Class Instructional Planning Report

Printed Tuesday, March 18, 2014 4:22:57 PM

School: Gerald Adams Elementary School   Reporting Period: 8/27/2013 - 9/25/2013

Class: Jones - 017

Teacher: Jones, M.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	5	566	544 - 611
Group 2	5	465	425 - 543
Group 3	5	378	348 - 409
Group 4	4	370	357 - 378

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
KERLENS ANNACIUS,   JAYLIN CARRAZANA,   BEAU HEBDEN,   AUDRINA MCCLELLAN,   UZIEL MORALES ESTRADA

Reading: Foundational Skills

GR	
	Print Concepts
K	» Distinguish letters from words (e.g., identify which is a word, not a letter, from choices *c*, *t*, *cat*; identify which is a letter, not a word from choices: *this*, *b*, *fox*)
K	Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
K	» Distinguish letters from numbers (e.g., select *J* from choices *J*, *8*, *7*)
K	» Compare the lengths of different words based on how many letters they contain (e.g., explain that *sit* is longer than *it* because *sit* has more letters)
K	Clap and count the number of words in a given sentence
K	» Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in *S, S, C*; pick the letter that is different in *E, f, f*)
K	» Distinguish between similarly spelled words that have different letters (e.g., pick the word that is different from the others in: *an, as, an*)
K	» Identify the letters of the alphabet (e.g., pick the letter *a* from *s, a, o*)
K	» Name, rapidly and automatically, the letters of the alphabet
	Phonological Awareness
K	» Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that *tar-get* makes the word *target*)
K	» Count syllables in multisyllable words (e.g., pick how many syllables are in ba-by)
K	» Identify and blend onsets and rimes in single-syllable words (e.g., pick the picture of a shoe from the audio prompt: /sh/ /oo/)
K	Segment onsets and rimes in single-syllable words
K	» Blend phonemes orally to produce words (e.g., blend the sounds b-u-g and choose the word's picture from a bat, a bug, and a bell) and segment and count the sounds in a word
K	» Recognize and produce rhyming sounds in words (e.g., pick the picture that has the /at/ sound from pictures of a cat, can, and cup)

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 1

	Reading: Foundational Skills
GR	**Phonological Awareness**
K	» Isolate and say long vowel sounds in single-syllable words in spoken language
	Phonics and Word Recognition
K	» Identify the primary sounds most frequently represented by initial consonants of written words (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m)
K	» Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in *fan* by reading from choices: *f*, *v*, and *n*)
K	Decode single-syllable (CVC) words (e.g., cat, get, mom)
K	» Identify, match, and distinguish the short vowel sounds with the letters that represent them
K	» Decode regularly spelled single-syllable words by distinguishing between short vowel sounds
K	» Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)
K	» Distinguish between similarly spelled words by identifying the sounds of the consonants that differ (e.g., pick the word that has the /k/ sound: *cat*, *pat*, *pat*)
K	» Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat*, *cot*, *cut*)
K	» Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight
K	With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)
	Fluency
K	» With assistance, confirm or correct understanding of text by using illustrations

	Language
	Vocabulary Acquisition and Use
K	» Use frequently occurring inflections (e.g., -ing, -ed, -s) and affixes with prompting and support to predict the meanings of unfamiliar words (e.g., use the inflectional ending to determine that *birds* means more than one bird)
K	Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out)
K	Apply new vocabulary to familiar real-life objects or places (e.g., note flowers that are colorful)
K	» Use vocabulary acquired from listening, conversing, reading, and responding to text
K	Name antonyms of frequently used verbs (e.g., go, stop) or adjectives (e.g., loud, soft)
K	Identify new meanings for familiar multiple-meaning words such as nouns that can also be verbs (e.g., duck, bark)
K	» Explain or act out the differences in the meanings of words that can describe the same general action (e.g., go, walk, march, strut, prance)

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 2

Students
MIGUEL AGUILAR,   JOSE CORONA-TUYUC,   JOHANA DIAZ MORALES,   ALEXANDER RODRIGUEZ,   LUIS VIVEROS

Reading: Foundational Skills

GR	
	Print Concepts
K	» Distinguish letters from words (e.g., identify which is a word, not a letter, from choices *c*, *t*, *cat*; identify which is a letter, not a word from choices: *this*, *b*, *fox*)
K	Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
K	» Distinguish letters from numbers (e.g., select *J* from choices *J*, *8*, *7*)
K	» Compare the lengths of different words based on how many letters they contain (e.g., explain that *sit* is longer than *it* because *sit* has more letters)
K	Clap and count the number of words in a given sentence
K	» Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in *S*, *S*, *C*; pick the letter that is different in *E*, *f*, *f*)
K	» Distinguish between similarly spelled words that have different letters (e.g., pick the word that is different from the others in: *an*, *as*, *an*)
K	» Identify the letters of the alphabet (e.g., pick the letter *a* from *s*, *a*, *o*)
K	» Name, rapidly and automatically, the letters of the alphabet
	Phonological Awareness
K	» Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that *tar-get* makes the word *target*)
K	» Count syllables in multisyllable words (e.g., pick how many syllables are in ba-by)
K	» Identify and blend onsets and rimes in single-syllable words (e.g., pick the picture of a shoe from the audio prompt: /sh/ /oo/)
K	Segment onsets and rimes in single-syllable words
K	» Blend phonemes orally to produce words (e.g., blend the sounds b-u-g and choose the word's picture from a bat, a bug, and a bell) and segment and count the sounds in a word
K	» Recognize and produce rhyming sounds in words (e.g., pick the picture that has the /at/ sound from pictures of a cat, can, and cup)
K	» Isolate and say long vowel sounds in single-syllable words in spoken language
	Phonics and Word Recognition
K	» Identify the primary sounds most frequently represented by initial consonants of written words (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m)
K	» Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in *fan* by reading from choices: *f*, *v*, and *n*)
K	Decode single-syllable (CVC) words (e.g., cat, get, mom)
K	» Identify, match, and distinguish the short vowel sounds with the letters that represent them
K	» Decode regularly spelled single-syllable words by distinguishing between short vowel sounds
K	» Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 2

Reading: Foundational Skills

GR	**Phonics and Word Recognition**
K	» Distinguish between similarly spelled words by identifying the sounds of the consonants that differ (e.g., pick the word that has the /k/ sound: *cat*, *pat*, *pat*)
K	» Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat*, *cot*, *cut*)
K	» Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight
K	With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)

	Fluency
K	» With assistance, confirm or correct understanding of text by using illustrations

Language

	Vocabulary Acquisition and Use
K	» Use frequently occurring inflections (e.g., -ing, -ed, -s) and affixes with prompting and support to predict the meanings of unfamiliar words (e.g., use the inflectional ending to determine that *birds* means more than one bird)
K	Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out)
K	Apply new vocabulary to familiar real-life objects or places (e.g., note flowers that are colorful)
K	» Use vocabulary acquired from listening, conversing, reading, and responding to text
K	Name antonyms of frequently used verbs (e.g., go, stop) or adjectives (e.g., loud, soft)
K	Identify new meanings for familiar multiple-meaning words such as nouns that can also be verbs (e.g., duck, bark)
K	» Explain or act out the differences in the meanings of words that can describe the same general action (e.g., go, walk, march, strut, prance)

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 3

Students
PAUL CASSIDY,   ADRIAN GUILLEN,   MARIE CINDY JEAN,   JENNIFER OSEGUERA CRUZ,   MARLON QUIROS-BERRIOS

Reading: Foundational Skills

GR	
	Print Concepts
K	Hold a book upright and know that printed text is read from left to right
K	Associate words with pictorial representations
K	Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
K	» Track printed words from left to right and top to bottom on a page
K	» Distinguish letters from words (e.g., identify which is a word, not a letter, from choices *c*, *t*, *cat*; identify which is a letter, not a word from choices: *this*, *b*, *fox*)
K	Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
K	» Distinguish letters from numbers (e.g., select *J* from choices *J*, *8*, *7*)
K	» Compare the lengths of different words based on how many letters they contain (e.g., explain that *sit* is longer than *it* because *sit* has more letters)
K	Clap and count the number of words in a given sentence
K	» Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in *S*, *S*, *C*; pick the letter that is different in *E*, *f*, *f*)
	Phonological Awareness
K	» Distinguish between rhyming and nonrhyming words in spoken language (e.g., pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun)
K	» Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that *tar-get* makes the word *target*)
	Phonics and Word Recognition
	There are no suggested skills for this domain.
	Fluency
K	» Identify purpose for reading (e.g., listening comprehension, enjoyment) by choosing with direct support an appropriate book to read, and read and comprehend emergent-reader texts (i.e., predictable texts with rhyme, repetition, illustration support, simple sentences, familiar topics, clear ideas) demonstrated by answering questions during and after the reading that reflect on the purpose (e.g., what parts of the story did you like?)

Language

GR	
	Vocabulary Acquisition and Use
K	» Sort objects into categories (e.g., color, shape, size, use)
K	Use position words such as *beside*, *under*, and *behind*

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 4

Students
DANNA CABRERA,   JASMINABONU IBODILLOEVA,   MARELY RODAS-TABORA,   YULIRIS RODRIGUEZ FERRER

Reading: Foundational Skills

GR	Print Concepts
K	Hold a book upright and know that printed text is read from left to right
K	Associate words with pictorial representations
K	Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
K	» Track printed words from left to right and top to bottom on a page
K	» Distinguish letters from words (e.g., identify which is a word, not a letter, from choices *c*, *t*, *cat*; identify which is a letter, not a word from choices: *this*, *b*, *fox*)
K	Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
K	» Distinguish letters from numbers (e.g., select *J* from choices *J*, *8*, *7*)
K	» Compare the lengths of different words based on how many letters they contain (e.g., explain that *sit* is longer than *it* because *sit* has more letters)
K	Clap and count the number of words in a given sentence
K	» Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in *S*, *S*, *C*; pick the letter that is different in *E*, *f*, *f*)

	Phonological Awareness
K	» Distinguish between rhyming and nonrhyming words in spoken language (e.g., pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun)
K	» Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that *tar-get* makes the word *target*)

	Phonics and Word Recognition
	There are no suggested skills for this domain.

	Fluency
K	» Identify purpose for reading (e.g., listening comprehension, enjoyment) by choosing with direct support an appropriate book to read, and read and comprehend emergent-reader texts (i.e., predictable texts with rhyme, repetition, illustration support, simple sentences, familiar topics, clear ideas) demonstrated by answering questions during and after the reading that reflect on the purpose (e.g., what parts of the story did you like?)

Language

	Vocabulary Acquisition and Use
K	» Sort objects into categories (e.g., color, shape, size, use)
K	Use position words such as *beside*, *under*, and *behind*

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.