

Individualized Student Learning Plan

KINDERGARTEN

Assessment:	Reading Proficiency:	Writing Proficiency:	Mathematics Proficiencies:
<p>READING Basic Reading Inventory (include student summary) <u> 2 </u> Independent Level <u> 3 </u> Instructional Level Kindergarten Assessment Strengths: Great interest in reading and reads with good expression Good strategies (i.e. stops and re-reads; self-corrects).</p> <p>Needs: Expanded vocabulary Strategies for instructional level (comprehension, decoding, etc.)</p> <p>DIBELS Initial Sound Fluency: N/A Letter Recognition: 70 Phoneme Segmentation: 50 Nonsense Words: 125 Dolch Sight Words: 100% (46/46 Level 2) WRITING (include writing samples and developmental checklists) Strengths: Functional spelling of words Simple sentences and creativity</p> <p>Needs: Write 4+ sentences in sequential order Proper placement of pencil</p> <p>MATHEMATICS Silver Burdette Ginn (include assessments) Strengths: Addition and subtraction to 12</p> <p>Needs: Measurement, money and time. Double digit addition/subtraction.</p>	<p>- Use strategies to construct meaning from print.</p>	<p>- Record thoughts in writing.</p>	<p>- Apply number concepts and operations to real world situations. - Gather, organize, display, and interpret data. - Use patterns as a tool for problem-solving. - Apply the principles of geometry to the environment. - Interpret real world situations using measurement concepts.</p>
Learning Goals:		Learning Goals:	
<p>1.1.9 Demonstrate expanded knowledge of story structure and elements. 1.1.12 Demonstrate comprehension of written material by retelling and other forms of literary response. 1.1.15 Build expanded vocabulary (i.e. key selection vocabulary, multiple meaning words, homographs, synonyms, antonyms, etc.).</p> <p>Strategies to be used (by teacher, student, parent):</p> <p>T: Model and present different story elements and discuss, work on comprehension strategies and provide expanded vocabulary. S: Complete story structure assignments, focus on comprehension assignments, practice vocabulary. P: Provide reading time at home to focus on reading comprehension (five-finger retelling).</p> <p>Documentation of Proficiency (date, include evidence)</p>	<p>1.2.7 Begin to develop modes of written expression (i.e. narrative, expository, and descriptive writing). 1.2.10 Write four or more related sentences with supporting information. 1.2.13 Begin to apply knowledge of grammar, punctuation, capitalization, and sentence structure to the revision/editing process.</p> <p>Strategies to be used (by teacher, student, parent):</p> <p>T: Provide frequent writing practice and practice revising and editing sentences. S: Focus on writing multiple sentences in sequential order and writing with different modes of expression. P: Provide practice at home focusing on 4+ sentences in sequential order and encourage revision of written material.</p> <p>Documentation of Proficiency (date, include evidence)</p>	<p>1.5.5 Describe time on an analog and digital clock using hours and half hours. 1.1.11 Use words and numbers to describe the values of individual coins (penny, nickel, dime, and quarter). 2.1.7 Solve addition and subtraction problems using two-digit numbers with regrouping.</p> <p>Strategies to be used (by teacher, student, parent):</p> <p>T: Provide lessons in time, counting money and two-digit addition/subtraction. S: Participate in daily math lessons through assignment completion and verbal responses to teacher prompts. P: Provide time to discuss math assignments at home and encourage telling time and counting money.</p> <p>Documentation of Proficiency (date, include evidence)</p>	
<p>Teacher Signature: _____</p> <p>Parent Signature: _____</p> <p>Student Signature: _____</p>	<p>Date: _____</p> <p>Date: _____</p> <p>Date: _____</p>		