

## Personal Program Plans for Students Experiencing Academic Difficulties

The development of a personal program plan for students with learning difficulties serves the following purposes:

1. It supports program planning for the student.
2. It provides a framework for planning collaboratively with the classroom teacher.
3. It assists the learning assistance teacher in communicating with the classroom teacher and the parent regarding the student.
4. It allows the learning assistance teacher and classroom teacher an opportunity to be reflective about the student's program and make changes as necessary.
5. It supports transition between grades and between schools.
6. It establishes a record of service for the student and at the same time, establishes accountability.

Following is a list of objectives for various academic areas. These objectives may provide some support to learning assistance teachers in developing personal program plans for student experiencing academic difficulties. This is not intended to be an exhaustive list, but may be used as a springboard in developing objectives for students.

### **ORACY**

The student will:

- articulate sounds correctly
- understand and recognize rhyming words
- distinguish similarities and differences in words and sounds
- follow oral directions
- use rhymes, rhythms and patterns of language
- tell and retell personal experiences and story events
- recall and retell a sequence of events
- participate in class and small group discussions
- develop English vocabulary and concepts
- dictate phrases, sentences and stories for others to transcribe
- express ideas with increasing clarity, fluency and sentence variation
- express ideas in increasingly formal situations such as interviews and reports
- respect and respond to the ideas and opinions of others
- identify major ideas and details
- make predictions
- draw conclusions
- pose relevant questions for various purposes
- make judgements
- paraphrase ideas heard
- summarize ideas heard
- recognize cause and effect relationships
- understand multiple meanings

## **READING**

The student will:

- develop phonemic awareness
- associate words and letters with sounds in a meaningful context
- recognize letters (uppercase/lowercase)
- discriminate visual similarities in words and symbols
- know consonant letter sounds
- know short vowel sounds
- know long vowel sounds
- articulate sounds correctly
- understand the concept of rhyming words
- learn basic sight words (level mastered)
- understand directionality of print (top to bottom, left to right) - tracking
- attend to print as well as pictures when read to
- locate specific words and phrases
- recognize that ideas and thoughts can be expressed in sentences
- use initial consonants to get meaning from print
- use final consonants to get meaning from print
- learn letter patterns and phonograms
- use pictures to get meaning from print
- use context to get meaning from print
- use all cueing systems to get meaning from print
- read familiar materials such as own writing, experience charts, labels and environmental print
- read short language experience stories
- employ a variety of strategies when confronted with an unfamiliar word including:
  - reading ahead
  - rereading the sentence or phrase and using context to predict
  - using pictures as clues
  - using a combination of structural, phonetic and contextual clues
  - using other support (word banks, word lists, dictionaries) to confirm
  - looking for little words inside of big words
  - sounding out
- self-correct errors when reading
- self-monitor for meaning
- read for information
- choose to read during free time
- read on a regular basis
- practice reading regularly
- read more fluently
- read more accurately
- read with expression
- view self as a reader
- retell shared stories in own words
- create stories about pictures and drawings

- read with comprehension by:
  - relating previous experience and knowledge to what is read
  - predicting content, events and outcomes
  - making comparisons
  - recognizing cause and effect relationships
  - making inferences
  - drawing conclusions
  - forming sensory images while reading
  - paraphrasing and summarizing content
  - questioning and adjusting reading strategy when meaning is unclear
- identify the main idea of reading material
- locate and recall relevant information in reading passages
- sequence significant events and details in a reading selection
- recognize that a paragraph conveys one idea
- identify details which support the main idea of a paragraph
- identify and use book terms (author, illustrator, etc.)
- use titles, heading and illustrations to make predictions about contents
- recognize and employ punctuation guides to help clarify meaning
- read ahead to identify unfamiliar words
- reread the sentence or phrase to use context for identifying unfamiliar words
- use a combination of structural, phonetic and contextual clues
- use other supports (word banks, dictionaries, word lists) to confirm
- relate previous experience and knowledge to what is read
- predict content, events and outcomes
- make comparisons
- recognize cause and effect relationships
- make inferences
- draw conclusions
- paraphrase and summarize content
- question and adjust strategy when meaning is unclear
- sequence significant events and details
- distinguish between facts and opinions, reality and fantasy
- identify and describe character, setting, plot, central problem and climax
- interpret information conveyed in pictures, graphs, charts, maps, signs and symbols
- adjust reading rate to purposes for reading
- select and read materials appropriate to interest and needs
- select and read resources about a variety of topics
- relate story events, characters, ideas and illustrations to previous reading and personal experience
- communicate personal interpretations and comprehension through illustrations, dramatizations, oral and written language
- state preference for specific books, authors and illustrators
- state preferences for various topics and types of literature
- interpret figurative language such as similes, metaphors and personification

## **WRITING**

The student will:

- verbalize an idea
- print left to right
- print a patterned sentence from a model
- use invented spelling
- use conventional spelling
- develop a spelling vocabulary
- demonstrate development in spelling
- use spelling supports (lists, dictionaries, word books)
- print legibly (manuscript)
- write legibly (cursive)
- write a story to accompany pictures
- express ideas clearly in a sentence
- learn to write a paragraph
- develop story structure with an appropriate beginning, middle and end
- write a more complex story
- take risks in initial drafts by using invented spellings
- participate in various activities and stages of the writing process-

### **Pre-Writing**

- generate topics and ideas by:
  - brainstorming
  - categorizing information
  - discussing topics and/or ideas
  - reading and/or reciting songs, poems, and stories
  - dramatizing
  - drawing
  - interviewing
  - sequencing
  - sharing information
  - storytelling
  - webbing
  - researching
- organize ideas by:
  - selecting relevant ideas and information
  - ordering ideas and information
  - making notes or drawings

### **Drafting**

- convey ideas using drawings, scribbles, symbols or letter-like shapes
- express ideas in sentence form
- relate ideas and link sentence on one topic
- use paragraphs to organize ideas
- create original stories and poetry
- incorporate own experiences and knowledge in writing attempts
- select and order ideas in logical and interesting ways
- enhance writing by using sensory details and descriptions
- edit writing for capitalization, organization, punctuation and spelling (COPS)
- increase writing in length and fluency
- explore writing models and patterns
- create personal and fictional narratives
- write to inform self and others
- write to persuade and influence others
- record ideas and information for future reference
- write for a variety of audiences

### **Post Writing**

- proofread for accuracy and clarity of meaning
- proofread for accurate spelling
- proofread for appropriate punctuation and capitalization
- polish writing by reviewing for legibility
- critique his/her own writing
- willingly share writing with others
- react and respond respectfully to writing of others
- recognize his/her personal growth as a writer
- share and display published works in various ways

## **MATH**

Objectives may be established for the following strands and topics:

### **Problem Solving**

- understanding
- planning and executing
- reflecting

### **Data Management and Analysis**

- collecting
- organizing and displaying

### **Number and Operations**

- whole numbers
- counting
- place value

- addition
- subtraction
- multiplication
- division
- rational numbers
- fractions

### **Geometry**

- space
- plane

### **Measurement**

- area
- mass
- length
- capacity
- time
- temperature
- money
- angles
- volume

### **GENERAL**

The student will:

- increase confidence in his/her abilities
- improve work habits and self-help skills
- increase sense of responsibility toward his/her own learning
- view herself/himself as a reader and writer
- develop independent working skills

### **Teaching Strategies**

#### **Reading**

- provide reading material at the student's instructional level
- modify regular reading program
- provide an alternate reading program to supplement classroom program
- use a Reading Intervention program
- set up a buddy reading or peer tutoring program
- set up a home reading program
- provide ample class time for reading practice - volunteers/teacher aide
- pre-teach/re-teach regular reading program

## Writing

- model writing process for student
- encourage appropriate use of spelling aides
- help student to verbally rehearse ideas prior to writing
- teach organizational strategies
- teach editing strategies
- encourage appropriate use of spelling ideas
- teach visualizing techniques
- teach common spelling patterns
- individualize spelling program
- Writer's Workshop