



**The Consortium**

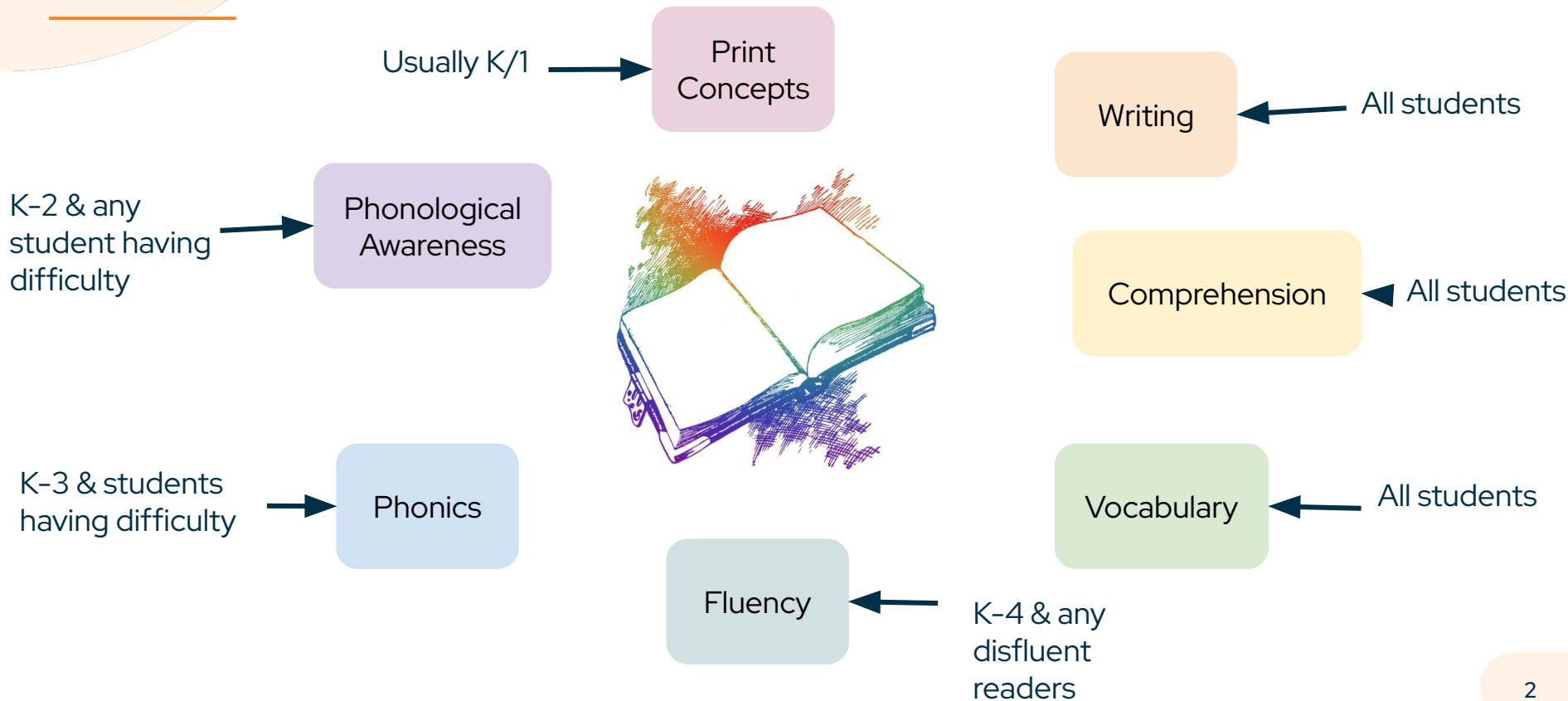
Alberta Professional Learning Consortium

# Assessment for Learning in ELAL K-6: Triangulation of Data Concepts of Print Phonological Awareness

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# What data do we need to collect?





## Ask Yourself

1. *Why* collect the data?
2. *What* will we learn from the data?
3. *How* can we use the data to improve student learning?

- Student conferences
- Self- & peer assessment

CONVERSATIONAL  
EVIDENCE

STUDENT  
LEARNING

OBSERVATIONAL  
EVIDENCE

WRITTEN  
EVIDENCE

- Reading skills checklists
- Listening and speaking
- Partner and group activities
- Presentations

- Daily work
- Projects
- Quizzes and tests
- Writing Samples

# Framework for Assessment & Instruction

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1. Here's what
  - Investigative
  - Gathering assessment information for instruction
2. So what
  - Notice what can they do, almost do, not do
  - What patterns do you see for your class? Small groups? Individuals?
  - What does all this mean?
3. Now what
  - Time to teach
4. Then what
  - Ongoing assessment & observation

Johnson, P. (2006). *One child at a time: Making the most of your time with struggling readers, K-6*. Portland, ME: Stenhouse Publishers.

**Here's What**



# What are Concepts of Print?

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- Book handling
- Directionality
- Print not pictures carry meaning
- Word vs. letter recognition
- Punctuation
- Text features – older students

# Text Forms & Structures: Print Concepts – Kindergarten

Skills identified in the curriculum:

- Identify the front & back of a book
- Identify where reading begins and where to go after
- Identify the first and last letter in a word
- Identify the first and last word on a page or in a message
- Identify corresponding written words as they are read aloud (one-to-one matching)

# Text Forms & Structures: Print Concepts - Grade 1

Skills identified in the curriculum:

- Identify the title and the author
- Read print left to right with a return sweep
- Read print with accurate one-to-one voice to print matching
- Identify capital letter at the start of a sentence
- Identify spaces between words
- Identify end punctuation

# Concepts of Print Assessment Kindergarten & Grade 1

## Kindergarten Concepts of Print Assessment

Select a book to use with your students. This book **should be unfamiliar** to the student and will be read to them. There should be a single line of text on each page.

1. Begin by handing the book to the child upside down, spine first and say, "Show me the front of the book." Put a ✓ if the child turns the book around correctly, put a - if they do not.
2. Ask the child to identify the front of the book and the back of the book. Put a ✓ if the child identifies the front and back correctly, put a - if they do not.
3. Now say, "I'd like to start reading the story, but I need your help. Please open the book and point to where I should begin reading." Put a ✓ if the child opens the book and points to the first word correctly, put a - if they do not.
4. Read the first page and say, "What should I do now?" Put a ✓ if the child says or shows that you should turn the page, put a - if they do not.

# Print Concepts – All Groupings

- Shared reading with a big book (universal), trade book (small group or individual)
- Repetition
- Interactively point out

# What's the difference between phonological awareness, phonemic awareness, and phonics?

Phon-Word	What is it?
<b>Phonological Awareness</b>	<ul style="list-style-type: none"><li>● Umbrella term</li><li>● Noticing &amp; manipulating sounds in speech</li><li>● Word, syllable &amp; phoneme levels</li></ul>
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"><li>● Subcategory of phonological awareness</li><li>● Noticing &amp; manipulating individual sounds in speech @ the word level</li></ul>
<b>Phonics</b>	<ul style="list-style-type: none"><li>● Relationship between <b>phonemes</b> &amp; <b>graphemes</b></li></ul>

# What are the skills?

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- Rhyming
- Alliteration
- Blending
- Segmenting
- Phoneme Isolation
- Phoneme Deletion, Addition, Substitution

# Progression of Skill Development

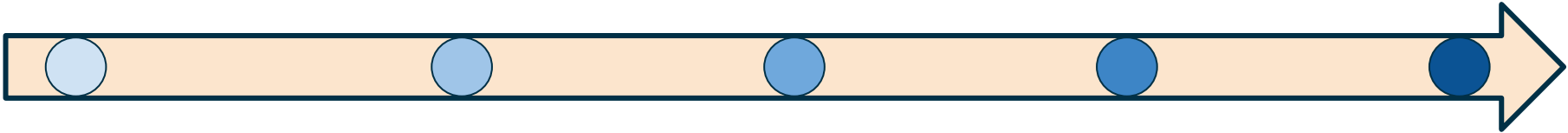
sentence

word

syllable

onset-rime

phoneme



# Phonological Awareness - Kindergarten

Skills identified in the curriculum:

- Identify sounds at the beginning, middle and end of spoken words
- Identify one-syllable rhyming words
- Sort words based on initial and final sounds
- Count # of words in a spoken sentence up to 3-4 words
- Separate compound words
- Identify # of syllables in 1-3 syllable words
- Separate onset & rime
- Blend compound words
- Blend syllables into words
- Blend onset & rime
- Blend sounds into words
- Delete 1 word in compound word
- Delete 1 syllable in polysyllabic words
- Delete onset or rime

# Phonological Awareness - Grade 1

Skills identified in the curriculum:

- Generate alliterative words & phrases
- Generate rhyming words up to 3 syllables
- Identify individual words in compound words
- Identify # of syllables in 3+ syllable words
- Segment words with up to 5 phonemes
- Blend 2 words into a compound word
- Blend syllables into words with 2-3 syllables
- Blend sounds into words with up to 5 phonemes
- Delete sounds from beginning, middle, or end of words
- Add sounds to the beginning, middle, or end of words
- Substitute one sound for another in one-syllable words
- Recognize the position of letters in words

# Phonological Awareness - Grade 2

Skills identified in the curriculum:

- Segment words with 5+ phonemes
- Identify phonemes in words with 3+ syllables
- Segment sounds in words with consonant blends
- Blend sounds into words with up to 6 phonemes
- Blend sounds in words with consonant blends
- Delete phonemes in a consonant blend to make a new word
- Substitute phonemes in a consonant blend to make a new word
- Substitute a sound anywhere in a word to make a new word
- Manipulate phonemes in single and multisyllabic words

## But What About Grade 3 and up?

If you have a student who is not yet meeting expectations for your grade level, the first thing you should do is check their phonological awareness!

# What Assessments do you Already Have?

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PAST - for deletion, substitution, addition

Do you have other assessments you are using for the other skills? Are there any gaps?

# PAST Summary Sheets

## PAST Summary Sheets Level D & E

Grade 1 - Fall

Name	Basic Syllable Level					Basic Syllable					Total
	D1	D1	D2	D2	D2	E2	E2	E3	E3	E3	D+E
A	✓	✓	-	-	-	-	-	-	-	-	2
B	-	-	-	-	-	-	-	-	-	-	
C	✓	✓	✓	✓	✓	✓	✓	-	-	-	
D	✓	✓	✓	✓	✓	-	-	-	-	-	
E	✓	-	✓	-	-	-	-	-	-	-	
F	✓	-	✓	-	-	-	-	-	-	✓	
G	✓	-	✓	✓	✓	-	✓	-	-	-	
H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
I	-	✓	✓	✓	✓	✓	-	-	-	-	
J	✓	✓	-	-	-	-	-	-	-	-	



Planning Template

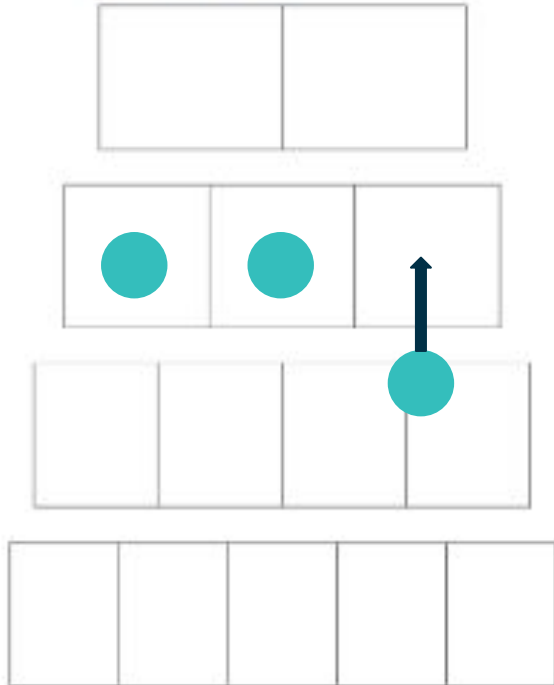
Print Concepts

<p><b>Whole Group</b></p>	<p><b>What patterns do I see from my assessment? What do I need to teach my whole class based on assessment &amp;/or curriculum?</b></p>	<p><b>What strategy or instructional materials will I use?</b></p>
<p><b>Small Group - if able to</b></p>	<p><b>What groups will I make and what skill will we work on first?</b></p>	<p><b>What strategy or instructional materials will I use?</b></p>
<p><b>Individuals - students you need to target for instruction</b></p>	<p><b>Who needs additional "doses" or reinforcement? What skill will we work on first?</b></p>	<p><b>What strategy or instructional materials will I use?</b></p>

# Phonological Awareness - All Groupings

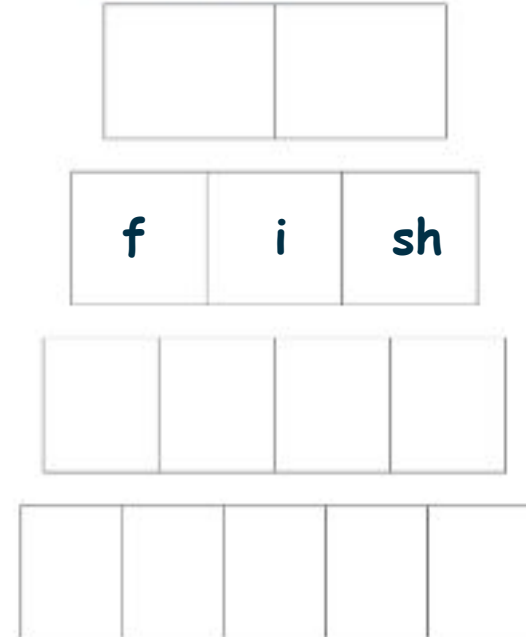
## Elkonin Boxes

APPENDIX H  
Sound Box Template



●	●	↑ ●		
			●	

APPENDIX H  
Sound Box Template



f	i	sh		

# Phonemic Awareness – Whole Class or Small Group

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- Sorts – initial sounds, final sounds, rhyming
- Games – rhyming bingo, matching cards
- Elastic bands – used to stretch the word out while you say each sound
- Build a Sound Wall
- Poems, stories and songs with predictable rhymes
- Kinesthetic activities – jump, bounce a ball, etc. for each syllable, word in a sentence, etc.

# Phonemic Awareness - For Older Students

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- Sound chains - can be done with or without letters.
  - Using manipulatives to represent the sounds in a word
  - Have additional manipulatives available. Tell the student(s) to change the desired sound for a new one and they do that by changing the manipulative in the spot of the word to be changed.
  - Can do this for substitution, addition, or deletion
- Sound reversals
  - Challenging as students have to hold the sounds for a word in their head then change the order of the sounds.
    - Say the word cat. Now say the word backwards.



# COMPREHENSIVE LITERACY GUIDES

*Grades K-6*

Read Alouds | Shared Reading | Small Group Reading Instruction |  
Vocabulary | Fluency | Writing | **Phonological Awareness** |  
Phonics | Oral Language | Independent Reading



For more resources and Professional Learning Opportunities visit: [aplc.ca](http://aplc.ca)

To contact our office directly email: [info@aplc.ca](mailto:info@aplc.ca)