Literacy Learner Analysis Project

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Brief Background and Reason for Project

Literacy is the backbone to success for learners in today's society. In order to aid in this success, teachers need to acknowledge not only the importance of literacy education, but the changing role they play. Teaching literacy is not a "one size fits all" method. We, as teachers, need to meet the need of all learners, and we do that through differentiation. As *Best Practices in Literacy Instruction* points out, "in order for students to become independent communicators, instruction should be provided to each student in his or her zone of proximal development" (Gambrell & Morrow, 2014, p. 7). Differentiation does just that. Through learning the strengths and weaknesses of our students, assessing, monitoring, and intervening, we provide a more effective approach to literacy instruction. The Common Core and Response to Intervention (RTI) movements are two examples of how the US is looking to all teachers to provide differentiation. We should point out, though, that "in order to deliver comprehensive literacy instruction for all students, it is important to use pedagogically sound assessment techniques to support differentiated literacy instruction" (Gambrell & Morrow, 2014, p. 8). When done correctly, differentiation meets the needs of all students, and often heightens the expectations and rigor we set for our students (Gambrell & Morrow, 2014).

My professional background includes a BA in elementary education, a graduate certificate in Educational Technology, and I'm currently working towards my MA in Educational Technology. In addition, I have taught for seven years, with six of those

years in a fourth grade classroom. I have experience teaching reading intervention to seventh graders who were performing well below their grade levels, as well as experience with a range of fourth grade students, from beginning readers to those reading above grade level. My last four years of teaching have been in an urban charter school, with many students who were struggling readers. I have experience in differentiated instruction through working with leveled reading groups during reading workshop, and more recently, RTI implementation with several intervention teachers pushing into my room to aid in Tier 2 instruction. All of this influences the implementation of this project, because I have seen firsthand how important differentiation is. I believe that providing interventions as soon and as often as possible will create better readers. I have several goals for this project. First, I aim to connect with those who have taught lower grades and get their expertise and input on intervening for a preschool student. Second, I aim to collaborate with others to gain a deeper understanding of effective differentiation, through discussions, critical analysis, and the sharing of resources.

This project is expanding my learning about differentiated instruction by providing me a chance to learn about how to differentiate for younger readers. My knowledge of differentiation is based mostly in fourth grade. It is building upon my past experiences with differentiation and providing interventions. It will influence how I engage with all learners, to provide effective supports within my classroom. It will particularly help me help those in my future classes who are reading three to four grade levels below their

own. This will deepen my knowledge of how to support beginning readers, and I hope to take away engaging activities and strategies to use in my own classroom.

Home and Family

The student I worked with is a 5 year girl we will call Kate. She has completed a year of preschool in a Chinese Immersion IB elementary school. She will be entering kindergarten in the fall. Her reading level is BR--she is working on phonemic awareness, letter and letter/sound identification. Kate is caucasian, and her primary language is English. She is a female with no disabilities, special education services or supports. In the home, Kate has lots of exposure to books. The family has a moderately sized library of books, from board books to beginning chapter books. Kate reads with her parents almost daily, and she can often be found in her room pretending to read picture books with her dolls. Kate's parents are well-educated. Her mom has a BA in psychology and her dad has an MBA. Kate's mom is an avid reader, and has some experience with language and literacy acquisition through her psychology education. Kate's parents both work with her on letter identification and sounding letters out. They read with her often, occasionally pointing to the words as they read so she can follow along and understand how print is read. Her preschool instructors provided the family with some writing resources which Kate's parents use with her periodically.

Emotional Climate

Kate's preschool classroom was a Chinese immersion classroom in an IB elementary school. Half of the day the students learned Chinese and practiced appropriate classroom behavior, through group learning, play, and cooperative activities. The other half of the day was taught in English, where the focus was mainly on the IB Units of Inquiry. There was practice with basic letters, numbers, and writing, but it was not a daily practice. The IB Units of Inquiry are used in the classroom to promote learning through doing. The units connect to all subjects and are often explored through projects and independent discovery. Within the classroom, teachers followed a very high-interest curriculum to help keep engagement high. There were projects that students worked on outside of class, promoting independence and responsibility. The students had chances for learning through playing, and were expected to share with classmates, fostering cooperation and caring.

Kate has high interest when engaged in paired reading that interests her. She follows along raptly as stories are read to her, and enjoys retelling picture books. She loses interest when direct literacy instruction is occurring. She becomes frustrated when practicing skill work, such as letter identification and sound/letter relationships. She quickly shuts down and gives up, answering with nonsense answers in a flippant way (for example, when asked what letter her name starts with, and when you make the /k/ sound, if frustrated she will say whatever comes to mind, such as "5," even though she can distinguish between letters and numbers). Flashcards and rote memorization

through drilling is not an effective teaching strategy for Kate. Reading is rewarded in Kate's home, and it is obvious that it is highly valued. Whether Kate is reading to her dolls or working on skills with her parents, she receives compliments and encouragement. They want to instill a love of literacy in her, without forcing her to read. Additionally, when working on skills, Kate has been offered more tangible extrinsic rewards, such as candy. The reasoning behind this, they explain, is because they want to see concrete improvement, and since she seems to lack interest in this area, they attempt to provide extrinsic motivators.

Literacy History

Kate does not have an extensive literacy education. Additionally, because I did not have a chance to witness Kate in her school setting, I know a limited amount about her schooling--only what her parents have told me. She attended preschool in a Chinese immersion classroom, where the focus was on learning social skills and an introduction to Chinese letters and sounds. The classroom did not focus on English literacy, beyond occasional letter memorization. At the beginning of the year Kate could identify three English uppercase letters and no lowercase letters. At the end of the year, Kate could identify nine uppercase and 3 lowercase letters. Kate's mother indicated that the classroom did not work on phonetics, and Kate can not match letters to sounds. She did work on learning Chinese characters, and Kate did not struggle with learning them. She does not confuse English letters with Chinese characters at all, likely due to the

vast differences between the scripts. Kate progressed well throughout her year in preschool, and though they didn't receive report cards, her teachers reported growth in her literacy. Kate's mom expressed the overall positive attitude and behavior Kate has at school, as indicated by awards received, notes home, and conferences.

At home, Kate's parents have consistently worked with her on her letters, and read aloud with her often. Kate struggles with motivation when working on letters and sounds. She often gets discouraged and quits trying only minutes into one-on-one lessons with her parents. Despite this, she loves to pretend read independently, and read with her parents. She has a strong support system at home, with parents who encourage her learning and work with her often.

Assessments Given and Summary of Results

In order to better understand Kate, and to assess her knowledge of phonics and phonemic awareness, I administered several pre-assessments. First, I surveyed Kate using the "Concepts of Print" survey, from the Reading and Writing Project. The purpose of this survey is to examine a student's knowledge of print material--such as where sentences begin, identifying punctuation at the end of a sentence, and identifying that words on a page are read from left to right. Since Kate is an emerging reader, I wanted to assess her familiarity with printed texts. Knowledge of print is one of the key skills that is essential to early literature success (Tracey & Morrow, 2014). Next, I used an assessment from EasyCBM focusing on letter identification. I knew from talking with Kate's parents that she struggled with letter identification, so I wanted to further investigate this deficit. Another assessment I used was a Letter/Sound Identification

Assessment from the Reading and Writing Project. The purpose of this assessment was to gauge Kate's ability to match letters with their phonetic sounds. I knew that Kate struggled with letter identification and that phonics was not taught in her classroom, so I wanted to check her knowledge of phonics. Additionally, I later added a phoneme segmenting assessment from EasyCBM. From discussions with her parents, she seemed to have a grasp on phoneme sounds within a verbal word, so I gave a quick 60-second assessment to Kate to determine her strengths and weaknesses in phoneme segmentation and isolation. Phonemic awareness "is one of the best predictors of success in learning to read" (Cunningham, 2014), so I thought it important to add this component into my testing.

The first test I administered was the Concepts of Print assessment from the Reading and Writing Project. This assessment gauged the knowledge Kate had of arbitrary conventions of print. This test covered Kate's understanding of orientation of text, direction of print, page sequencing, differences between letters and words, and punctuation. I allowed Kate to choose a high-interest text, as indicated by the instructions. The text she chose was *Yoda: The Story of a Cat and His Kittens* by Beth Stern. From this, she was able to identify the front and back of the book and where the story began. She successfully identified the pictures and the words. She was able to show me where to start reading, and where to read after the last word on the page. She was able to identify a single letter, as as well as the first and lest letters of a word. She was unable to identify a single word. She was able to follow and match text as I read to her. She was unable to identify punctuation or tell what it is for. From this, I knew that

Kate had a strong sense of concepts of print. Her overall score was 11 out of a possible 13. She understands texts and how books are read. She had a high interest in this assessment.

The second assessment I administered was a letter identification assessment from the Reading and Writing Project. This test was untimed. Kate was given a paper with all upper- and lower-case letters on it, separated. The letters were mixed in order. Kate was able to identify 11 upper-case letters correctly, and nine lower-case letters correctly. The upper-case letters she could identify were: A, W, Z, O, B, Q, L, C, X, and S. The lower-case letters she could identify were: a, w, z, o, a, c, i, x, and e. Generally, she could identify upper- and lower-case letters that were the same (ie. c and C). She quickly got distracted and discouraged when going through this assessment. Kate did not like the format of this assessment. I knew that when working with Kate on her letters, a more hands-on, interactive approach would be necessary.

The third assessment I administered was a letter-sound identification assessment. In this assessment, letters were presented one at a time on a paper, and Kate was asked to make the sound the letter made. She was able to make the sound of one upper-case letter, and no lower-case letters. The upper-case letter she was able to make the sound for was: C. As suspected, Kate does struggle with phonics, and received little instruction on phonics at school. She lost interest quickly during this assessment as well, and got quickly discouraged. Based on the letter identification assessment, and this assessment, I determined that lessons with Kate should focus on solely letter identification, before moving onto letter-sound identification.

The final pre-assessment I administered to Kate was a phoneme segmenting assessment. From casual work with Kate, and from discussions with her parents, I knew this was a strength of her's. For this test, I said a word aloud and Kate identified the phonemes within the word. I limited the words I used to 3-phoneme words. This was a 60 second timed test. She was excited to complete this assessment, likely because she was confident about the subject matter. She was able to get through eight words, and excelled at identifying the beginning phonemes of words. She was able to identify about two-thirds of the ending phonemes, and half of the middle-sound phonemes. Based on the results of this assessment, I planned a phoneme lesson that focused on beginning and ending sounds, to reinforce her knowledge of beginning sounds, but to particularly focus on improving ending sounds.

The first post assessment I administered to Kate was the Letter Identification Assessment from the Reading and Writing Project. This untimed test is the same as the pre-assessment I administered. Kate was given two papers. One had all uppercase letters displayed; the other had all lowercase letters displayed. The order of the letters were mixed. Kate was able to identify 17 upper-case letters correctly, and 15 lower-case letters correctly. The upper-case letters she could identify were: A, W, K, Z, O, B, M, Q, C, I, X, S, N, T, V, G, and E. The lower-case letters she could identify were: a, w, p, k, z, o, b, a, m, c, i, x, s, v, and e. From the pre-assessment to the post-assessment, Kate identified six more uppercase and six more lowercase letters. Kate still had difficulty identifying lowercase letters that look different than the uppercase counterpart (i.e. D and d). This suggests that the interventions provided had some level of success, though

Kate needs further intervention to continue improving in her letter identification automaticity.

The second post-test I administered was Phoneme Segmenting, form K-2, from EasyCBM. This was a 60-second timed test. Again, I limited the assessment to using words with only three phonemes, since that is where our focus in our lessons lay. She was able to get through ten words in one minute. She identified correctly six beginning sounds, struggling with the /sh/ blend. She was able to identify five middle sounds. She correctly identified eight ending sounds. Based on this post-assessment, there was no remarkable overall improvement in Kate's ability to segment words by phonemes. However, when you disaggregate the data based on phoneme location, there was an improvement in ending sounds, suggesting that the interventions provided were successful, at least in part. This skill of separating out the sounds in a word is critical, and will help strengthen readers' abilities (Tracey & Morrow, 2014). Thus, Kate continues to need intervention. Particularly, focus should be on middle phoneme sounds, as well as blended beginning sounds, such as /ch/ or /sh/.

Lesson Plan Matrix

Lesson Foci/Date	Objectives (include performance, conditions, and criterion. State the *Common Core State Standard* at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
Identifying letters Date: 8/1/2017	Student will recognize and name all upper- and lowercase letters of the alphabet. **Common Core State Standard:** CCSS.ELA-LITERACY.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.	Upper and lowercase alphabet playing boards Upper and lowercase alphabet cards Stamp Computer or tablet The following games: https://www.education.com/game/alphabet-mud-puddles/ (Alphabet Mud Puddle) https://www.education.com/game/lowercase-cloud-catcher/ (Lowercase Letters Cloud Catcher)	Student will pull a letter from the bag of alphabet cards. She will identify the letter verbally and match it to the letter on her alphabet board. She will stamp the letter on her board when she has correctly identified the letter and found the match. I will assess her by whether or not she can verbally identify the letter she pulls from the bag. If she is unable to identify a letter independently, we will work together to identify it, and the letter will go back into the bag. ------------------------- Student will play "Alphabet Mud Puddle" and Letter Cloud Catcher on a

			computer or tablet. She will practice listening to verbal clues and correctly identifying upper and lowercase letters. I will observe her ability to independently play the games without intervention, and track which letters she gets correct and incorrect. --------------------------- After engaging in the above activities, I will reassess student using the Reading and Writing Project's "Letter Identification Assessment."
Isolating Phenomes	Student will say beginning and ending phonemes in words **Common Core State Standard:** **CCSS.ELA-LITER ACY.RF.K.2.D** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-c	List of 3-phoneme words in the CVC pattern. Index cards with pictures of 3-phoneme words (ie jar, cat, car, jam, rock) Activity sheet 1 from Read, Write, Think Stamper	Using a list of 3-phoneme CVC words, ask student to listen for the /p/ sound. Say a word (ie. pat). Tell the student if they hear the /p/ sound at the beginning of the word, to stand up. If they hear it at the end of the word, sit down. Repeat this, using several words containing the /p/ sound. Repeat for

	onsonant, or CVC) words.		groups of words containing other consonants. Keep a running record of ability to identify phonemes at the beginning or end of a word. Using index cards with 3-phoneme words on them (jar, car, cat, bat, jam, rock, etc.), work with student to sort cards into pairs that have the same beginning sound and pairs that have the same ending sound. Complete activity page one from Phonemic Awareness handout.

Reflections on Your Differentiated Literacy Lesson Plans

After assessing several areas of struggle for Kate, I determined that she needed individualized instruction on letter identification and phoneme segmenting. Using this information, I planned two lessons aimed at improving these skills. The first lesson I implemented was one focused on letter identification. From my pre-assessments, I knew that Kate would lose interest easily with lessons that utilized "drilling" her on her letters. Instead, I chose several hands-on activities. To begin, we played a "Letter

Bingo." Kate received an alphabet board with a capital letter in each space. I modeled for her the expectations for this activity. First, pull an alphabet card from the bag. Look at the letter on the card. Identify the letter verbally, if you can. Next, if you did identify the letter, match it to the space on the board, and put an "x" through the letter to show that you found it. If you cannot identify the letter, ask for help, or take a guess. Then, put the letter back into the bag to practice again. After I modeled this for Kate, she started working on her own. Initially, she was confident, and got three right in a row: X, E, and M. After several unknowns (P and L), she began to become discouraged. She correctly identified W, K, C, A, Z, B, G, O, Q, and N with nearly no wait time, indicating strong automaticity. When Kate said, "I don't know," or identified the letter incorrectly, we worked together to correctly name the letter, and put it back in the bag. After a few times pulling repeated letters, Kate's frustration level was rising. We stopped working on the unknown uppercase letters, and moved to the lowercase letters.

When we began the second activity, "Letter Bingo (lowercase)," I again modeled the directions for Kate. She understood what to do, from having just done the same thing with the uppercase letters. Kate correctly identified the letters a, a, c, e, i, o, w, x, and z on the first try, with no hesitation, indicating strong automaticity. On the second try, Kate correctly identified the letters b, k, m, p, s, and v. This suggests that learning was occurring, and that Kate was beginning to retain automaticity on several more letters. After two wrong guesses, we put the activity aside and moved onto the technology portion of the lesson.

Using a best practice of integrating technology, I wanted to provide a way for Kate to display her knowledge of her letters in a different way, and to "manipulate [her] knowledge for encoding" (Gambrell, Malloy, Marinak, Mazzoni, 2014, p.25). I found several high-quality online games for Kate to play on a computer. Kate uses technology mostly through tablets at home, so she was not too familiar with a laptop. She needed support in learning to use the touchpad, with which I provided her, before moving on. The games she played were: "Alphabet Mud Puddles" and "Lowercase Letter Cloud Catcher," both from www.education.com. Interestingly, in both games, Kate quickly identified every single letter correctly. In the lowercase letter game, she was unsure of the letter b, but guessed it correctly. This indicates that letter identification progress was occurring. Because of the disconnect between the paper tasks and the online tasks, I decided to try out one more online game, a letter identification game on ABCya.com. She was able to identify every letter of the alphabet correctly, and match it to the corresponding picture. This is strong evidence that Kate is successfully learning her letters, and is meeting my instructional goals. Additionally, in order to have a formal assessment of her mastery, I readministered the Letter Identification Assessment from The Reading and Writing Project. She showed a growth of six letters in both the uppercase and lowercase letter groupings. This shows improvement from her pre-test, and growth in working towards my objective, which was to identify all uppercase and lowercase letters.

If I were to change anything about this lesson, if given an opportunity to reteach, I would change the pace and format of the first lesson. After sludging through a game of

52-letter BINGO, Kate was losing interest. I would make this activity more engaging, and shorten it. I would use letters Kate struggles with, and leave out the ones that she can identify automatically. This would shorten the activity, as well as put the focus on the letters she needs the most help with. I would also supplement this activity with a more movement-based one. Putting the letters around the room, calling out a letter to find, and "racing" to find that letter would be much more engaging for Kate. Additionally, I would allow more time for technology. Kate's response to the use of technology was incredible; she was highly engaged, getting every letter correct, and asking for more games and time to play. Using the online games also gave me a chance to observe Kate's independent knowledge.

In my second lesson, the focus was on phoneme segmenting. Best practices show that "phonics activities for young children should include opportunities to develop phonemic awareness" (Cunningham, 2014, p.173). In addition, young children need a variety of activities, that teach explicit skills, while promoting learning through doing, and are engaging (Cunningham, 2014). Throughout my second lesson, I exemplified many of the best practices for phonemic awareness. I began with a movement activity. In this activity, I told Kate to listen for a particular sound. If that sound occurred at the beginning of a word, stand up. If the sound occurred at the end of the word, sit down. I modeled these directions for her, using several words with the /b/ sound. First, I said "bay," and stood up, pointing out that bay starts with the /b/ sound. Then I said the word "fib," and sat down, pointing out that fib ends in the /b/ sound. After modeling this, we worked on the /p/ sound together. I said the words: pat, pig, pail, peach, sheep, chip,

hip, and cop. She quickly caught on to the game, and race to stand or sit before me. She correctly identified the placement of the /p/ sound in each word. We then repeated the activity for the /d/ sound, using the words: dig, dog, dime, fed, bad, mad, and date. Again she correctly identified the placement of the /d/ sound in each word. We repeated the activity for the /k/ sound, using the words: cone, Kim, cave, cat, elk, book, bike, and bake. She correctly identified the placement of the /k/ sound in each word. Finally, we repeated this activity for the /m/ sound, using the words: maid, meet, team, gum, and mat. She correctly identified the placement of the /m/ sound in each word. This activity indicated that Kate has a good grasp on identifying beginning and ending phonemes.

The next activity we completed to practice isolating phonemes was a matching game. I presented a stack of cards with pictures on them. I explained to Kate that we wanted to match the pictures' beginning or ending sounds. I modeled matching a picture of a mouse with a picture of a mop, and explained that I matched them because they both start with the /m/ sound. I spread out the cards, and allowed her to manipulate them, and gave her time to think about how she could match the cards together. I did not intervene, unless she asked for help. She only asked for clarification on the "mat" card, and the "rat" card, which she thought was "an ugly mouse." While initially I had only thought to match the cards in pairs, I did not give explicit directions that they had to be in pairs. Interestingly, Kate began grouping cards into larger groups in some cases, and all by beginning sound. She matched all the cards into groups, except for three: ham, sun, and doll. Afterwards, I challenged her to resort the cards, and match them by ending sound AND beginning sound. This time she sorted completely by ending sound,

with mostly pairs, and five words left over: five, bear, rock, mop, and can. She did not catch that "can" could have been sorted into a group. In this activity, she struggled with sorting ending and beginning sounds together, but she was able to correctly group words into beginning and ending sounds easily.

The final activity I did with Kate was a phoneme activity sheet, taken from Read, Write, Think. On this assignment, Kate was to look at a picture, look at the letter provided with the picture, and decide whether that letter sound occurred at the beginning or end of the word. For this activity, Kate needed several supports, as she still struggled with identifying some of the letters. For each picture, I would say the letter on the page, if needed. I modeled the first one for her: a picture of a leg, and the /g/ sound. I said "leg" aloud, and decided the /g/ sound was at the end of the word, so I circled the second "g." She struggled putting all of the parts together, so I wrote her answers down, while she answered verbally. She was able to get every question correct. Throughout this lesson, Kate demonstrated strong knowledge and growth of beginning and ending phonemes. The culminating activity was used as a quick check, and I provided no help beyond writing her answers and reading the letter sound. She was able to independently identify beginning and ending phonemes without an issue, showing evidence of achievement of the instructional goals.

Throughout both lessons, I provided several supports to ensure Kate's success. I modeled each lesson, and provided slow release of work, using the gradual-release model, which provides "concentrated instructional support...in order to learn important

foundational skills and strategies" (Gambrell, Malloy, Marinak, Mazzoni, 2014, p.17). I stopped and reviewed information when needed, trying to ensure that retention of letter knowledge was occurring. When necessary, I wrote for Kate, and her writing skill are not yet developed. I feel that the supports were both minimal and necessary. I wanted to make sure that the supports I provided Kate with were ones that she needed, while still challenging her to perform as independently as possible, without leaning on me for too much support. Additionally, in my lessons, I supported her learning through the use of technology. Through this best practice, I helped to "remove barriers to reading, writing, learning, communicating, and creating" (Gambrell, Malloy, Marinak, Mazzoni, 2014, p.26).

If I were to teach this lesson again, I would change two things. First, I would increase the rigor. Kate quickly showed that she needed little work on beginning and ending phonemes. I would keep the activities the same, but switch out the beginning and ending phonemes for middle phonemes. Kate found the activities to be highly engaging, so I would keep the activities in similar formats. The other change I would make is to focus beginning phonemes on vowels and blended sounds, such as /ch/ and /sh/. Kate continued to struggle with this on the post-test, and I realized only after I had taught the lesson that none of the activities addressed vowels or blended sounds; only single consonant sounds. This would be tailoring the lessons even more closely to Kate's individual needs.

Recommendations to Teachers and Parents

Kate is a bright student who is eager to learn. She loves books and reading with others. She works hard to identify letters and has good phonemic awareness. She loses interest when instruction is "drilled," but is very engaged in hands-on activities and when technology is integrated. In order for Kate to continue to have successes in literacy, support both at home and at school is needed.

I worked with Kate for six weeks on two goals. The first was to improve her automaticity of letter identification. The second focus was on isolating phonemes within a three-phoneme word. Specifically, I worked with Kate on the ending and beginning phonemes of a word.

Throughout the lessons Kate and I completed together, Kate was a pleasure to work with. She was excited to get one-on-one instruction, and she enjoyed sharing everything she knew with me. In working with her over the past six weeks, I saw that Kate has many strengths. She has such a positive attitude in all of her work. Even when she didn't know an answer, and seemed to get frustrated, Kate would quickly bounce back and be ready for the next activity. She displays a strong grasp on isolating beginning and ending phonemes. She can quickly identify the sound at the beginning of a word, with accuracy. Additionally, Kate loves using technology in her literacy practice. When given the opportunity to play letter identification games online, Kate shows great proficiency.

In working closely with Kate on these skills, I also noticed areas where she could improve. Kate struggles with identifying letters on paper. While she demonstrates her

knowledge of letters nearly perfectly in online games, there is a disconnect in identifying them on paper. After working with her, she did see an improvement letter identification, though she could not identify all of the letters on paper. Additionally, Kate struggled with identifying middle phonemes, and beginning vowel or blended sounds, like "sh." Kate seems to struggle most with vowel sounds, whether they are at the beginning, middle, or end of a word. Kate could be challenged further in working on four-phoneme words.

In the future, Kate will benefit from continued work on letter identification. The goal is to get Kate to identify a letter not only with accuracy, but with automaticity. This can be done both by integrating technology, and by playing hands-on games with Kate. One idea is to play a "letter scavenger hunt." You do not have to use every letter every time you play this. Focus on the letters that Kate struggles with. Place letters throughout the room. Call out a letter, and have Kate find it. To provide further excitement, you could have another student "race" her, challenging her to quickly find the letter on the first try. Additionally, Kate is extremely engaged in computer activities. Two wonderful resources for early literacy are Starfall and Teach Your Monster to Read. Kate should also continue to work on phoneme isolation. Using a text with many pictures, have Kate look for pictures with the same middle sound (short and long vowels, especially). You could allow Kate to pick her own text for higher engagement. Kate loves to read all types of books, but is drawn to stories about animals and princesses. I would encourage that Kate be exposed to nonfiction texts as well. This could easily tie into her love for animals. Magazines like *Zoo Books* would also be beneficial.

To the parents of Kate,

Thank you for the opportunity to work with Kate over these past six weeks. She was absolutely wonderful to work with. Kate is a bright student who is enthusiastic and eager to learn. As you well know, she loves books and reading with others. Over the past few weeks, I have worked with Kate specifically on identifying her letters, both upper- and lowercase, and identifying the beginning and ending sounds of words.

Kate has many strengths. She has such a positive attitude in all of her work. Even when she didn't know an answer, and seemed to get frustrated, Kate would quickly bounce back and be ready for the next activity. She displays a strong grasp on saying the beginning and ending sounds of words. She can quickly identify the sound at the beginning of a word, with accuracy. Additionally, Kate loves using technology in her literacy practice. When given the opportunity to play letter identification games online, Kate shows great proficiency. Throughout these weeks, I have seen Kate grow tremendously as a beginner reader. She has greatly improved in the

amount of letters she can identify! I'd also like to provide you with some ways to help Kate continue to improve along her reading path.

Kate continues to struggle with identifying all of her letters. My goal for her is to be able to name all of the upper- and lowercase letters without hesitation or guessing. This can be done both by integrating technology, and by playing hands-on games with Kate. One idea is to play a "letter scavenger hunt." You do not have to use every letter every time you play this. Focus on the letters that Kate struggles with. Place letters throughout the room. Call out a letter, and have Kate find it. To provide further excitement, you could "race" her, challenging her to quickly find the letter on the first try. Additionally, Kate is extremely engaged in computer activities. Two wonderful resources for early literacy are Starfall and Teach Your Monster to Read. I would suggest that each week, you quickly run through a letter identification assessment. I can provide you with the one I used, from The Reading and Writing Project, but you could also use flashcards as a way to assess. Keep a tally of how many upper- and lowercase letters Kate can identify, and celebrate when each tally grows.

Kate should also continue to work on phoneme isolation. Using a text with many pictures, have Kate look for pictures with the same middle sound (short and long vowels, especially). You could allow Kate to pick her own text for higher engagement. Kate loves to read all types of books, but is drawn to stories about animals and princesses. I would encourage that Kate be exposed to nonfiction texts as well. This could easily tie into her love for animals. Magazines like *Zoo Books* are a great resource; they provide short and attainable articles that are also high-interest, with lots of engaging photos.

Again, thank you for allowing me the opportunity to work with Kate. It was an absolute pleasure. If you have any questions or need additional resources, please feel free to reach out anytime.

Sincerely,
Liz Ruffley

Appendices of work

Appendix A

Lesson Plan: Letter Identification

Lesson Plan: Letter Identification

Date: 8/2/2017

Objective(s) for today's lesson: Student will recognize and name upper- and lower-case letters of the alphabet.

Rationale Knowing the alphabet is a critical skill, as it is the basis for learning in our reading and writing systems. Explicit letter instruction will lead to an increased ability to acquire language, as well as higher overall reading and writing success.

Materials & supplies needed: Upper and lowercase alphabet playing boards, Upper and lowercase alphabet cards, Stamp, Computer or tablet, The following games:

https://www.education.com/game/alphabet-mud-puddles/ (Alphabet Mud Puddle)

https://www.education.com/game/lowercase-cloud-catcher/ (Lowercase Letters Cloud Catcher)

Procedures and approximate time allocated for each event	Academic, Social and Linguistic Support during each event
• *Introduction to the lesson* Teacher will introduce lesson by asking student to find their favorite book. Teacher and student will look through the book together. Teacher will prompt student to tell about the words on the page. Teacher will ask what student needs to know to read this book. Teacher and student will discuss the importance of knowing our letters, to help us read. (5 minutes)	Teacher will ask clarifying questions throughout introduction.
• *OUTLINE of key events during the lesson* Teacher will introduce the letter "BINGO" activity. Teacher will explain directions and ask for clarifying questions. Teacher will model pulling a letter from the bag, saying the letter out loud, finding it on the board, and stamping it with a stamper. Student will pull a letter from the bag of alphabet cards. She will identify the letter verbally and match it to the letter on her alphabet board. She will stamp the letter on her board when she has correctly identified the letter and found the match. If a letter is unknown or incorrectly	Teacher will model directions and ask clarifying questions. Teacher will provide support identifying unknown letters as needed. Teacher will model

identifies, teacher will work together with student to identify it, and place it back into the bag. (10 minutes) Then, teacher will open "Alphabet Mud Puddle" and "Letter Cloud Catcher" on a computer or tablet. Student will play "Alphabet Mud Puddle" and Letter Cloud Catcher on a computer or tablet. She will practice listening to verbal clues and correctly identifying upper and lowercase letters. (10 minutes)

• ***Closing summary for the lesson***
Teacher will connect lessons back to introduction, asking "what did we focus on in these games?" (letters) Why is it important to know our letters? (to help us read) What do we need to continue to work on next time? (specific unknown letters, or generally, upper-case or lower-case letters) Teacher will give links of games to student's parents for future practice. (5 minutes)

directions and ask clarifying questions. Teacher will provide help with using computer touch pad, or any other technology as needed.

Assessment	Academic, Social, and Linguistic Support during assessment
Throughout the BINGO game, teacher will assess student by whether or not he/she can verbally identify the letter he/she pulls from the bag. If student is unable to identify a letter independently, teacher and student will work together to identify it, and the letter will go back into the bag to be pulled again. Teacher will look for automaticity in letter identification, noting when there is hesitation or voice inflection/body movements indicating a guess. Teacher will use these clues to better identify how many letters student knows automatically.	
When playing the online games, teacher will observe student's ability to independently pay the games without intervention, and track which letters student gets correct and incorrect.	Teacher will remind student of preassessment, and how to complete it. Teacher will ask clarifying questions throughout.
After engaging in the above activities, teacher will reassess student using the Reading and Writing Project's "Letter Identification Assessment."	

Appendix B

Lesson Plan: Isolating/Segmenting Phonemes

Lesson Plan: Isolating and Segmenting Phonemes

Date: 8/2/2017

Objective(s) for today's lesson: Student will say beginning and ending phonemes in words

Rationale Like letter identification, phoneme identification is a critical skill, as it increases reading success, as well as spelling competency. It is a key indicator of how well students will read in the future. Understanding phonemes will lead to understanding individual sounds in a word, that words are made up of individual phonemes, as well as letters, and that the order of those phonemes (and letters) matter.

Materials & supplies needed: List of 3-phoneme words in the CVC pattern, Index cards with pictures of 3-phoneme words (ie jar, cat, car, jam, rock), Activity sheet 1 from Read, Write, Think, Stamp

Procedures and approximate time allocated for each event	Academic, Social and Linguistic Support during each event
• *Introduction to the lesson* Teacher will introduce lesson by asking student to play "I Spy:" to look around the room and find things that begin with the /k/ sound. Answer could be: cartoons, cat, kettle, etc. Teacher will ask if there are other sounds in the items she found (yes--cat also has /a/ and /t/). Teacher may have to help identify the other sounds in the items. Teacher will tell student that they are going to play a moving activity, and a matching game, practicing the sounds in the words that are heard or pictured. (5 minutes)	Teacher will ask clarifying questions throughout introduction. Teacher may help identify sounds in words as needed.
• *OUTLINE of key events during the lesson* Teacher will introduce the first activity as "The Sound Game." Teacher will give directions: "I am going to give you a sound to listen for in some words. If you hear that sound at the beginning of the word, stand up. If you hear the sound at the end of the word, sit down." Teacher will then model using the sound /b/ and the word 'bay.' Teacher will stand up after she	Teacher will model directions and ask clarifying questions. Teacher will provide support identifying unknown letters as needed.

says bay, to demonstrate the beginning of the word having the /b/ sound. Then, using a list of 3-phoneme CVC words, ask student to listen for the /p/ sound. Say a word (ie. pat). Tell the student if they hear the /p/ sound at the beginning of the word, to stand up. If they hear it at the end of the word, sit down. Repeat this, using several words containing the /p/ sound: cap, cop, cup, pig, pail, peep, pot). Repeat for groups of words containing other consonants. Keep a running record of ability to identify phonemes at the beginning or end of a word. (10 minutes)	Teacher will model directions and ask clarifying questions.
Then, teacher will introduce the matching game. Teacher will tell student that they are going to play a matching game, matching the first and last sounds of words. Using index cards with 3-phoneme words on them (jar, car, cat, bat, jam, rock, etc.), work with student to sort cards into pairs that have the same beginning sound and pairs that have the same ending sound. There are many combinations of matches that will be acceptable.	Teacher will model number one on the activity page. Teacher may have to identify letters on the page, if student is unable. Teacher may assist student in writing, if needed.
Then, teacher and student will work together to	

complete activity page one from Phonemic Awareness Packet. • ***Closing summary for the lesson*** Teacher will connect lesson back to introduction, asking "what did we focus on in this game?" (sounds) Why is it important to know the sounds in a word? (to help us read) What do we need to continue to work on next time? (answer will vary, depending on struggles. Could be: middle sounds, beginning sounds, ending sounds)	
Assessment Throughout the lesson teacher will record whether student correctly identifies beginning or ending phonemes. Teacher will stop and re-teach when necessary. Teacher will use Activity Page 1 to determine if any re-teaching is necessary.	***Academic, Social, and Linguistic Support during assessment*** Teacher will remind student of preassessment, and how to complete it. Teacher will ask clarifying questions throughout.

After the lesson, teacher will administer Phoneme Segmenting Form K-2 from EasyCBM. This is a timed, 60-second assessment.	

Appendix C

Concepts of Print

Teacher/Recorder:_____   Grade/Class:_____

Concepts of Print

Choose a Level C-F book for the administration of this assessment. It should have distinct layout of print and illustrations, good spacing of words and multiple lines of text. Begin by telling the child, "I'm going to read you this story and I want you to help me. It is called_____."

1. _Orientation or layout of text/ Front of book:_ Hand the child the book, holding it vertically so that the spine faces the child. Ask: • *"Where is the front of the book?"* • *"Where is the back of the book?"* • *"Open the book to where the story begins."* Child can open the book to title page or first page of story. Score one point for each	1 1 1 ③
2. _Print, not pictures, carries the message:_ With the book open to page 1, ask the child: • *"Show me the picture."* Describe and discuss details of the picture. • *"Show me the words."* Only score one point if both are correct	1
3. _Direction of print:_ On the same page ask: • *"Show me where to start reading."* If child's response is vague, prompt, *Where exactly?" Show me with your finger."* • Point to the first word, read it and ask: *"Where do I read after this?"* Only score one point if both are correct	1
4. _Page sequencing:_ Point to the last word on the left page and ask: • *"Where do I read after this?* Score one point	1
5. _Difference between letter and word:_ Give the child the two strips of paper. Demonstrate how they slide together and apart on a page in the book. On the same page ask: • *"Show me one letter."* • *"Show me one word."* • *"Show me the first letter in a word."* • *"Show me the last letter in a word."* Score one point for each	1 0 1 1 ③
6. _Return Sweep:_ Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last word ask: • *"Where do I read after this?"* Score one point	1
7. _One-to-One Correspondence:_ Point to the first word on a new page and before reading, ask the child: • *"Point to each word as I read this line."* Does the child follow and match text as you read? Score one point	1
8. _Punctuation:_ Point to the period, tracing it with your pencil and ask: • *"Do you know what this is?"* If so, ask: *"What is this for?"* Score one point	0
TOTAL	11 /13

For benchmark scoring rubrics please see the Benchmarks for Primary Assessments document.

Based on Clay, M.M. (2000). *Concepts About Print: What have children learned about printed language?* Heinemann: N.Z. ECLAS-II. Literacy Development Checklist. (2003). CTB/McGraw-Hill.

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Letter Identification Pretest

Letter Identification Assessment

Name: ████████████ Date: 7/17

	Name of Letter	Sound of Letter	No Reply or not correct		Name of Letter	Sound of Letter	No reply or not correct
A	✓			a	✓		
W	✓			w	✓		
P			✓	p			✓
K			✓	k			✓
F			✓	f			✓
Z	✓			z	✓		
U			✓	u			✓
J			✓	j			✓
O	✓			o	✓		
H			✓	h			✓
B	✓			b			✓
				a	✓		
M			✓	m			✓
Q	✓			q			✓
L	✓			l			✓
Y			✓	y			✓
C	✓			c	✓		
I			✓	i	✓		
X	✓			x	✓		
S	✓			s			✓
N			✓	n			✓
D			✓	d			✓
T			✓	t			✓
V			✓	v			✓
R			✓	r			✓
G			✓	g			✓
E	✓			e	✓		
	(11)			g			✓

Known letters: Upper Case _11_ Lower Case _9_ Known Letter Sounds: _N/A_

List unknown letters:
P, K, F, U, J, H, M, Y, I, N, D, T, V, R, G, p, k, f, u, j, h, b, m, q, l, y, s, n, d, t, v, r, g & g

What do you notice: (Does not know names, but recognizes in words; knows names, but no letter/sound match; reversed letters; straight line known, curved unknown, etc.)

(unknown upper & lowercase match, for the most part. Can identify less than ½ of upper-case & abt. ⅓ lower-case.

For benchmark scoring rubrics please see the Benchmarks for Primary Assessments document.

Appendix E

Letter/Sound Identification Pretest

Student's Name ~~████████~~ Date 7/17 Grade _____

š in "N" column for letter <u>name</u> response
š in "S" column for letter <u>sound</u> response
Record word in "Word" column for word response.
Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A			a		▓	—	✓
F			f			Idk	✓
K			k			Idk	✓
P			p			Idk	✓
W			w			"	✓
Z			z			"	✓
B			b			"	✓
H			h			"	✓
O			o			"	✓
J			j			"	✓
U			u			"	✓
			a			"	✓
C			c		✓		
Y			y			Idk	✓
L			l			Idk	✓
Q			q			Idk	✓
M			m			Idk	✓
D			d			Idk	✓
N			n			"	✓
S			s			"	✓
X			x			"	✓
I			i			"	✓
E			e			"	✓
G			g		▓	—	✓
R			r			Idk	✓
V			v			Idk	✓
T			t			Idk	✓
			g			Idk	✓
26		▓	28	/26		▓	

Observations

Note such things as:

Speed of response

Confusions; e.g.; b/d

Patterns of response

When unsure, Kate did not attempt to answer. She did not give a guess, or a different letter sound- she just said "I don't know" consistently for each letter.

Letter Name Total Score N/A/54

Letter Sound Total Score 1 /26

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

Appendix F

Phoneme Segmenting Pretest, Form K-1

Assessor Copy   **Form K-1**

Student Name: ___Kate___   Date: _7/17/17_

Phoneme Segmenting

Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: "**I am going to say a word, and you will give me the sounds you hear in that word. If I say** cap**, you will say /c/ /a/ /p/. If I say** it**, you will say /i/ /t/. If I say** top**, you will say /t/ /o/ /p/. Let's try.**"

Note: This is a 60 second timed test.

Scoring

- Underline each phoneme the student says correctly.
- Put a ~~slash~~ through each phoneme the student misses.
- Students are NOT penalized for saying extra phonemes.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	paid	/p/ /a/ /d/	2 / 3	11	strap	/s/ /t/ /r/ /a/ /p/	___ / 5
2	shirt	/sh/ /ir/ /t/	1 / 3	12	futile	/f/ /u/ /t/ /i/ /le/	___ / 5
3	tail	/t/ /a/ /l/	1 / 3	13	bold	/b/ /o/ /l/ /d/	___ / 4
4	soak	/s/ /oa/ /k/	3 / 3	14	mean	/m/ /ea/ /n/	1 / 3
5	mint	/m/ /i/ /n/ /t/	___ / 4	15	pack	/p/ /a/ /ck/	2 / 3
6	metal	/m/ /e/ /t/ al/	___ / 4	16	mass	/m/ /a/ /ss/	1 / 3
7	smile	/s/ /m/ /i/ /le/	___ / 4	17	bent	/b/ /e/ /n/ /t/	___ / 4
8	send	/s/ /e/ /n/ /d/	___ / 4	18	home	/h/ /o/ /me/	2 / 3
9	spouse	/s/ /p/ /ou/ /se/	___ / 4	19	bide	/b/ /i/ /de/	2 / 3
10	clink	/c/ /l/ /i/ /n/ /k/	___ / 5				

Correct _15_ / 70

Lesson 1 Notes: Letter Identification

Letter ID Game Notes

Capital Letters

M - said & N
X - ✓
E - ✓
M - ✓
P - IDK
L - said I or L
W - ✓
H - said
K - ✓
C - ✓
T - said I
A - ✓
F - said L
Y - IDK
I - IDK
R - IDK
L - IDK
J = IDK
Z - ✓
L = IDK
U = IDK
Y = IDK
N - ✓
B - ✓
D - IDK
G - ✓
O - ✓
S - IDK
Q - ✓

Lowercase Letters

2/a - ✓ ✓
b - idk / ✓
c - ✓
d - said b? / idk
e - ✓
f - idk
g - idk
h - idk
i - ✓
j - idk
k - idk / ✓
l - idk
m - idk / ✓
n - said m?
o - ✓
p - idk / ✓
q - idk
r - idk
s - idk / ✓ (like a sssnake!)
t - idk
u - idk
v - idk / ✓
w - ✓
x - ✓
y - idk
z - ✓

Game - Upper Case

		Lower Case
X - ✓	X - ✓	e - ✓
K - ✓	N - ✓	r - ✓
P - ✓	K - ✓	s - ✓
N - ✓	P - ✓	g - ✓
G - ✓	H - ✓	b - unsure ✓
L - ✓	L - ✓	h - ✓
M - ✓	U - ✓	l - ✓
H - ✓	G - ✓	i - ✓
		f - ✓

ABCya Matching

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 ✓

Appendix H

Lesson 1: Letter Identification Bingo Student Copy

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				

Appendix I

Lesson 2 Notes: Phoneme Isolation

Two, Three and Four Phoneme Words

Words with 2–Phonemes

add	bay	day	each	key	odd	tea
am	bee	die	eat	lie	pay	tie
ash	buy	doe	hay	may	pea	two
at	bow	dew	he	oak	say	up
aim	boy	egg	hi	oat	see	zoo
ape	boo	Ed	jay	knee	so	
ace	chew	fir	if	new	she	
ate	off	go	in	out	shoe	

Words with 3–Phonemes

and	bean	dad	face	ham	cat✓	loose	net	read
ant	big	date✓	fin	hit	cave✓	mad✓	night	rip
bad✓	bike✓	dig✓	fit	home	Kim✓	mat✓	nut	road
beg	boat	dog✓	fed✓	hot	kiss	moth	path	sail
bat	book✓	dime✓	foot	jack	cop✓	maid✓	peach✓	sun
bed	bug	elk✓	geese	job	cone✓	meet✓	peep	sheep
bake✓	chick	fan	glue	jail	cup	pig✓	pot	teeth
beach	chin	feet	gum✓	cap	lake	pail✓	rake	thin
					team✓	pat✓	chip✓	hip✓

Words with 4–Phonemes

crab	lamp	slim	mist	drop	drum	hunt	sneak	flight
black	snack	swim	blob	flop	bump	dust	dream	broke
flag	sand	spin	snob	stop	jump	just	speed	float
band	brick	clip	block	spot	blush	rust	sleep	stove
pant	stick	drip	flock	club	brush	brain	sweet	toast
mask	slid	flip	clog	truck	flush	skate	price	spice
cast	twig	skip	frog	plug	spud	flame	bride	globe
class	spill	crib	crop	snug	lunch	train	drive	

www.blog.maketaketeach.com

Appendix J

Lesson 2: Phoneme Isolation Picture Cards & Notes
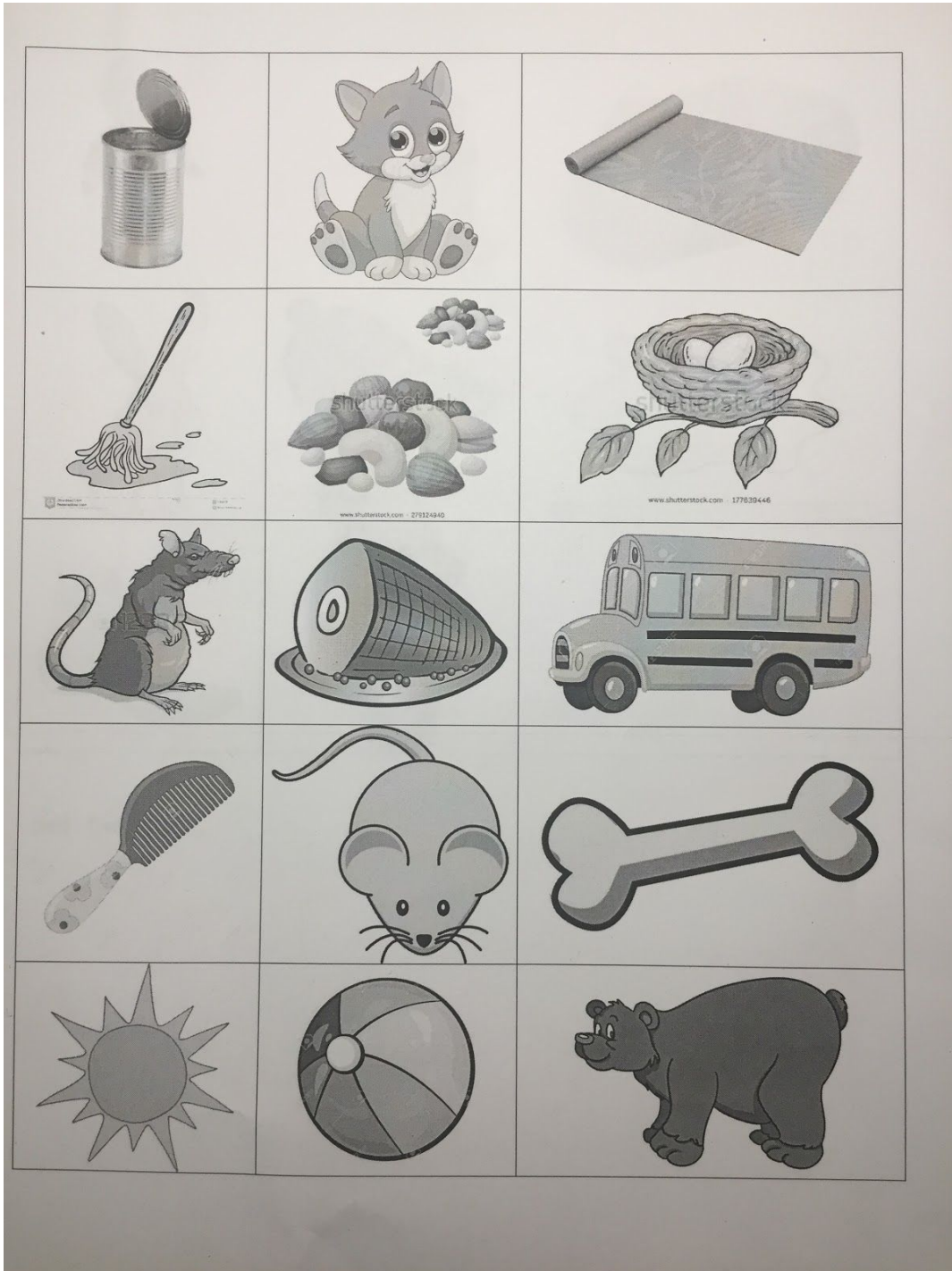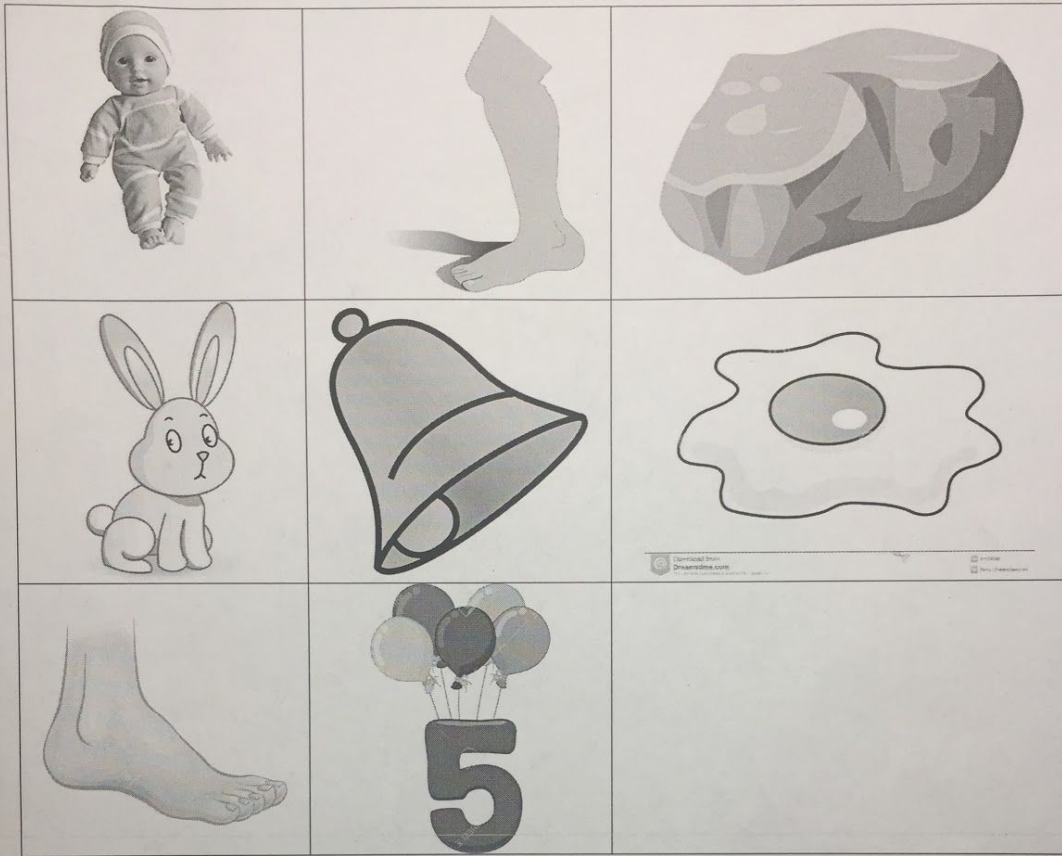
--bell -five - foot-

Phoneme Matching Game

can,	bus	leg	five
cat	bone	egg	foot
	bear		

example { mop, mat, mouse }

mop	ball	nut	Rock
mat	bell	nest	Rat
mouse	bunny		

comb   ham   sun   doll
can
cat   left over

---

man	cat	nest	ham
mouse	mat	Rat	comb
bus	nut	Rabbit	
	foot		egg
bone	bell		leg
Sun	doll		
	ball		

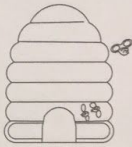five   bear   Rock   mop, can

left over

Appendix K

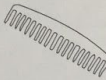## Lesson 2: Phoneme Isolation Worksheet

Name **Kate**

Put your finger on the dot. Trace the arrow as you slowly say the name of the picture. Does the sound of the letter in the box come at the beginning (●) or end (▶) of the name? Circle the letter that is in the right place.

g (g)	d (d)	(h) h
l (l)	m (m)	(n) n
(m) m	(b) b	(b) b

Letter Identification Post-Test

Letter Identification Assessment

Name: __Kate__   Date: ~~█████~~ 8/1

	Name of Letter	Sound of Letter	No Reply or not correct		Name of Letter	Sound of Letter	No reply or not correct
A	✓			a	✓		
W	✓			w	✓		
P			✓	p	✓		
K	✓			k	✓		
F			✓	f			✓
Z	✓			z	✓		
U			✓	u			✓
J			✓	j			✓
O	✓			o	✓		
H			✓	h			✓
B	✓			b	✓		
				a	✓		
M	✓			m	✓		
Q	✓			q			✓
L		✓		l			✓
Y		✓		y			✓
C	✓			c	✓		
I	✓			i	✓		
X	✓			x	✓		
S	✓			s	✓		
N	✓			n			✓
D		✓		d			✓
T	✓			t			✓
V	✓			v	✓		
R			✓	r			✓
G	✓			g			✓
E	✓			e	✓		
				g			✓

Known letters: Upper Case __17__ Lower Case __15__ Known Letter Sounds: __N/A__

List unknown letters:
__P, F, U, J, H, L, Y, D, R, f, u, j, q, l, y, n, d, t, r, g, g__
What do you notice: (Does not know names, but recognizes in words; knows names, but no letter/sound match; reversed letters; straight line known, curved unknown, etc.)
Improved by 6 upper-case & 6 lower-case letters.
Difficulty identifying lower-case letters that look different than upper-case counterpart.
For benchmark scoring rubrics please see the Benchmarks for Primary Assessments document.

TCRWP

Appendix M

Phoneme Segmenting Post-Test

Assessor Copy   **Form K-2**

Student Name: ___Kate___   Date: __8/2/17__

Phoneme Segmenting

Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: "**I am going to say a word, and you will give me the sounds you hear in that word. If I say** *cap*, **you will say /c/ /a/ /p/. If I say** *it*, **you will say /i/ /t/. If I say** *top*, **you will say /t/ /o/ /p/. Let's try.**"

Note: This is a 60 second timed test.

Scoring

- Underline each phoneme the student says correctly.
- Put a ~~slash~~ through each phoneme the student misses.
- Students are NOT penalized for saying extra phonemes.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	pack	/p/ /a/ /ck/	3 / 3	11	globe	/g/ /l/ /o/ /be/	___ / 4
2	shirt	/sh/ /ir/ /t/	1 / 3	12	treated	/t/ /r/ /ea/ /t/ /e/ /d/	___ / 6
3	bent	/b/ /e/ /n/ /t/	___ / 4	13	raid	/r/ /ai/ /d/	3 / 3
4	soak	/s/ /oa/ /k/	3 / 3	14	bow (ou)	/b/ /ow/	2 / 2
5	snail	/s/ /n/ /ai/ /l/	___ / 4	15	nurse	/n/ /ur/ /se/	2 / 3
6	stack	/s/ /t/ /a/ /ck/	___ / 4	16	shade	/sh/ /a/ /de/	2 / 3
7	able	/a/ /b/ /le/	1 / 3	17	shout	/sh/ /ou/ /t/	1 / 3
8	cows	/c/ /ow/ /s/	2 / 3	18	sneak	/s/ /n/ /ea/ /k/	___ / 4
9	crowd	/c/ /r/ /ow/ /d/	___ / 4	19	lime	/l/ /i/ /me/	___ / 3
10	kettle	/k/ /e/ /tt/ /le/	___ / 4				

 # Correct _____ / 66

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