2 (<i>ă</i>)- Part 2</p>	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the <i>ă</i> sound and decode two CVC words with <i>ă</i> sounds.</p>	<ul style="list-style-type: none"> ● Lettercard -A ● Sand for sensory writing ● Sentence strips ● Marker ● Pencil ● Phonics First curriculum 	<p>Observational Data Eli began the lesson again and was much more successful. He correctly blended eight of the words listed on the page but grew frustrated, so I stopped the lesson and planned to circle back. He had an off day in general, and I felt it was best to suspend the lesson.</p>
<p>October 25, 2021, Phonics First Lesson 1-2 (<i>ă</i>)- Part 3</p>	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the <i>ă</i> sound and decode two CVC words with <i>ă</i> sounds.</p>	<ul style="list-style-type: none"> ● Lettercard -A ● Sand for sensory writing ● Sentence strips ● Marker ● Pencil ● Phonics First curriculum 	<p>Observational Data After a short break, Eli and I got back at it! He was in better spirits and did well on the beginning three-part drill. I felt optimistic about continuing the lesson. Eli showed progress in the <i>ă</i> sound, and I felt comfortable moving on. He retold me a short /a/ word and generated two words. He also used his sand writing. Overall, a successful day!</p>
<p>October 26, 2021, Phonics First Lesson 1-3 (d)- Part 1</p>	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the <i>ă</i> sound and decode two CVC words with <i>ă</i> sounds.</p>	<ul style="list-style-type: none"> ● Lettercard -D ● Sand for sensory writing ● Sentence strips ● Marker ● Pencil ● Phonics First 	<p>Observational Data A general rule seems to be that consonant sounds are easier for students, which remained true for Eli. His only struggle was CVC words with short I in them;</p>

	<p>.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the d sound and decode two CVC words with d sounds.</p>	curriculum	for example, they did. He met his goal, and I feel comfortable moving on to the next sound, as /d/ was picked up quickly.
<p>October 27, 2021, Phonics First Lesson 1-4 (g)- Part 1</p>	<p>CCSS.ELA-LITERACY.RF .2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF .2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Objective: Generate a word with the g sound and decode two CVC words with g sounds.</p>	<ul style="list-style-type: none"> ● Lettercard -D ● Sand for sensory writing ● Sentence strips ● Marker ● Pencil ● Phonics First curriculum ● BananaGrams (game) 	<p>Observational Data</p> <p>In the spirit of the upcoming holiday, I chose to play a game instead of doing the same old stuff. Eli responded well to this approach and seemed highly engaged! Again, consonant sounds seem easier to navigate, and he did well on the /g/ sound. He had to make CVC words with a /g/ somewhere in the word during our game. He made /g/ /i/ /g/ and /g/ /u/ /t/! This was big, and he enjoyed this activity. I will consider doing this again because he seemed to enjoy it!</p>

Literacy Learner Project: Part Three

VII. Reflection

In many ways, this project allowed me to zero in on my focal student, becoming an informed advocate for him. I was able to monitor his progress and development throughout our lessons closely. This project allowed him to remain more on my radar than he would have been without this assignment. I followed the Phonics First curriculum for all my lessons, this is a new (for me) intensive phonics program, and I was excited to see its effectiveness, especially with Eli. I knew that I needed to begin with addressing his phonemic awareness; as stated in chapter four of Best Practices in Literacy Instruction, "research has demonstrated that phonemic awareness is linked to success in early reading"(Best Practices in Early Literacy 2019). Each lesson begins with a review of learned letter sounds; then, the teacher says a sound, and the

student writes the corresponding letter. After the phonemic awareness focus, the student then uses the blending board and builds CVC words by analyzing the sound-letter correspondence. I then followed the list of words and sentences to allow the student to practice words in context. To ensure he understood each sound, we tapped out the sounds, and I modeled first, then we did it together, then he did it independently. We would identify all the words with our sentences, then place them in order and read it. I would read it first, then we read it together, then I scrambled the sentence strips up, and he had to reorder the story. Once you get further in the curriculum, they provide decodable readers, which I love using. I feel that decodables empower my students who struggle with reading and feel confident; however, we had not progressed far enough to read a decodable at this point in the scope and sequence.

There were many moments during our lessons when Eli would slowly grow frustrated with the content and the length of the lessons. Each small group lesson was upwards of 20 minutes, which is long when you are seven. There were times I trimmed the lessons and decided to return to these concepts and ideas in the following lesson. I believe there is no use in forcing a child to continue once they have reached a level of frustration. Through these lessons, Eli gained one long vowel sound and saw a 9 point growth in reading and decoding short vowels in CVC words and consonant blends with short vowels. Additionally, we saw an 11 point gain in his nonsense word fluency (correct letter sounds) and a two-point gain in his nonsense word fluency (whole words read). From the assessments, I can conclude that the interventions are successful but not progressing at a rate that would encourage our team to believe he will reach grade level. With all that said, I am eager to continue this curriculum with him and watch him make gains; however, as I did in my last lesson, I would like to continue to find ways to create a game-based

approach to teaching this. In addition, I feel that other students would also prefer a more game-based approach, which would increase my overall engagement.

VIII. Recommendations to Teachers and Parents

Teacher Recommendation

Eli is a hard-working student who is working toward reading words in context. His performance on both noted assessments shows he is behind at least one full academic year. Eli needs phonemic awareness and intense phonics instruction moving forward. He currently receives services for speech and his delays in reading. I focused on two main goals for our lessons; generating a word following the sequence and decoding two words following the sequence. He often grew frustrated with the academic goal; this led to the segmentation of the lessons. I could differentiate for him by segmenting the lessons, which best modeled my teaching philosophy. The goal I set forth was designed to help provide a baseline of mastery. I did see growth from Eli during the succession of the six literacy lessons; it was small, but there was growth.

Eli's strengths are in his letter-sound correspondence for upper and lower case; he was able to identify all 21 consonant sounds. Areas of growth include short and long vowel sounds, segmenting, and describing words. Eli needs additional support in letter formation if time allows. From the assessment data and growth indicated, I would recommend providing Eli with additional academic support through special education services; with this said, I would recommend a REED evaluation and continue pursuing the avenue of special education services. Additionally, I would recommend continuing the Phonics First curriculum to support his phonemic awareness and phonics delays. Their curriculum offers a scope and sequence aligned with professional texts such as *Letter Lessons and First Words* by Heidi Anne Mesmer. I would

continue using Heggerty as an additional level of support. Another potential intervention one could utilize is SPIRE. SPIRE is methodical as it has a recursive pattern; this would benefit Eli and allow him to have additional practice. Finally, I suggest Eli start with decodable texts and work toward easy readers. It is vital he feels comfortable with the text as he often grows frustrated.

Above all, please keep in mind that Eli is aware of his needs and does feel insecure due to them. I recommend more than anything to continue encouraging him, standing behind him to cheer him on, and reminding him you're in it together. I wish nothing but the best for Eli and you during your time together, and I am hopeful you bring new insight on him.

Best Regards,

Staci Maule

Parent Recommendation

I have had and continue to have the privilege and opportunity to work alongside Eli throughout his second-grade academic journey. The past weeks have brought growth, lots of hard work, and some moments of frustration for Eli, but he persevered through the challenges. In September, I gave Eli the CORE Phonics Screener and Acadience to develop a knowledge baseline and identify his individualized learning needs. He did perform below grade level on both assessments, which aligns with his other assessment data. Based on these assessments and others, I decided to work on his phonemic awareness coupled with his phonics abilities.

During my one-on-one phonics instruction, the goal for achievement was to generate a CVC word with that learned sound and decode two CVC words with the learned sound. We met this goal by taking the lessons in pieces and completing the tasks methodically. Eli's strengths

are in his letter recognition for upper and lower cases. In addition, he has shown mastery in consonant sounds. However, he is still working on long vowel sounds and mastering short vowel sounds. Nevertheless, my first assessment showed a visible growth in uppercase letter names, long vowel sounds, reading and decoding short vowel CVC words, and consonant blends with short vowels.

I would recommend taking a game-based approach with Eli, as this seems to be a modality he responds well to. A game we play in our small groups is Bananagrams; the game is similar to Scrabble, but you're provided with fewer letters. I usually give them a vowel for the middle and make CVC words. Then, while touching each tile and saying each letter sound, begin to blend the sounds. The player with the most words wins.

Additionally, I would recommend using decodable texts for Eli and starting with short vowels; his teachers can supplement these texts. I would also suggest reading every night to read for enjoyment. I don't want to discourage him from selecting texts he finds interesting, so please enjoy stories above his reading abilities. Would you please let me know if there is anything further you need or have any questions pertaining to his assessments?

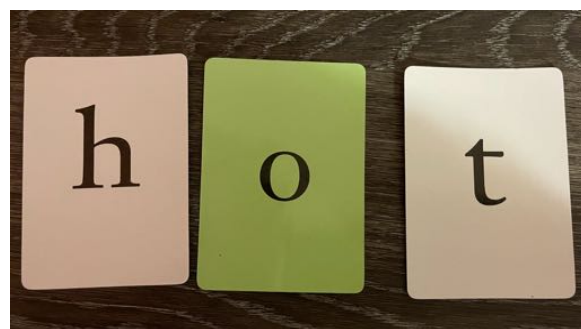
Best Regards,

Miss Maule

IX. Appendices of Work



/G/ /I/ /G/ and /G/ /U/ /T/ from lesson 6.



This was one of the words we segmented in lesson 1.

A. Words for Fluency Practice

- at got mad mom dad
- mat cat dog tot cot
- add

B. Phrases for Fluency Practice

- a cat a mom a mad cat
- a mad mom a dog a dad
- a mad dog a mad dad a tot
- a mat a mad tot got a mat

C. Sentences for Fluency Practice

- I got a cat.
- I got a dog.
- I got a tot.
- I got a mat.
- I got a cot.
- A tot got a mat.
- A cat got a cot.
- A dog got a mat.

Phonemic Awareness Activity: Guess What! /a/

Review: Show students the letter from Lesson 1-1, and review the sound.

Tell Students: "Today we are going to listen for the sound /a/ in words."

Ask Students To: Repeat the new sound several times in chant format: /a/ /a/ /a/

Instruct Students: "I am going to give you a clue to guess what my word is. The word will have the sound /a/ at the beginning or in the middle of the word."

These words will have the new sound at the beginning.

- ... comes in red, green and yellow and grows on trees." (apple)
- ... small, black bug crawls on the ground." (ant)
- ... reptile is green and has a long tail and sharp teeth." (alligator)

These words will have the new sound in the middle.

- ... is the way you feel when someone gets you angry." (mad)
- ... comes in flavors like grape and strawberry and goes on toast." (jam)
- ... you can wear on your head." (cap and/or hat)

Review: "What is the new sound we are listening for in our words?" /a/

Have students repeat again several times in chant form: /a/ /a/ /a/

Multisensory Sound Introduction: a Key Word: apple

* Key Word activities and games in the BrainSpring Members Area

Show: Show students the card with the letter a and tell them that this is the letter that spells the sound they were practicing. (What is that sound?) Identify the letter name. Keep the card visible throughout the lesson.

LESSON 1-3

Phonemic Awareness Activity: Slide the Sound /d/

Review: Show students the letters from Lessons 1-1 and 1-2. Review the sounds.

Tell Students: "Today we are going to listen for the sound /d/ in words."

Ask Students To: Repeat the new sound several times in chant format: /d/ /d/ /d/

Instruct Students: "I am going to ask you to put our new sound in front of some other sounds to make new words. For example, what would the new word be if I put the /d/ sound in front of /ad/? Let's slide those sounds together... /d/ /ad/ /dad/."

"Try this one with me. Put the /d/ sound in front of /ad/. Let's slide those sounds together... /d/ /ad/ /dad/."

Try these:

/d/ /ad/ /d/ /ad/ /d/ /ad/ /d/ /ad/ /d/ /ad/ /d/ /ad/

Review: "What is the new sound we are listening for in our words?" /d/

Have students repeat again several times in chant form: /d/ /d/ /d/

Multisensory Sound Introduction: d Key Word: dog

* Key Word activities and games in the BrainSpring Members Area

Show: Show students the card with the letter d and tell them that this is the letter that spells the sound they were practicing. (What is that sound?) Identify the letter name. Keep the card visible throughout the lesson.

All of my lessons were from the curriculum.



Writing practice from lesson 2.

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

- Letter names—uppercase
- Letter names—lowercase
- Consonant sounds
- Long vowel sounds
- Short vowel sounds

Reading and Decoding Skills

- Short vowels in CVC words
- Consonant blends with short vowels
- Short vowels, digraphs, and -tch trigraph
- R-controlled vowels
- Long vowel spellings
- Variant vowels
- Low frequency vowel and consonant spellings
- Multisyllabic words
- Magical Short vowels

Skills to review:

Skills to teach:

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

Say to the students: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

D A N S X Z J L H
T Y E C O M R P W
K U G B F Q V I

Print to Color & Read!

PART B Letter names—lowercase

Say to the students: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

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

PART C Consonant sounds

Say to the students: Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters g and t. If the student gives in correct, do not mark the Record Form. If it is incorrect, write the sound the student gives show each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

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

PART D Vowel sounds

Ask the students: Can you tell me the sounds of each letter? If the student cannot the letter, circle it or the long vowel sound. Then ask: Can you tell me another sound for the letter? The student should name the short vowel sound.

i = long sound e = short sound

o = u = a = o = u = i =

Recall "Y" on the first line for the long sound (letter name) and "y" for the short sound on the second line. If the student makes an error, repeat the error over the lesson.

Long vowel sounds (count the number of 'i's' above)

Short vowel sounds (count the number of 'y's' below)

Reading and Decoding

For Parts E through K, students must read both real and pseudowords (made-up words). For the real word lines, tell the students: I want you to read each line of words aloud. If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords go to the next set of items. Before asking the student to read the line of pseudowords, say: Now I want you to read some made-up words. Do not try to make these sound like real words. When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts E through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

o = i = e = u = a = o = u = i =

nap cut dit pen flap (pseudos)

Read each sound, but tape them together said wrong words couldn't blend together

PART F Consonant blends with short vowels

o = i = e = u = a = o = u = i =

nap cut dit pen flap (pseudos)

Couldn't blend together sounds weren't always correct

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Pre CORE Phonics Screener

Post CORE Phonics Screener

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

26/26 A. Letter names—uppercase
24/26 B. Letter names—lowercase
21/21 C. Consonant sounds
1/5 D. Long vowel sounds
4/5 E. Short vowel sounds

Reading and Decoding Skills

1/15 E. Short vowels in CVC words
2/15 F. Consonant blends with short vowels
1/15 G. Short vowels, digraphs, and -tch trigraph
1/15 H. R-controlled vowels
1/15 I. Long vowel spellings
1/15 J. Variant vowels
1/15 K. Low frequency vowel and consonant spellings
1/15 L. Multisyllabic words
1/15 M. Magic e/short vowels

Skills to review: _____

Skills to teach: _____

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase
Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

D A N S X Z J L H
T Y E C O R P W
K U G B F Q V I

26/26

PART B Letter names—lowercase
Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

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

24/26

PART C Consonant sounds
Say to the student: Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters k and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

d l n s x z j
t p c h m r
k w g b f q v

21/21

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PART D Vowel sounds
Ask the student: Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me another sound for the letter? The student should name the short vowel sound.

o S X i S X a x l o S X u S X
l = long sound s = short sound

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

1/5 Long vowel sounds (count the number of l's above)
4/5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K, students must read both real and pseudowords (made-up words). For the real word lines, tell the student: I want you to read each line of words aloud. If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: Now I want you to read some made-up words. Do not try to make them sound like real words. When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

l i p h i c e v i n g
3/5 s i t r o t h e t h e p h o e s t (real)
5/5 s i t r o t h e t h e p h o e s t (real)
7/15 L i s n o p (pseudo) (real) * Segment: t to the blends

PART F Consonant blends with short vowels

2/15 s t o p t r e q u i t (real) (real)
2/15 s i t t h e t h e p h o e s t (real) (real)
2/15 n a s k d i t t q u e d c a n g d r a n (pseudo) (real)

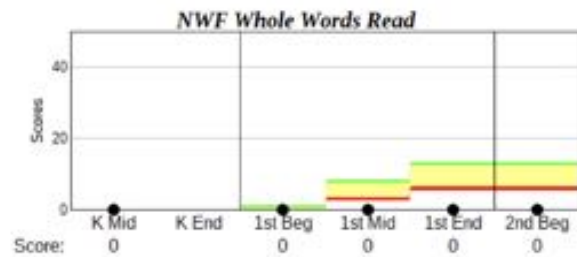
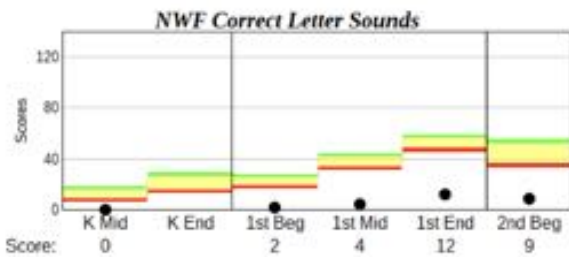
48
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PART G Short vowels, digraphs, and -tch trigraph

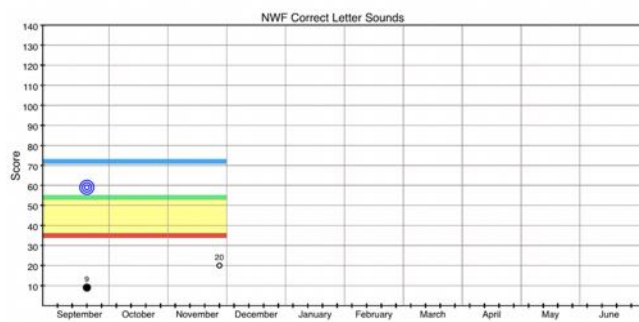
1/15 w h e y c h o p t h i n s h u t w i c k (real) Couldn't blend
1/15 d o d g e r a s h r i n g t h e n m a t c h (real)
1/15 c h i d s h o m d a t h p h i d f u t c h (pseudo)

PART H R-controlled vowels

Pre Acadience



Post Acadience (also shows pre)



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