



## SAMPLE MATERIAL

### Personal Literacy Plan: Using Assessment Data to Guide Instruction

Ready to Learn Providence, Rhode Island

**Topic:** Preschool Language and Literacy

**Practice:** Teach Phonological Awareness

The *Personal Literacy Plan* (PLP) provides a framework for organizing assessment data to identify individual literacy strengths and needs and plan differentiated language instruction. Phonological awareness skills are addressed in Sections II C, letter sounds; Section III, beginning sound awareness; and Sections V and VI, rhyming and nursery rhyme awareness.

Teachers, coaches, and mentors use PLPs to record literacy activities and children's learning, including supporting documentation (e.g., portfolios with children's work samples, assessments, audio recordings, and photo archives). They try to capture anecdotes and observations that represent growth, write summaries of what was learned, and share this information with colleagues to support self-reflection during monthly professional development meetings.

The PLP examples found here illustrate the range of documentation used by Ready to Learn teachers to track children's learning and individualize instruction. Take a close look at the examples of classroom activity photographs, student work samples, and the language sample of a conversation between two children included here.



**Student Name Here**

**Personal Literacy Plan**

**Date of Birth**

**Center or School / Teacher Name**

### Home School Connection

Do you have regularly planned communication with families? Do you create a newsletter for parents? Do you provide literacy related at-home activities? Include samples.

#### Communication with parents:

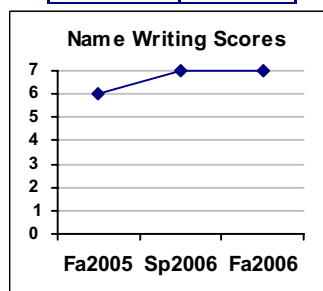
	Date	Date
_____ Phone call	_____	_____
_____ Note home	_____	_____
_____ Informal conference	_____	_____
_____ Formal conference	_____	_____

#### Suggestions for possible parent and child activities

_____ Homework	_____ Encourage your child to read and reread books
_____ Read together	_____ Keep a list of books read together
_____ Reread favorite books	_____ Take your child to the library
_____ Discuss books	_____ Other (specify) _____

### Section I: Name Writing

Points Possible	7
Fa2006	7
Sp2006	7
Fa2005	6



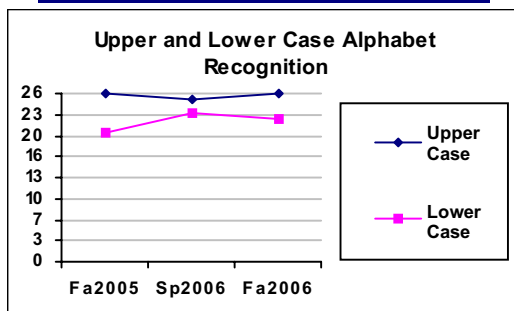
Activities to support name writing include writing samples and date samples.

\*\*\*\* Draft version only. \*\*\*\*

*This document is an individually referenced assessment tool.*

## Section II A-B: Upper and Lower Case Alphabet

	Upper Case	Lower Case
Points Possible	26	26
Fa2006	26	22
Sp2006	25	23
Fa2005	26	20



Activities to support upper and lower case alphabet recognition include informal assessments of child's letter recognition. Refer to alphabet charts below to mark letters that have been introduced (p=presented) to child and letters that child knows (m=mastered).

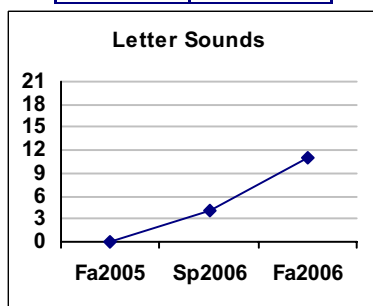
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
P																										
M																										

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

## Section II C: Letter Sounds

Points Possible	21
Fa2006	11
Sp2006	4
Fa2005	0



Activities to support letter sound recognition include ....

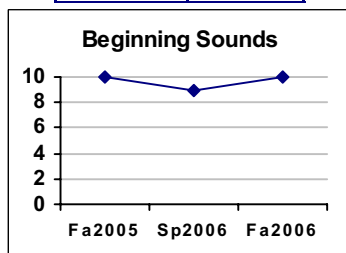
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
P																										
M																										

P = Presented

M = Mastered

### Section III: Beginning Sound Awareness

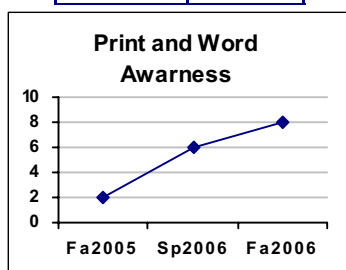
Points Possible	10
Fa2006	10
Sp2006	9
Fa2005	10



Activities to support beginning sound awareness include ....

### Section IV: Print and Word Awareness

Points Possible	10
Fa2006	8
Sp2006	6
Fa2005	2

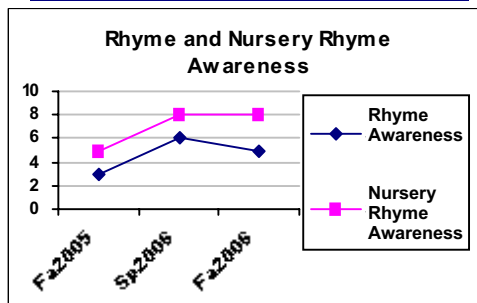


Use the form below to identify small group lessons on book use.

Topic	Small Group Activity	Date
Title of book		
Where to begin reading		
Which direction to follow print		
1:1 correspondence		
Identify words in text		

### Sections V and VI: Rhyming and Nursery Rhyme Awareness

	Rhyme Awareness	Nursery Rhyme Awareness
Points Possible	10	10
Fa2006	5	8
Sp2006	6	8
Fa2005	3	5



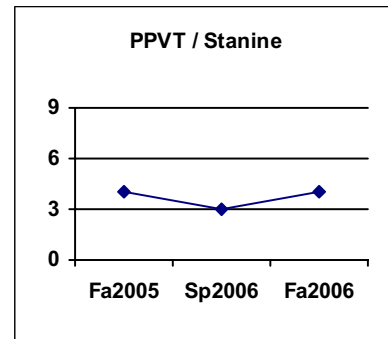
Date and identify small group activities focusing on rhyming words, note child's success/need to continue to practice, list nursery rhymes presented to child.

Topic	Date	Progress made
Rhyming book		
Rhyming picture cards		
Rhyming words (mat-cat-sat)		
Identify rhymes in poems/charts		

## Oral Language and Vocabulary Development:

### PPVT

	Age	Stanine	AgeEquiv
Fa2006	5-1	4	4-05
Sp2006	4-8	3	3-02
Fa2005	4-2	4	3-09



Do you have a conversation sample for this child? Where do most conversations occur with this child?

Child is most likely to extend conversations on the topic of:

List new vocabulary from BLL and other curriculum:

### PALS

#### Summary

	Section I: Name Writing	Section IIA: Upper Case Alphabet	Section IIB: Lower Case Alphabet	Section IIC: Letter Sounds	Section III: Beg Sound Awareness	Section IV: Print _Word Awareness	Section V: Rhyme Awareness	Section VI: Nursery Rhyme Awareness
Points Possible	7	26	26	21	10	10	10	10
Fa2006	7	26	22	11	10	8	5	8
Sp2006	7	25	23	4	9	6	6	8
Fa2005	6	26	20	0	10	2	3	5

## Other Information/Comments:



# Personal Literacy Plans

How do Personal Literacy Plans impact children's learning and teacher practice?

# Personal Literacy Plans

## *What is a PLP?*

**Student Name Here** Personal Literacy Plan

Date of Birth \_\_\_\_\_ Center or School / Teacher Name \_\_\_\_\_

**Home School Connection**  
Do you have regularly planned communication with families? Do you create a newsletter for parents? Do you provide literacy related at-home activities? Include samples.

**Communication with parents:**

	Date	Date
Phone call	_____	_____
Note home	_____	_____
Informal conference	_____	_____
Formal conference	_____	_____

**Suggestions for possible parent and child activities:**

Homework	Encourage your child to read and reread books
Read together	Keep a list of books read together
Reread favorite books	Take your child to the library
Discuss books	Other (specify) _____

**Section I: Name Writing**

Points Possible	Score
Pa2005	7
Sp2005	7
Fa2005	6

Activities to support name writing include writing samples and date samples.

\*\*\* Draft version only. \*\*\*  
This document is an individually referenced assessment tool.

- A snapshot of children's literacy skills based on PALS-Pre-K and PPVT-III data
- A means to organize and to move each child forward in his/her literacy learning
- An *individually-referenced* assessment tool to collect authentic, ongoing classroom documentation.

# Home School Connection

**READY** Student Name Here Personal Literacy Plan

Date of Birth Center or School / Teacher Name

**Home School Connection**  
Do you have regularly planned communication with families? Do you create a newsletter for parents? Do you provide literacy related at-home activities? Include samples.

Communication with parents:	Date	Date
<input checked="" type="checkbox"/> Phone call		
<input checked="" type="checkbox"/> Note home newsletter	September - December	March - May
<input type="checkbox"/> Informal conference		
<input checked="" type="checkbox"/> Formal conference	Nov. 19, 2006	April 19, 2007

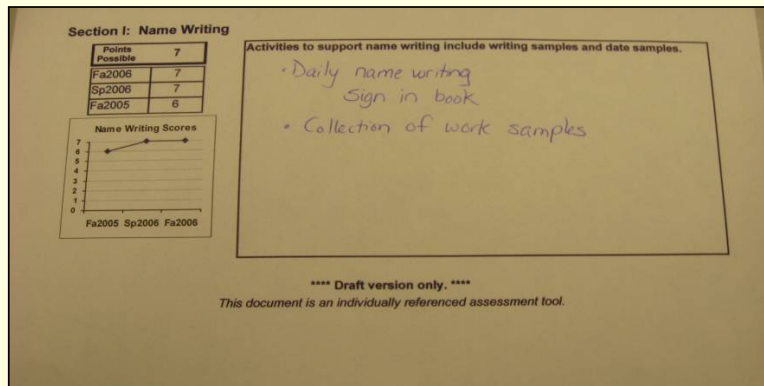
**Suggestions for possible parent and child activities**

<input type="checkbox"/> Homework	<input type="checkbox"/> Encourage your child to read and reread books
<input type="checkbox"/> Read together	<input type="checkbox"/> Keep a list of books read together
<input type="checkbox"/> Reread favorite books	<input checked="" type="checkbox"/> Take your child to the library
<input checked="" type="checkbox"/> Discuss books	<input type="checkbox"/> Other (specify) _____

- Teachers have a holding place to note when contact was made with a child's family.
- Teachers can document what was requested from parents: book selection, library visits, home literacy activities that support classroom learning.

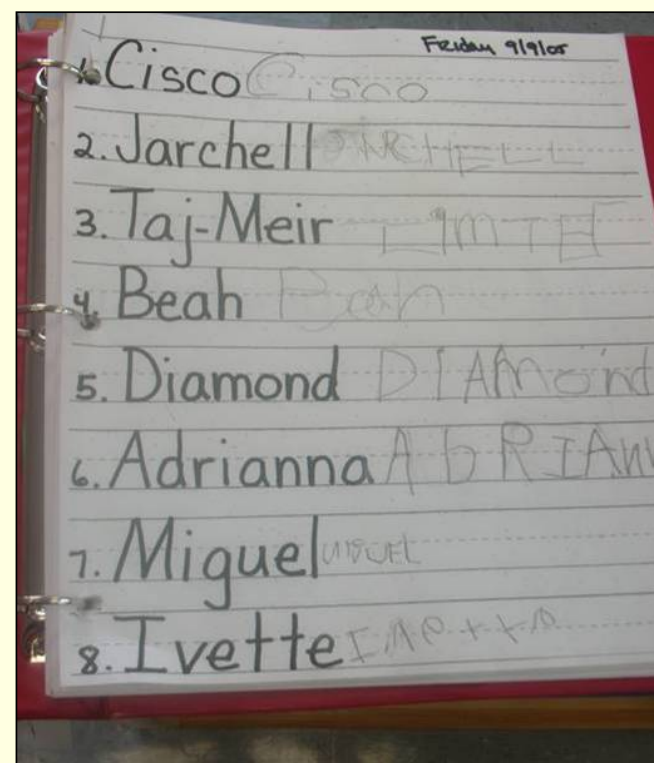


# Name Writing



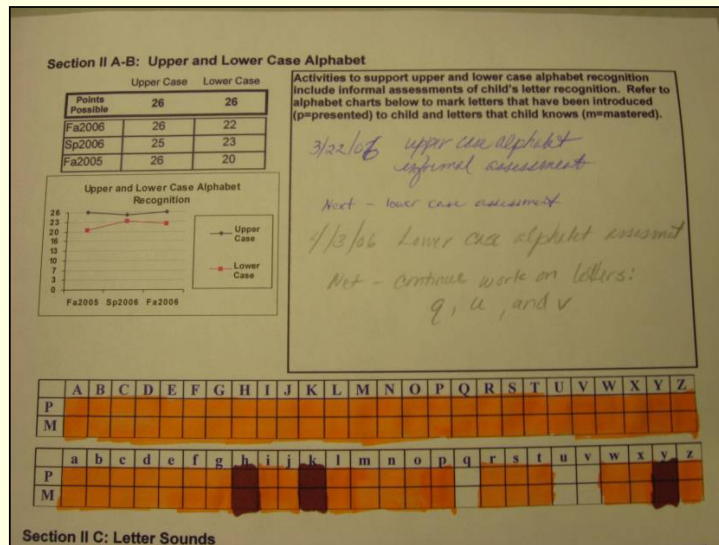
- Teachers can collect on-going, informal assessments of children's name writing.
- Potential opportunities:
  - Daily sign in sheets
  - Name writing activities
  - Name samples on children's work

# Name Writing



# Upper and Lower Case Alphabet

- Noted date informal assessment performed
- Shaded in those letters child could identify
- Suggested next steps: continued activities focusing on: q, u, and v.



## Alphabet assessment: upper case letters



- (J) was very engaged during this activity. He was asked to retrieve a letter from the basket. A sticker was placed on each letter he identified. He knew all but 3 letters.



























# Upper Case letter recognition and Name Writing informal assessment

Home - School Connection

Child's Name: Bhintuna

Dear Family,  
Your child is learning to name all the upper case letters of the alphabet.  
Please read this page with your child.

❖ Please read all the letters in order from left to right.

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

*Propped to this*

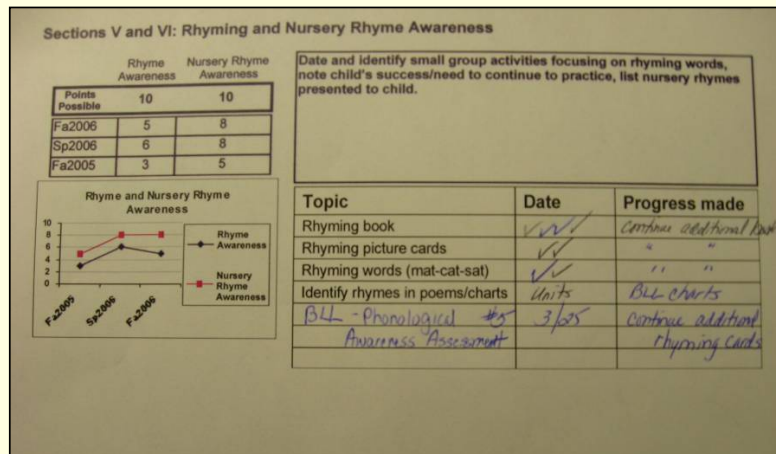
B H T U V A

# Rhyming and Nursery Rhyme Awareness

Activity box reads:

*Date and identify small group activities focusing on rhyming words.*

*Note child's success/ need to continue to practice. List nursery rhymes presented to child.*



- Information from PLPs guided monthly professional development sessions: book selection promoting phonological awareness skills; rhyming cards; Scholastic's Building Language for Literacy (BLL) assessment forms
- Since book reading occurs at different times of the day (whole group, small group, etc), this teacher chose to "✓", rather than date her activities for this child.


















# BLL

## Phonological Awareness Assessment

**Phonological Awareness Assessment**

**5. Rhyme**

Sample

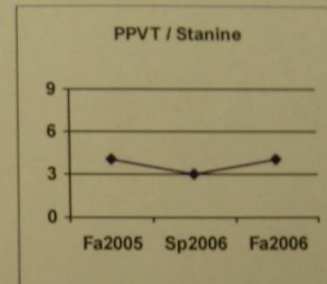
		
1. 		
2. 		
3. 		
4. 		

Assessment, Phase 2 17

# Oral Language and Vocabulary Development

## Oral Language and Vocabulary Development:

PPVT	Age	Stanine	AgeEquiv
Fa2006	5-1	4	4-05
Sp2006	4-8	3	3-02
Fa2005	4-2	4	3-09



Do you have a conversation sample for this child? Where do most conversations occur with this child?

Yes, we have conversation samples.

Small group conversation

Child is most likely to extend conversations on the topic of:

home experiences

List new vocabulary from BLL and other curriculum:

Aquarium - fish, seal, penguin, starfish, shark, turtle, goggles, diver

Farm - tractor, pig, silo, barn, corn, cow, chicken, wheelbarrow



# Personal Literacy Plans

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The PLP was designed as a tool to “translate” formal data into a teacher and family-friendly document that assists in targeting relevant literacy activities to children. Thus, the PLP serves as the catalyst for recognizing where each child is on the early literacy continuum and individualizing instruction for their emergent literacy development.

# Ready to Learn Providence



## ■ Contact information:

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Language Sample		
<b>Date:</b> 6/8/06 <b>Context:</b> At group meeting area listening to another child lead a book sharing <b>Children:</b> E <b>Ages:</b> 4years		
Time	Name: D	Name: E
11:10 am	<p>It went in your house. Oh (gasp)</p> <p>Listen. Listen. E's telling a story. Shhh. (to the other children on the meeting rug) About a big, big skunk going in his house. ----- Sit down please.</p> <p>He put a lot of skunk smell in his house. Did he go in your room?</p> <p>Oh my goodness. In his mom's room. He went to your mom's room. Was she sleeping? And then what happened?</p> <p>You took it out? How did you take it out?</p> <p>Did you... (pause)... What are you showing me? Your muscles?</p> <p>He used his muscles to take the skunk out of his mom's room 'cause she was sleeping. Did he spray your mom?</p> <p>Did she scream?</p> <p>And what did she say?</p> <p>What did she say? <i>This conversation ended as D entered the room and the children began addressing her.</i></p>	<p>....went in my house....</p> <p>An...an... an put a smell.</p> <p>Go in my mom's room.</p> <p>And when we get....</p> <p>Yea</p> <p>And I took it out.</p> <p>With a ..... (group of children begins to talk at once) ....he spray.... <i>(E begins flexing his muscles)</i></p> <p>Yea.</p> <p>Yea.</p> <p>Yea.</p> <p>(silence)</p>