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## ABSTRACT

The Louisiana Literacy Profile has three parts: Teacher's Guide, the Manual, and the Pupil Record Sheet. The teacher's guide for the Louisiana Literacy Profile for Grades K-3 presents the background of the profile, identifies the purpose of the profile, outlines the components of the profile and gives a rationale for each of the components. The teacher's guide also provides directions for using the profile, stating that a teacher may use the profile as a means of observing and recording an individual student's performance over time to inform instruction. The manual outlines the following concepts assessed: oral language development, receptive language, ability to understand language; book and print awareness; phonemic awareness; graphophonemic knowledge; analysis of oral reading and response to text; written language A: writing for communication, the ability to communicate meaning through written forms of language; and written language B: mechanics of writing. For assessment of each concept at the suggested grade level, the manual provides the teacher with guiding questions for observation and a relevant activity for the student to undertake. The record sheet recommends that the teacher monitor the student's progress throughout the year. Teachers are to record individual student progress in the boxes next to the literacy behavior and date each observation. (NKA)

**Louisiana Literacy Profile for Grades K-3  
Teacher's Guide [and] Manual [and]  
Pupil Record Sheet**

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# Louisiana Literacy Profile for Grades K-3



**November 2000**

**Louisiana Department of Education  
Cecil J. Picard, Superintendent**

# Teacher's Guide

# Louisiana Literacy Profile Grades K-3

## Teacher's Guide

### BACKGROUND

During the 1997 Legislative Session, the sum of \$30 million dollars was allocated to improve pupils' performances in reading and mathematics in Louisiana. *Bulletin 1967: The Louisiana K-3 Reading and Mathematics Initiative*, outlining the vision for reading and mathematics in Louisiana and providing programmatic guidelines, was adopted by the State Board of Elementary and Secondary Education in July of 1997. The Legislature requires that there be a valid evaluation of the program. In addition, R.S. 17:181 (House Bill 2444--Act 450, 1997) requires that each second and third grade teacher report to the Legislature the number of pupils reading below grade level. In order to assist local school districts and teachers in this endeavor, a task force collaborating with the Louisiana Department of Education has developed the *Louisiana Literacy Profile for Grades K-3*. The profile includes information gathered from the *Developmental Reading Assessment* as well as other sources.

The Louisiana Literacy Profile represents the efforts and expertise of numerous teachers, district administrators, reading specialists, universities faculty and staff, and department staff. The State Board of Elementary and Secondary Education and the Department of Education are grateful to all those persons who have worked so diligently to formulate the profile.

### PURPOSE OF THE PROFILE

The purpose of the *Louisiana Literacy Profile for Grades K-3* is to provide teachers of children in Kindergarten, First Grade, Second Grade, and Third Grade with the means of observing and recording pupil progress on a continuum of growth that is based on literacy behaviors. The Louisiana Department of Education remains supportive of local decisions involving instruction and presents the *Louisiana Literacy Profile for Grades K-3* as an **additional resource, rather than as a replacement** for materials that districts are using successfully. This profile was developed as a tool for teachers to use in their individual classrooms to inform instruction and promote development of the literacy behaviors required for the LEAP 21. It also provides information that documents pupil performance for evaluation and reporting purposes as required by the Louisiana K-3 Reading and Mathematics Initiative, R.S. 17:181, and the Louisiana Law for the Education of Dyslexic Pupils, R.S. 17:7(11) and R.S. 17:392.1 and 392.3.

The Louisiana Literacy Profile complies with the requirements of R.S. 17:392.1 and 392.3 (formerly known as ACT 1120): the screening of all pupils for dyslexia. In particular, it addresses the components of phonological awareness and receptive and expressive language. Children who are identified as at risk of having reading and language difficulties should be referred to the SBLC for further action. [See Bulletin 1903: *Factors Which May Contribute to the Characteristics of Dyslexia under Requirements for Implementation of R.S. 17:7(11).*]

Note: Assessment must be ongoing. If at any time a pupil exhibits impediments to successful learning

experiences, he/she is to be referred to the SBLC. (See the flow chart, Attachment B.)

The *Louisiana Literacy Profile for Grades K-3* is based on three premises:

- X Children develop literacy at different rates: i.e., not all children in a kindergarten, first grade, second grade, or third grade class will be ready to display a particular skill at the same time. A teacher’s decision to observe a particular literacy behavior should be based on a child’s readiness, rather than on a prescribed timetable. The teacher’s “up-close” knowledge of each child’s progress should determine when to begin observing the desired literacy behavior.
- X The concepts, literacy behaviors, and activities that comprise each component are not listed in a prescribed scope and sequence.
- X The process of completing or using the profile should be **ongoing** throughout the school year, occurring naturally as part of daily instruction and classroom activities. Multiple observations may be needed until the desired level of literacy is exhibited.

**COMPONENTS OF THE PROFILE**

The *Louisiana Literacy Profile for Grades K-3* has the following components at each grade level:

Component	K	Grade 1	Grade 2	Grade 3
Oral Language				
Book and Print Awareness				
Phonemic Awareness				
Graphophonemic Knowledge				
Oral Reading/ Comprehension/ Response to Text				
Written Language/ Writing for Communication/ Mechanics				

The following explanations provide a rationale for each of the components.

**Oral Language.** Oral Language is developed in early childhood. The child continues to build language through exposure to oral and then written formats. If a pupil's language is delayed, his/her ability to acquire literacy will also be delayed. Both receptive (listening and reading) and expressive (writing and speaking) language are critical for communication. It is essential to determine the pupil's level of language acquisition in order to foster literacy.

**Book and Print Awareness.** It is important to determine what the pupil already knows about books, print, and the reading process before his/her reading instruction begins.

**Phonemic Awareness.** It is critical for the pupil to have the ability to detect and manipulate sounds in spoken language (phonemic awareness) prior to his/her learning sound-symbol relationships.

**Graphophonemic Knowledge.** Graphophonemic knowledge is the recognition of letters and the understanding of sound-symbol relationships. It is essential to determine not only the pupil's knowledge of the alphabet and its functions but also his/her understanding of the relationship between print and oral language.

**Oral Reading.** It is critical for the teacher to observe the pupil's oral reading behaviors and to record miscues in order to assess the pupil's oral reading fluency. Oral reading fluency is based on rate, automaticity of word recognition (the ability to recognize words quickly with little conscious attention to letter-sound matching), intonation, phrasing, and the naturalness with which the pupil reads aloud. This type of observation is also useful in determining the pupil's appropriate instructional level of reading. The child's reading level is compatible with the material he or she is attempting to read.

**Response/Comprehension to Text.** The ultimate goal of reading is to comprehend what has been read from different types of text. It is imperative that the pupil be able to construct meaning from different types of text, both at the literal level and at the conceptual level of understanding, which allows the pupil to extend meaning beyond the text.

**Written Response:** Writing is closely connected to literacy acquisition. Writing is a developmental skill and process that pupils exhibit as they become literate. It is understood that writing is an ongoing part of classroom instruction and that opportunities to write should be provided on a daily basis.

## DIRECTIONS FOR USING THE PROFILE

The *Louisiana Literacy Profile* has three parts: The Teacher's Guide, the Manual and The Pupil Record Sheet. The *Louisiana Literacy Profile for Grades K-3* is a continuum of literacy behaviors that a teacher may use as a means of observing and recording individual pupil's performance over time to inform instruction. Most behaviors can and should be observed within the context of classroom activities. The profile may inform programmatic decision making at the classroom, school, or district level. This profile is designed to inform instruction, rather than to determine a pupil's placement.

### The Manual:

Each component of the profile consists of the concept assessed, guiding questions for observation, and at least one sample activity. A model of the format of the manual is shown below.

### CONCEPT ASSESSED:

Suggested Level	Guiding Questions for Observation	Activity

The concept assessed is listed at the beginning of each component. Under the concept assessed are three columns. The first column contains a suggested level of performance. If a literacy behavior is not observed by the end of the highest grade level suggested, it signals a need to gather further data or a need for a change in regular classroom instructional practice for that child. The second column contains a set of questions that will guide the teacher in his/her observation of a pupil's literacy behaviors and guidelines, where applicable. In the third column is a description of at least one activity the pupil will be asked to perform. The teacher should devise as many additional activities as necessary, using the listed activity(s) as a model, to determine whether each pupil has exhibited a particular literacy behavior.

### The Pupil Record Sheet:

The Pupil Record Sheet is included in the profile so that the teacher can monitor his/her pupils' progress throughout the year. Although not all of the components are listed for each grade, the record sheet includes all of the primary literacy profile components, since some pupils may not progress at the same rate as than their classmates in their literacy development. The suggested level indicates the years during which the skill is being taught. Competency is expected by the end of the last grade listed.



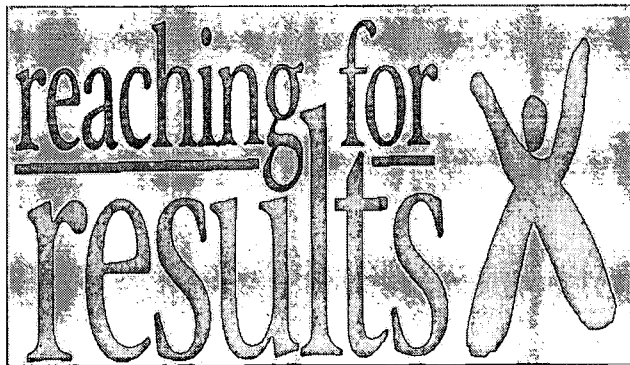
### **Format of the Pupil Record Sheet:**

In the gray box, record the approximated time of year in which each observation is made. (Beginning, Midyear or End) After each item is a series of blocks. Because the profile is designed to be used 3 times yearly in grades K-3, there are 12 blocks. A line separates each block. In the upper half of the block, record your legend (see Pupil record sheet). In the lower half, record the source you used to gain this information (see Pupil Record Sheet).

The teacher should consider the following as he/she administers the profile activities:

- X It is important to be flexible when using the profile. For example, administering the activities in short sessions over a period of time will ensure that pupils will not tire or feel overly frustrated.
- X **It is not necessary for the teacher to administer an activity to a pupil if the teacher has already observed and documented that particular literacy behavior.**
- X It is important to be aware of and sensitive to each pupil's dialectical, linguistic, and cultural differences.

# Louisiana Literacy Profile for Grades K-3



**November 2000**

**Louisiana Department of Education  
Cecil J. Picard, Superintendent**

# Manual

**CONCEPT ASSESSED: Oral Language Development Receptive Language**  
**The ability to understand language**

Item #	Suggested Level	Guiding Questions for Observation	Activity
1.	<b>K</b>	Discriminates environment sounds	Ask the child to identify common sounds such as sirens, cars, and animals.
2.	<b>K 1</b>	Understands and follows oral directions	Ask the pupil to get a book and pencil from his desk and take it to the teacher.
3.	<b>K 1 2 3</b>	Responds to questions appropriately	Ask the pupil an open-ended question and look for a logical response relevant to the question. (i.e., <i>What do you need to do when the fire alarm rings?</i> )

**Oral Language (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
4.	<b>K</b>  <b>1</b>  <b>2</b>	Understands time and positional words	Have the pupil identify activities relating to the time of day (i.e. morning, night, weekend). Ask the pupil to demonstrate positional words.
5.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Understands idioms/figurative language	State a common idiom and ask the pupil what it means (e.g., <i>as easy as pie</i> ; <i>hungry as a bear</i> ).

Oral Language (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
6.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Communicates effectively  a. Expresses a complete thought w/appropriate sentence structure  b. Expresses a complete thought w/appropriate word order  c. Finds words with ease in general conversation.	Ask the pupil to relate a real-life experience (i.e., <i>Tell me what you did over the weekend</i> ).
7.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Tells/Retells in logical order	Ask the pupil to tell/retell a story read earlier.

**Oral Language (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
8.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Relates a story or event to real-life experiences	Read a story to the pupil and ask the pupil how it relates to his/her own life.
9.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Asks relevant questions	Observe the pupil in question-making activities. When the pupil asks a question, does it relate to the topic at hand?

### Oral Language (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
10.	<b>K</b> <b>1</b>	Identifies pictures of familiar objects rapidly and smoothly	Show the pupil a page of pictures of familiar objects. (See the Teacher's Guide, Attachment A.) Make sure s/he knows the names of the objects pictured by pointing to pictures in random order and having the child name them. Then have the child name the pictures rapidly, in order. Record the number of mistakes and unusual difficulty with rapid naming.

### CONCEPT ASSESSED: Book and Print Awareness

Familiarity with books print, and the reading process

Item #	Suggested Level	Guiding Questions for Observation	Activity
11.	<b>K</b> <b>1</b>	Holds book right side up	Select a short storybook with pictures and some text. There should be several lines of text on the pages. Hand the pupil the book <b>with the spine up</b> . Ask the pupil to hold the book as if s/he were going to read it to a friend. See whether the pupil holds the book right side up.
12.	<b>K</b> <b>1</b>	Knows parts of a book and their functions (e.g., cover, title page, and illustrations)	Ask the pupil to point to the cover and title page of a book.



## Book and Print Awareness (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
13.	<b>K</b> <b>1</b>	Knows that the author wrote the book Knows that the illustrator drew the pictures	Ask, <i>What does the author do? What does the illustrator do?</i>
14.	<b>K</b> <b>1</b>	Knows that print is read from left to right and top to bottom	When asked to pretend to read, does the pupil point to the first word of the text, show left-to-right progression, move to the bottom of the page, and return sweep?  Turn to the first page of the story. Ask the pupil to point to the place where he or she would begin to read the story. Then ask the pupil to move his/her finger along the lines of text to show how to move across the page when reading.
15.	<b>K</b> <b>1</b>	Knows when to turn the page	Ask the pupil to show what needs to be done after reading the last word or looking at the picture on the right-hand page to find out what will happen in the story.
16.	<b>K</b>	Distinguishes upper and lower case letters	Ask the pupil to point to a lowercase letter and to point to an uppercase letter in a book or on a printed page.

**Book and Print Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
17.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Can distinguish between letters and words	Ask the pupil to “frame” a letter and then a word, using his/her fingers.
18.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Knows the position of the first letter of a word and the last letter of a word	Ask the pupil to point to the first letter of a word and to point to the last letter of a word.
19.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Matches spoken word with written word	Read the first page of the story to the pupil. Ask the pupil to point to the words as you read. Observe whether the pupil points to the text.
20.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Knows that print carries meaning	Open a book to a double page with text and pictures and say, <i>Show me where to start reading.</i>

**Book and Print Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
21.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Knows the meaning of a period, question mark, comma, quotation mark	Point to a period, question mark, comma, and quotation marks on a page of text and ask the pupil the name and the meaning of each item.

**CONCEPT ASSESSED: Phonemic Awareness**

The ability to detect and manipulate sounds in spoken language.

Listed below is a series of questions to assess a pupil's phonemic awareness. Note: Pupils' dialects may alter the expected response. Use your professional judgment and knowledge of the pupil to determine the correct responses.

Item #	Suggested Level	Guiding Questions for Observation	Activity
22.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Distinguishes same and different words when spoken by the teacher	<p>Say each pair of words to the pupil and ask the pupil to tell you whether the two words are the same or different.</p> <p>fat     bat dip    hip man    man hut    nut</p>

**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
23.	<p><b>K</b></p> <p><b>1</b></p> <p><b>2</b></p>	<p>Produces a rhyming word when given a word prompt or nonsense word</p>	<p>Say, <i>Listen to these words: hat, gnat, lat, mat. All of these words rhyme. Can you tell me another word that rhymes with bake, fake, sake?</i></p> <p>top, stop, crop rug, bug, dug big, wig, jig</p>
24.	<p><b>K</b></p> <p><b>1</b></p>	<p>Identifies spoken members of a set of words as being the same or different</p>	<p>Tell the pupil that you are going to say some words and ask him/her to tell you whether the words are the same or different.</p> <p>Dan, Dan, den net, net, net find, fish, find house, house, house</p>
25.	<p><b>1</b></p> <p><b>2</b></p>	<p>Identifies members of a spoken set of words that share the same sound</p>	<p>Can the pupil identify members of a spoken set of words that share the same sound. Say, <i>I am going to say some words. I want you to tell me whether they have parts that are the same.</i></p> <p>dak, pak, zen map, rag, hot star, cat, moon hit, lip, fish</p>

**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
26.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Identifies parts in a spoken word	<p>Say, <i>I am going to say a word. Tell me how many parts the word has?</i></p> <p>[Example: <i>Ta-ble</i> (The teacher says <i>table</i> slowly to exaggerate the syllables) <i>has two parts</i>]</p> <p>girl_____</p> <p>wagon_____</p> <p>ball_____</p> <p>elephant_____</p> <p>happy _____</p> <p>hippopotamus_____</p> <p>umbrella_____</p> <p>NOTE: Another way to assess this item is to have the pupil physically show the number of syllables (i.e., clapping, tapping, or pupil can use markers to move as the pupil says the parts of the words).</p>
27.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Detects/Produces beginning sounds in spoken words	

**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
28.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Provides words with the same beginning sound as in spoken words	<p><i>Say, Listen to these words: bug, barn, bus. They all <u>start</u> with the same sound. Can you tell me another word that starts with that sound?</i></p> <p><i>Can you tell me another word that starts with the same sound as these words?</i></p> <p>dog, dime, dip sun, sing, sit jar, jump, jam can, car, cake</p>
29.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Detects/Produces the ending sounds in spoken words	<p><i>Say, Listen to these words: bus, miss, house. All these words <u>end</u> with the same sound. That sound is /s/. Can you tell me what the last sound is in each group?</i></p> <p>pad, hid, made tip, mop, cup sick, back, deck rib, knob, tub</p>
30.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Provides words with the same ending sound as in spoken words	<p><i>Say, Listen to these words: fun, moon, fin. They all end with the same sound. That sound is /n/. Can you tell me another word that ends with the same sound as each of these words?</i></p> <p>tag, rug, pig      jam, room, gum hill, sell, coal    hat, float, cat</p>

**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity										
31.	<b>K</b>  <b>1</b>  <b>2</b>	Blends phonemes	<p>Say, Listen carefully as I say a word slowly...r/u/g. The word I am saying is rug. Say each component sound, not the letter name, at approximately ½ second intervals.  <i>What is this word?</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><i>c/a/t</i></td> <td>cat</td> </tr> <tr> <td><i>b/e/d</i></td> <td>bed</td> </tr> <tr> <td><i>n/u/t</i></td> <td>nut</td> </tr> <tr> <td><i>r/I/b</i></td> <td>rib</td> </tr> <tr> <td><i>b/ /t</i></td> <td>boat</td> </tr> </table> <p>Teacher note: As you segment each phoneme, it is important to avoid distorting the sound as much as possible. Minimize the tendency to add a vowel sound after each consonant sound. For example, /m/ is not pronounced <i>muh</i> it should be pronounced <i>mmm</i>. Also, /p/ is not pronounced <i>puh</i>. Rather, an unvoiced, plosive consonant such as /p/ should be spoken in a loud whisper.</p>	<i>c/a/t</i>	cat	<i>b/e/d</i>	bed	<i>n/u/t</i>	nut	<i>r/I/b</i>	rib	<i>b/ /t</i>	boat
<i>c/a/t</i>	cat												
<i>b/e/d</i>	bed												
<i>n/u/t</i>	nut												
<i>r/I/b</i>	rib												
<i>b/ /t</i>	boat												

**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
32.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Segments phonemes	<p>Ask the pupil to say the sounds s/he hears in individual words. Say, <i>I will say a word very slowly</i>. The teacher demonstrates: <i>I say, tide; you say /t/i /d/</i> (segmenting each sound at approximately ½ second intervals).</p> <p>Repeat this activity with other examples, such as:</p> <p><i>I say go, you say</i> _____.</p> <p><i>I say fig, you say</i> _____.</p> <p><i>I say bat, you say</i> _____.</p> <p><i>I say cup, you say</i> _____.</p>
33.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Produces a word part when initial phoneme is deleted	<p>Say, <i>Listen to the word nice. I can say nice without the /n/. Nice without the /n/ is ice. You say the word bus. Bus without the /b/ is ____.</i> (us)</p> <p>Use these additional words:</p> <p>pig, _____(ig)</p> <p>let, _____(et)</p> <p>rug, _____(ug)</p> <p>late, _____(ate)</p> <p>nose, _____(ose)</p>



**Phonemic Awareness (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
34.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Can substitute phonemes	<p><i>Say, Listen to the word lace. I can make up a new word. I can take the /l/ off lace and put on a /r/ and I have a new word, race. Now you say the word bus. Take the /b/ off bus and put on a /f/ to make a new word. The new word is _____. (fuss)</i></p> <p>Repeat this activity with other words.</p> <p>car (jar)  fun (run)  met (pet)  road (load)  cow (pow)  sail (mail)</p>

**CONCEPT ASSESSED: Graphophonemic Knowledge**

The knowledge of letters and sound-symbol relationships

Item #	Suggested Level	Guiding Questions for Observation	Activity
35.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Identifies the letters of the alphabet	<p><i>Say, I am going to show you some letters (uppercase and lowercase letters). Ask the pupil to find all the letters s/he knows and tell you the letter name of each. You may also ask whether s/he knows the sound, or a word that begins with the letter. (The pupil also receives credit for the sound or for a word that begins with the letter.)</i></p> <p>NOTE: Cover the letters with an index card or a piece of paper. Show letters one row at a time.</p>

### Graphophonemic Knowledge (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
36.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Distinguishes sound-symbol relationships in the initial position (consonants only)	<p>Place the following letters on the table: f, m, s, p. Ask the pupil: <i>What letter sound <u>begins</u> each of these words?</i> Ask the pupil to point to that letter as you say the words: <i>Mom, fish, soup, pickle.</i></p> <p><b>Note: Kindergarten pupils may say the letter rather than point to the letter.</b></p> <p>Place appropriate beginning letters on the table and repeat the above process for the following words:</p> <p>home nut joke go race boy tag wig lead zoo</p>

**Graphophonemic Knowledge (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
37.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p>	Distinguishes sound-symbol relationships in the final position (consonants only)	<p>Place the following letters on a table: <i>t, s, p, m</i>. Ask the pupil, <i>What letter sound ends each of these words?</i> Ask the pupil to point to that letter as you say the words: <i>lip, goat, dim, dress</i>.</p> <p>Jeff man hill buzz hid tub fur</p>
38.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Substitutes initial sounds to decode words	<p>List the following words:</p> <p>bat sat lat cat mat</p> <p>Read the first word to the pupil. Then ask the pupil to read the list of words. Tell the pupil that some of the words are not real words.</p>

## Graphophonemic Knowledge (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
39.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Substitutes final sounds to decode words	<p>List the following words:</p> <p>can cap cas cam cab</p> <p>Read the first word to the pupil. Then ask the pupil to read the list of words. Tell the pupil that some of the words are not real words.</p>
40.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	Reads/Decodes words with short vowels	<p>Show the pupil the following list of words:</p> <p>hat hit het hot hut</p> <p>Ask the pupil to read the list of words. Tell the pupil that some of the words are not real words.</p>

**Graphophonemic Knowledge (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
41.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p>	<p>Reads/Decodes words with initial blends</p>	<p>Show the pupil the following list of words:</p> <p>blow clip drop grab step</p> <p>Ask the pupil to read the words.</p>
42.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	<p>Reads/Decodes words having long vowel sounds</p>	<p>Show the pupil the following list of words:</p> <p>cake kite seat cute boat</p> <p>Ask the pupil to read the words on the list.</p>

**CONCEPT ASSESSED: Analysis of Oral Reading and Response to Text**

Oral reading fluency is based on rate, automaticity of word identification (the ability to recognize words quickly with little conscious attention to letter-sound matching), intonation, phrasing, and the naturalness with which the pupil reads aloud.

Item #	Suggested Level	Guiding Questions for Observation	Activity
43.	<b>1</b> <b>2</b> <b>3</b>	Reads grade-appropriate text with acceptable oral accuracy and comprehension (Record DRA text level)	Administer the Developmental Reading Assessment and record the results on the pupil record sheet.

As the pupil reads the selected page (s) of a book, the pupil may exhibit many reading behaviors. Not all of these behaviors should be considered errors when calculating the score for word recognition. However, by noting these reading behaviors, you may gain insight into the pupil’s reading patterns and instructional needs.

**Response to Text (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
44.	<p><b>K</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	<p>Makes predictions and explains why</p>	<p>Read a short passage and stop at a given point. Ask the pupil what she/he thinks will happen next and why?</p>
45.	<p><b>K</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	<p>Connects personal experiences with text</p>	<p>Finish the passage from the activity above and ask the pupil to relate it to his/her own experiences.</p> <p>Note: The pupil's response can be oral, written, or drawn.</p>

**Response to Text (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
46.	<p><b>K</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	<p>Recognizes different genres</p>	<p>Ask the pupil to identify the genres of familiar titles or new selections.</p> <p>fiction non-fiction poetry reference mystery biography autobiography folktales legends myths</p> <p>If the teacher includes this topic in the discussion of a variety of reading selections during read-aloud times, pupils will be able to identify different genres.</p>
47.	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	<p>Interprets information from diagrams, charts, and graphs</p>	<p>Show examples of diagrams, charts, and graphs and ask the pupil to provide accurate information about each example.</p> <p>NOTE: This activity can be done using daily observations of these items.</p>



## Response to Text (continued)

Item #	Suggested Level	Guiding Questions for Observation	Activity
48.	<b>K</b>  <b>1</b>	Identifies words of environmental print or familiar sight words	Show the pupil several words from various familiar stories or words from environmental print that might be familiar to the pupil. Example: <i>McDonald's, Burger King, STOP, pupil's name, or family members' names, etc.</i>

### Concept Assessed: Written Language A: Writing for Communication

The ability to communicate meaning through written forms of language

Item #	Suggested Level	Guiding Questions for Observation	Activity
49.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Identifies and records sounds in spoken words	Dictate a sentence fluently to the pupil once; then repeat it slowly once. The pupil records the dictated sentence. Analyze the recorded sounds.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
50.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Recalls/Writes known words	Say to the pupil: <i>Write all the words you know.</i> Time this activity for 10 minutes. You may coach the pupil to record family names, high-frequency words, number words, and color words. Do not allow pupils to copy environmental print or words displayed in the classroom.
51.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Writes or attempts to write appropriately at various points in the school year (Writing sample from beginning and end of year)	(This composition is not a handwriting sample.) Save a sample of the pupil's writing from the beginning, the middle, and the end of the school year to document pupil's progress (First drafts only).

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
52.	<b>K</b> <b>1</b>	Demonstrates an interest in writing for real purposes	Observe the pupil attempting to write letters, lists, notes, cards, stories, etc., or requesting help with such activities as s/he uses lined and unlined paper, markers, crayons, etc.
53.	<b>K</b> <b>1</b>	Dictates words and sentences or stories s/he wants written down	Observe instances in which the pupil requests an adult or peer to write letters, words, phrases, sentences, stories, etc.
54.	<b>K</b> <b>1</b>	Attempts to copy print	Observe the pupil as s/he attempts to copy letters, numbers, words, sentences, etc.
55.	<b>K</b> <b>1</b>	Writes own first and last name correctly	Observe the pupil as s/he prints his/her first and last name legibly.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
56.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Uses grade-appropriate temporary ( <i>invented, phonetic</i> ) spelling	Observe the pupil as s/he engages in writing activities.
57.	<b>1</b>  <b>2</b>  <b>3</b>	Engages in sustained writing	Observe the pupil as s/he is engaged in a writing project.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
58.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Expresses meaningful logical thoughts in sequence	Observe samples of the pupil's work to determine whether meaningful complete thoughts are expressed in logical, sequential order.
59.	<b>1</b>  <b>2</b>  <b>3</b>	Writes in variety of genres	Observe samples of the pupil's work over time to determine the genres used.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
60.	<p><b>K</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	Plans for writing (prewrites)	Observe the pupil as s/he plans for writing independently and/or as a member of a group. This activity could involve mapping, listing, drawing, or talking.
61.	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>	Produces acceptable first draft	Observe samples of the pupil's work over time to determine whether s/he produces acceptable first drafts.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
62.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Revises first draft	Observe the pupil making additions and/or deletions to his/her draft or reorganizing ideas for clarity.
63.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Uses grade-appropriate vocabulary	Observe samples of the pupil's work over time to determine whether s/he is showing growth in using grade-level appropriate vocabulary.

**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
64.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Demonstrates organization in story form	Observe the pupil as s/he creates stories. Look for main ideas and elaboration through supporting details. Be aware of story form (beginning, middle, end or problem, resolution, etc.).
65.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Writes for audience	Observe samples of the pupil's work over time to determine whether s/he is showing growth in awareness of audience. Be aware of instances in which the pupil comments on his/her audience. Attend to this aspect of writing in pupil conferences and sharing sessions.



**Written Language A: Writing for Communication (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
66.	<b>K</b>  <b>1</b>  <b>2</b>  <b>3</b>	Shares, listens, and responds to writing	Observe the pupil as s/he shares writing and interacts with peers.

**CONCEPT ASSESSED: Written Language B: Mechanics of Writing**

The ability to use written language in an increasingly conventional manner, regarding handwriting, spacing, punctuation, spelling, and syntax.

Item #	Suggested Level	Guiding Questions for Observation	Activity
67.	<b>K</b>  <b>1</b>	Hold writing implement correctly	Observe the pupil as s/he writes, noting correct grip, positioning on the paper, etc.

**Written Language B: Mechanics of Writing (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
68.	<b>K</b> <b>1</b>	Makes upper case and lower case letters	Observe pupil writing samples for evidence of correct formation of upper and lower case letters. Also observe the pupil as s/he forms letters to check for appropriate directionality. ( <i>Note whether there are rotations, inversions, and/or reversals.</i> )
69.	<b>K</b> <b>1</b> <b>2</b> <b>3</b>	Leaves spaces between words, sentences, lines, and pages	Observe pupil writing samples for evidence of correct spacing between letters, words, sentences, lines, and pages.
70.	<b>K</b> <b>1</b> <b>2</b> <b>3</b>	Uses upper case letters appropriately	Observe pupil writing samples for evidence of correct usage of capital letters, as appropriate for the grade level.

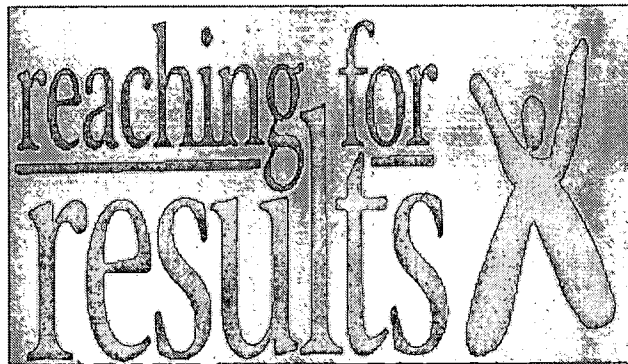
**Written Language B: Mechanics of Writing (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
71.	<p style="text-align: center;"><b>K</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	<p>Uses punctuation appropriately (e.g., periods, commas, question marks)</p>	<p>Observe pupil writing samples for evidence of correct usage of punctuation, as appropriate for the grade level.</p>
72.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	<p>Uses conventional spelling for familiar words (grade-appropriate)</p>	<p>Observe pupil writing samples for evidence of conventionally correct spelling, as appropriate for the grade level.</p>

**Written Language B: Mechanics of Writing (continued)**

Item #	Suggested Level	Guiding Questions for Observation	Activity
73.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Uses correct word order (syntax)	Observe pupil writing samples for evidence of correct syntax, as appropriate for the grade level.
74.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Edits her/his own work for mechanics	Observe pupil writing samples for evidence of self-editing for mechanics, as appropriate for the grade level.
75.	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	Publishes writing in appropriate forms	Observe the pupil over time to determine whether s/he publishes writing at suitable times and in grade-appropriate forms.

# Louisiana Literacy Profile for Grades K-3



**November 2000**

**Louisiana Department of Education  
Cecil J. Picard, Superintendent**

## **Pupil Record Sheet**

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Record Sheet for the Louisiana Literacy Profile Grades K-3

Page 1

Grade Level Profile began:

Pupil's Name \_\_\_\_\_

Γ K Γ 1st Γ 2nd Γ 3rd

Teacher's Name \_\_\_\_\_

School year \_\_\_\_\_

## Louisiana Literacy Profile for Grades K-3

It is recommended that a pupil's progress be monitored throughout the year (possibly at the beginning, the middle, and the end of the year.) Record individual pupil progress in the boxes next to the literacy behavior. Date each observation. Use a (T) to indicate that the pupil has exhibited the behavior regularly. Use a (+) to indicate that progress is being made toward exhibiting the behavior. Use a (-) to indicate that the pupil has not yet exhibited the behavior. To determine what is appropriate for each grade, refer to your school system's benchmarks.

The source legend may be used when identifying the means of documenting literacy behaviors. Use (Obs.) to indicate that observation was used to evidence these behaviors; (DRA) to indicate that the Developmental Reading Assessment was used; (T) to indicate that formal and informal testing was used; and (P) to indicate that a product (i.e., writing sample) was used. Record anecdotal information and include pupil work samples to identify strengths and weaknesses (file in pupil folder).

### Legend

<b>T</b>	Exhibits reading behavior regularly
+	Making progress
-	Has not yet exhibited the behavior

### Source

Obs.	Observation
DRA	DRA
T	Formal/Informal test
P	Product (i.e., writing sample)

### Oral Language

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
1	K	Discriminates environmental sounds				
2	K 1	Understands and follows oral directions				
3	K 1 2 3	Responds to questions appropriately				

**Oral Language (continued)**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
4	K 1 2	Understands time and positional words				
5	K 1 2 3	Understands idioms/figurative language				
6	K 1 2 3	a. Expresses a complete thought w/appropriate sentence structure				
		b. Expresses a complete thought w/appropriate word order				
		c. Finds words with ease in general conversation.				
7	K 1 2 3	Tells/Retells in logical order				
8	K 1 2 3	Relates a story or event to real-life experiences				
9	K 1 2 3	Asks relevant questions				
10	K 1	Identifies pictures of familiar objects rapidly and smoothly				

**Book and Print Awareness**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
11	K 1	Holds book right side up				

**Book and Print Awareness (continued)**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
12	K 1	Knows parts of a book and their functions (e.g., cover, title page, and illustrations)				
13	K 1	Knows that the author wrote the book Knows that the illustrator drew the pictures				
14	K 1	Knows that print is read from left to right and top to bottom				
15	K 1	Knows when to turn the page				
16	K	Distinguishes upper and lower case letters				
17	K 1	Can distinguish between letters and words				
18	K 1	Knows the position of the first letter of a word and the last letter of a word				
19	K 1	Matches spoken word with written word				
20	K 1	Knows that print carries meaning				
21	K 1 2	Knows the meaning of a period, question mark, comma, quotation mark				



**Phonemic Awareness**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
22	K 1	Distinguishes same and different words when spoken by the teacher				
23	K 1 2	Produces a rhyming word when given a word prompt or nonsense word				
24	K 1	Identifies spoken members of a set of words as being the same or different				
25	1 2	Identifies members of a spoken set of words that share the same sound				
26	K 1 2	Identifies parts in a spoken word				
27	K 1 2	Detects/Produces beginning sounds in spoken words				
28	1 2	Provides words with the same beginning sound as in spoken words				
29	K 1 2	Detects/Produces the ending sounds in spoken words				
30	1 2	Provides words with the same ending sound as in spoken words				
31	K 1 2	Blends phonemes				
32	K 1 2	Segments phonemes				
33	K 1 2	Produces a word part when initial phoneme is deleted				

**Phonemic Awareness (continued)**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
34	K	Can substitute phonemes				
	1					
	2					

**Graphophonemic Knowledge**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
35	K	Identifies the letters of the alphabet				
	1					
36	K	Distinguishes sound-symbol relationships in the initial position (consonants only)				
	1					
37	K	Distinguishes sound-symbol relationships in the final position (consonants only)				
	1					
38	1	Substitutes initial sounds to decode words				
	2					
39	1	Substitutes final sounds to decode words				
	2					
40	1	Reads/Decodes words with short vowels				
	2					
41	1	Reads/Decodes words with initial blends				
	2					
42	1	Reads/Decodes words having long vowel sounds				
	2					
	3					

**Analysis of Oral Reading/Response to Text**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
43	1	Reads grade-appropriate text with acceptable oral accuracy and comprehension (Record DRA text level.)				
	2					
	3					
44	K	Makes predictions and explains why				
	1					
	2					
45	K	Connects personal experiences with text				
	1					
	2					
46	K	Recognizes different genres				
	1					
	2					
47	1	Interprets information from diagrams, charts, and graphs				
	2					
	3					
48	K	Identifies words of environmental print or familiar sight words				
	1					

**Written Language A: Writing for Communication**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
49	K	Identifies and records sounds in spoken words				
	1					
	2					
	3					

**Written Language A: Writing for Communication (continued)**

Suggested Level			Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3rd Grade	
50	K 1 2 3	Recalls/Writes known words	0-10				
			11-20				
			21-40				
			41-60				
			61-80				
51	K 1 2 3	Writes or attempts to write appropriately at various points in the school year (Writing sample from beginning and end of year)					
52	K 1	Demonstrates an interest in writing for real purposes					
53	K 1	Dictates words and sentences or stories she/he wants written down					
54	K 1	Attempts to copy print					
55	K 1	Writes own first and last name correctly					
56	K 1 2 3	Uses grade-appropriate temporary ( <i>invented, phonetic</i> ) spelling					

**Written Language A: Writing for Communication (continued)**

Suggested Level		Kindergarten	1st Grade	2nd Grade	3rd Grade
57	1 2 3	Engages in sustained writing			
58	K 1 2 3	Expresses meaningful logical thoughts in sequence			
59	1 2 3	Writes in variety of genres			
60	K 1 2 3	Plans for writing (prewrites)			
61	1 2 3	Produces acceptable first draft			
62	1 2 3	Revises first draft			
63	K 1 2 3	Uses grade-appropriate vocabulary			
64	1 2 3	Demonstrates organization in story form			
65	K 1 2 3	Writes for audience			
66	K 1 2 3	Shares, listens, and responds to writing			

**Written Language B: Mechanics of Writing**

Suggested Level			Kindergarten	1st Grade	2nd Grade	3rd Grade
67	K 1	Holds writing implement correctly				
68	K 1	Makes upper case and lower case letters				
69	K 1 2 3	Leaves spaces between words, sentences, lines, and pages				
70	K 1 2 3	Uses upper case letters appropriately				
71	1 2 3	Uses punctuation appropriately (e.g., periods, commas, question marks)				
72	1 2 3	Uses conventional spelling for familiar words (grade-appropriate)				
73	1 2 3	Uses correct word order (syntax)				
74	1 2 3	Edits her/his own work for mechanics				
75	1 2 3	Publishes writing in appropriate forms				

**Written Language (continued)**

**General Observations:**

*(Should be answered at each grade level. Use back or additional pages if needed.)*

**How does the student view himself/herself as a reader/writer?**

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**How is the view demonstrated?**

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