

# First Grade Power of PLC

Increasing student learning

Ms. Gachnang, Mrs. Moore, and Mrs. Stone

# The Need: This year's Data

Student	Administration Type	Word Knowledge											B	C	Oral Reading					
		Letter Sounds	Spelling	Preprimer	Primer	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Level B Scores	Level C Scores	Reading Level	Words Per Minute	Fluency	Comprehension	Summed Score
MAXIMUMS		26	44	20	20	20	20	20	20	20	20	20	20	77	60	8th	N/A	3	6	90
		23	22	20	19	13														65
		24	21	19	9															64
		26	36	20	20	18	16	8												82
		12	2	1									36	19						15
		24	21	14																59
		21	8	15	2															44
		22	3	10									49	8						35
		20	11	1									47	13	R					32
		6	0	0									13							6
		17	3	2									45							22
		26	13	18	7															57
		24	21	17	6															62
		20	4	8									51	18	R					32
		4	0	1									17	14						5
BENCHMARKS		21	10	10	-	-	-	-	-	-	-	-	66	24						41

Mrs. Stone's data:

8 students identified in need of urgent intervention

- 2 of those students are receiving services for speech
- 1 of those students has an IEP and works with Mrs. Kremer
- 1 of those students works virtually
- 1 student attendance concerns

3 students are receiving urgent intervention

# The Need: This year's Data

Student	Administration Type	Word Knowledge												B	C	Oral Reading				Summed Score	
		Letter Sounds	Spelling	Preprimer	Primer	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Level B Scores	Level C Scores	Reading Level	Words Per Minute	Fluency	Comprehension		
MAXIMILIAN		26	44	20	20	20	20	20	20	20	20	20	20	20	77	60	8th	N/A	3	6	90
		4	0	0											34	0					4
		23	24	20	12																67
		24	13	20	20	17	9														57
		26	25	20	19	15	14														71
		16	4	11																	31
		17	6	13										52	8						36
		15	6	2										54	39						23
		17	6	14										43	45						37
		21	18	17	7																56
		26	27	20	19	17	12														73
		18	10	9										58	47						37
		22	2	9										53	48						33
		26	30	20	19	9															76
		25	26	17	5																68
		14	3	20	9									59	5						37
BENCHMARKS		21	10	10	-	-	-	-	-	-	-	-	-	66	24	-	-	-	-	-	41

Mrs. Moore's data:

8 students identified in need of urgent intervention

- 3 of those students are receiving services for speech
- 1 of those students is nonverbal with an IEP
- 1 student is an English Language Learner

1 is receiving urgent intervention

# The Need: This year's Data

Student	Administration Type	Word Knowledge												B	C	Oral Reading				Summed Score	
		Letter Sounds	Spelling	Preprimer	Primer	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Level B Scores	Level C Scores	Reading Level	Words Per Minute	Fluency	Comprehension		
MAXIMUMS		26	44	20	20	20	20	20	20	20	20	20	20	20	77	60	8th	N/A	3	6	90
		22	16	13																	51
		22	12	13																	47
		25	15	19	4																59
		24	16	17	6																57
		22	2	6										48	36						30
		18	4	17	7									64							39
		20	5	19	9																44
		19	3	8										47							30
		26	23	20	20	17															69
		20	11	14																	45
		24	17	16	7																57
		23	16	17	6																56
		25	15	19	7																59
		23	12	19	6																54
BENCHMARKS		21	10	10	-	-	-	-	-	-	-	-	-	66	24	-	-	-	-	-	41

Mrs. Gachnang data:

4 students identified in need of urgent intervention

- 1 of those students are receiving services for speech
- 1 student has an IEP
- 1 student with attendances concerns

0 are receiving urgent intervention

# Possible causes in this spike

- Large Kindergarten class sizes last year
- Increasing student behaviors interfere with academic focus
- Change in phonics programs takes time to find strengths and weaknesses
- Covid restrictions:
  - reduced contact days in 4K
  - use of teacher masks until February in Kindergarten

# First Grade Historical Data

	Fall Students Identified	Spring Students Identified
2013-2014	1 / 46	0 / 44
2014-2015	1 / 24	2 / 26
2015-2016	4 / 46	1 / 45
2016-2017	2 / 43	2 / 44
2017-2018	3 / 36	4 / 34
2018-2019	Implemented AIMS	Implemented AIMS
2019-2020	2 / 31	Data unavailable
2020-2021	6 / 35	11 / 35
2021-2022	5 / 27	4 / 27
2022-2023	18 / 43 = 42%	Not Administered Yet

# The Requirements: First Grade Standards

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
- f. Read words with inflectional endings (i.e., -s, -ed, -ing).
- g. Recognize and read grade-appropriate irregularly spelled words.

# Vertical Team's Power

In our monthly vertical PLC we have also discussed this alarming data. The meeting includes 4K, K, 1st, 2nd and 3rd grade teachers. We've reviewed the Kindergarten Standards and are focusing on where the needs are the highest. Based on our data here are the kindergarten standards we are focusing on.

## **Recognize and name all upper and lowercase letters**

RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet

## **Demonstrate the 26 Letter sounds**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## **Associate the long and short sounds with common spellings for the 5 major vowels**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.




# Vertical Team's Power

In our monthly vertical PLC we have also discussed this alarming data. The meeting includes 4K, K, 1st, 2nd and 3rd grade teachers.

Our action steps to help:

- Bring back Jolly Phonics beginning in 4K
- More alphabet practice to strengthen letter knowledge and sound knowledge
- More short vowel practice



The screenshot shows a digital audio player interface for the letter 'a'. At the top left is a home icon. The letter 'a' is displayed in a large font, with the subtitle '(Tune: Skip to My Lou)'. Below this, the lyrics are repeated three times: '|a|- |a|! Ants on my arm. |a|- |a|! Ants on my arm. |a|- |a|! Ants on my arm. They're causing me alarm.' To the left of the text is an illustration of a boy with ants on his arm, and a trail of ants leads to a nest. Below the illustration is a green left-pointing arrow. To the right of the text is a green right-pointing arrow. At the bottom left, there is a small thumbnail of the boy with ants and the text: 'Action: Wiggle your fingers above your elbow, as if ants are crawling on you, and say, a, a, a, a!'. At the bottom right are play and stop buttons.

# Anchor Charts for Universal Instruction

Anchor Charts are created with students and referenced often.



Daily Learning Targets are read aloud to students.





















# Universal Instruction

 ROAR your ABCs!	<b>A</b>  apple  acorn <b>a</b>	<b>B</b>  ball <b>b</b>	<b>C</b>  cat  circle <b>c</b>
<b>D</b>  dog <b>d</b>	<b>E</b>  easel <b>e</b>	<b>F</b>  fan <b>f</b>	<b>G</b>  goat  giraffe <b>g</b>
<b>H</b>  hat <b>h</b>	<b>I</b>  igloo  ice <b>i</b>	<b>J</b>  jump rope <b>j</b>	<b>K</b>  kite <b>k</b>
<b>L</b>  ladybug <b>l</b>	<b>M</b>  monkey <b>m</b>	<b>N</b>  nest <b>n</b>	<b>O</b>  octopus  oval <b>o</b>
<b>P</b>  pig <b>p</b>	<b>Q</b>  question <b>q</b>	<b>R</b>  rainbow <b>r</b>	<b>S</b>  sun <b>s</b>
<b>T</b>  turtle <b>t</b>	<b>U</b>  umbrella  unicorn <b>u</b>	<b>V</b>  volcano <b>v</b>	<b>W</b>  watermelon <b>w</b>
<b>X</b>  fox <b>x</b>	<b>Y</b>  yarn <b>y</b>	<b>Z</b>  zipper <b>z</b>	 Name _____

## Blends and Digraphs

<b>s</b>	<b>r</b>	<b>l</b>	<b>h</b>
<b>sc</b> 	<b>br</b> 	<b>bl</b> 	<b>ch</b> 
<b>sk</b> 	<b>cr</b> 	<b>cl</b> 	<b>ph</b> 
<b>sm</b> 	<b>dr</b> 	<b>fl</b> 	<b>sh</b> 
<b>sn</b> 	<b>fr</b> 	<b>gl</b> 	<b>th</b> 
<b>sp</b> 	<b>gr</b> 	<b>pl</b> 	<b>wh</b> 
<b>st</b> 	<b>tr</b> 	<b>sl</b> 	
<b>sw</b> 	 Name _____		

## My Vowel Chart

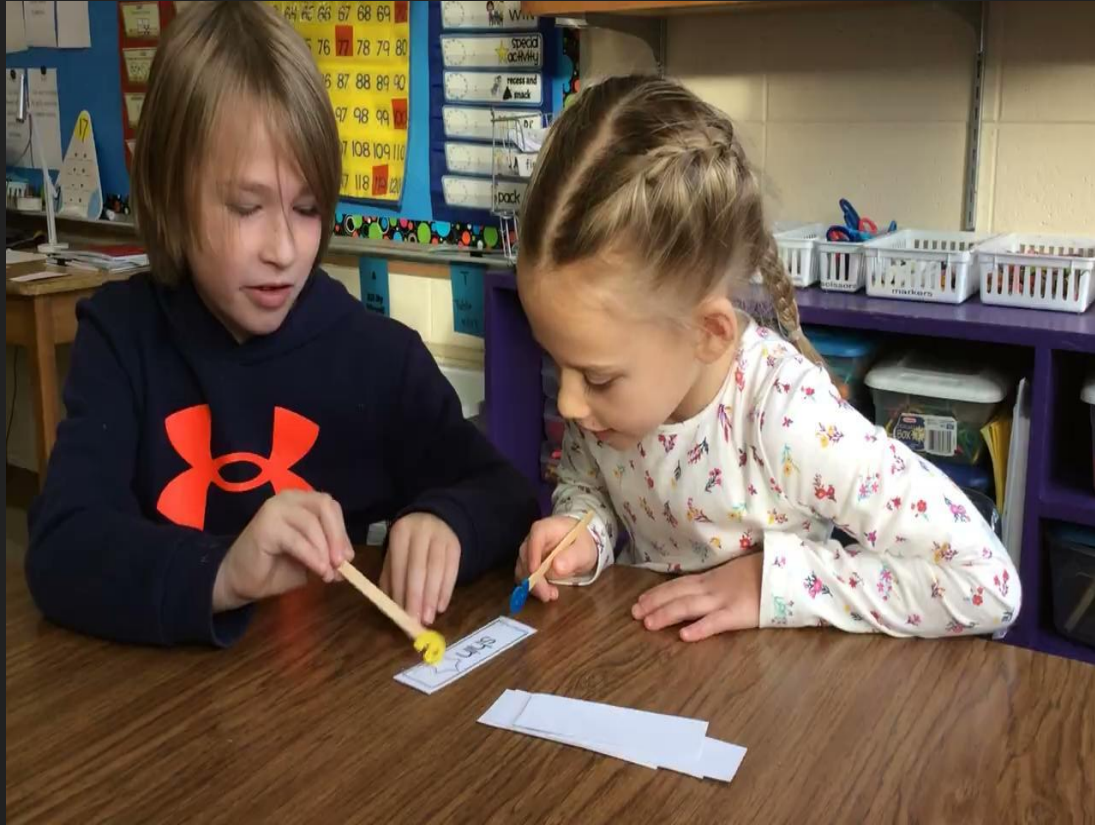
Long		Short
	 <b>a</b> 	
	 <b>e</b> 	
	 <b>i</b> 	
	 <b>o</b> 	
	 <b>u</b> 	

These large posters hang in our rooms K-2, with increasing difficulty.

First grade students also have the charts in their writing folders, in their book boxes, and maybe even at home to help there too!



# Universal Instruction



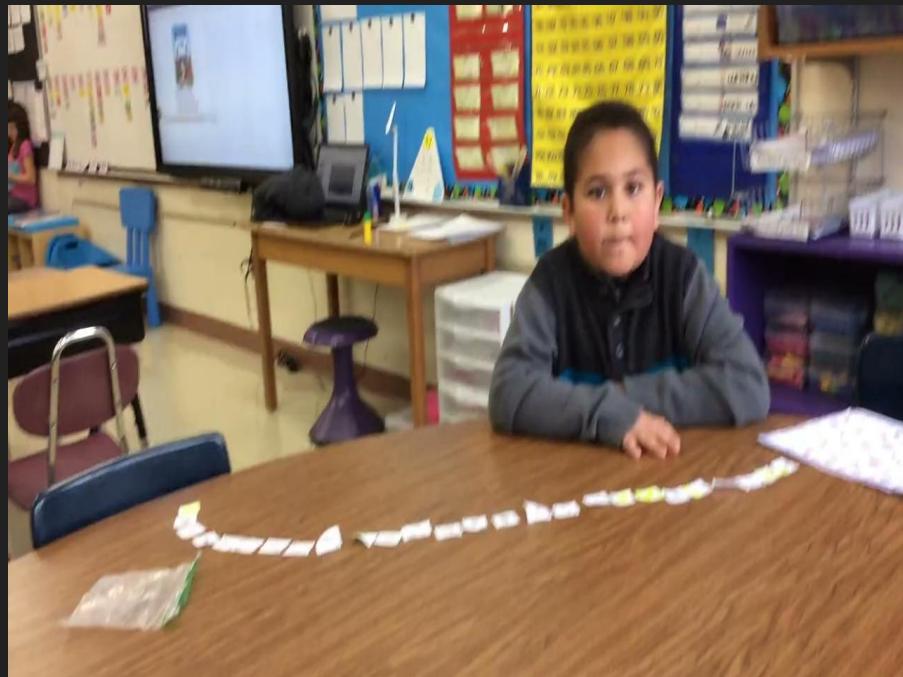
The Case of the Silent e 🔍

The <b>e</b> is at the end of the word. m a d <b>e</b>	The <b>e</b> doesn't make a sound. m a d e
It changes <b>ANY</b> vowel to a long sound. m a k e b i k e j o k e	Watch out for words like <b>have</b> . <del>have</del>
We can use patterns with Silent <b>e</b> to read and write new words. c a m e s a m e	

Case of Study in Phonics © 2018 by Lucy Calkins and Colleagues, Teachers, Portsmouth, NH. May be photocopied for classroom use.



# Targeted Instruction to meet individual needs

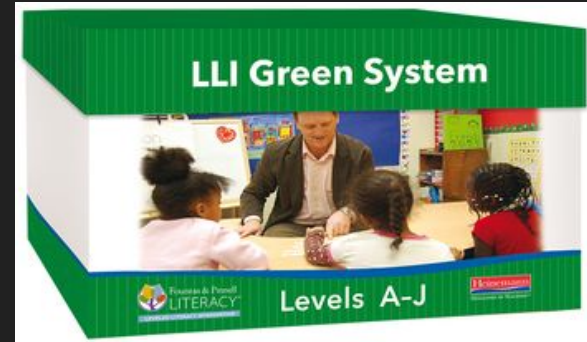


# Targeted Instruction to meet individual needs: WIN

Typically 6-8 students receive urgent intervention with 2 reading interventionists during the 45 minute What I Need (WIN) time.

This year only 4 students can meet with a reading interventionist because we only have 1 interventionist position.

To help with the overwhelming need, 2 of the 3 classrooms are using the intervention program LLI during WIN time. Usually the target number of students in each group is 4, but each group has 9 or 10 students to max out the materials.





# Letter Identification and Sound Assessments

# Progress Monitoring Data for those students

	ID	Sound	ID	Sound	ID	Sound
B	✓	/b/	✓	✓		
P	✓	✓	✓	✓		
E	✓	/a/	✓	/ay/		
O	✓	✓	✓	✓		
I	✓	✓	✓	✓		
T	✓	✓	✓	✓		
M	✓	✓	✓	✓		
X	✓	✓	✓	✓		
C	✓	✓	✓	✓		
S	✓	✓	✓	✓		
G	✓	✓	J	✓		
Q	✓	✓	✓	✓		
H	✓	ch	✓	✓		
R	✓	✓	✓	✓		
W	✓	✓	✓	✓		
Y	✓	✓	✓	✓		
A	✓	/j/	✓	/aj/		
U	✓	✓	✓	✓		
J	✓	✓	r	/r/		
D	✓	✓	✓	✓		
V	✓	✓	✓	✓		
Z	✓	✓	✓	✓		
N	✓	✓	✓	✓		
F	✓	✓	✓	✓		
L	✓	✓	✓	✓		
K	✓	✓	✓	✓		
# Correct	23	20	24	24		
Percent	58%	77%	92%	92%		
Date	9-19-22		11-2-22			

	ID	Sound	ID	Sound	ID	Sound
m	✓	✓	✓	✓		
e	✓	/e/	✓	/a/		
h	✓	✓	✓	✓		
b	d	/d/	d	/d/		
j	✓	✓	✓	✓		

K	✓	✓	✓	✓		
# Correct	23	20	24	24		
Percent	58%	77%	92%	92%		
Date	9-19-22		11-2-22			

g	✓	✓	J	✓		
# Correct	21	19	23	22		
Percent	51%	73%	88%	85%		
Date	9-19-22		11-2-22			

6J EJ

bdg ebad

	ID	Sound	ID	Sound	ID	Sound
u	✓	✓	✓	✓		
f	✓	✓	✓	✓		
a	✓	/a/	✓	/u/		
s	✓	✓	✓	✓		
d	p	/p/	b	/b/		
q	✓	✓	✓	✓		
t	✓	✓	✓	✓		
o	✓	✓	✓	✓		
y	✓	✓	✓	✓		
v	✓	✓	✓	✓		
x	✓	✓	✓	✓		
g	✓	✓	J	✓		
# Correct	21	19	23	22		
Percent	51%	73%	88%	85%		
Date	9-19-22		11-2-22			

bdg ebad

Mrs. Stone: 5/8 are now proficient

Mrs. Moore: 7/8 are now proficient

Mrs. Gachnang: 1/4 are now proficient

# Next possible steps

- We could focus on the application of these sounds in spelling scores. It would target the same first grade standards.
- We could focus on sight word knowledge and scores.

Both of these have data points on the PALS assessment and are used to red flag students.