

Personalized Learning Plan

Reading Results & Learning Roadmap

Student: Your student

Assessment Level: Kindergarten through Grade 2 Skill Exploration

Assessment Area: Reading

Understanding Your student's Personalized Learning Plan

Dear Parent/Guardian,

The Personalized Learning Plan is designed to do more than tell you whether Your student answered questions correctly or incorrectly. Its purpose is to identify **specific reading and language skills she has demonstrated, skills that are still developing, and the areas that should receive attention next.**

A traditional assessment may provide an overall score or grade-level estimate. The Personalized Learning Plan looks more closely at the individual skills underneath that score. This is important because children rarely develop every reading skill at exactly the same pace.

Your student's assessment identified several specific areas involving vocabulary, word meaning, high-frequency words, multisyllabic words, descriptive language, and recognition of action words. Her results span skills commonly taught from Kindergarten through Grade 2.

This does **not** mean Your student should simply be placed into a Kindergarten, first-grade, or second-grade reading program. The purpose of the Learning Plan is to identify the individual skills that need strengthening so instruction can be targeted rather than unnecessarily repeating material she may already know.

The goal is not to label Your student as "behind." The goal is to understand **what to teach next.**

Personalized Learning Plan Findings

TEKS K.3.B — Understanding Words with Similar Meanings

What this skill means: Your student is developing her ability to recognize that different words can communicate the same or a similar meaning. This type of vocabulary relationship helps a student build a larger and more flexible vocabulary.

For example, **happy** and **glad** have similar meanings, while **large** and **big** describe a similar idea.

What this may look like on an assignment: Your student may see a word such as **small** and several possible choices. She must identify the word that means approximately the same thing, such as **little**.

Pictures may also be used to support the meaning of the words. The challenge is not simply recognizing a familiar word but understanding the relationship between the meanings.

Why this skill matters: Recognizing synonyms helps children understand unfamiliar vocabulary, comprehend what they read, and eventually make stronger word choices in their own speaking and writing. Texas Kindergarten vocabulary standards emphasize using illustrations and text to learn and clarify word meanings.

TEKS K.11.D.ii — Recognizing Action Verbs

What this skill means: Your student must recognize words that name actions.

Examples include:

run
jump
eat
write
sleep

The student learns that a verb tells what a person, animal, or thing is doing.

What this may look like on an assignment: Your student may see a picture of a child jumping and several word choices such as:

jumping
yellow
girl

She must identify **jumping** as the word describing the action.

As the skill develops, picture support is gradually removed, and the student must identify the action word within a sentence.

Why this skill matters: Understanding verbs helps students understand sentence meaning. It also supports later work with complete sentences, subject-verb relationships, verb tense, and written language. Texas Kindergarten standards specifically include identifying and using verbs.

Grade 1 Vocabulary Development

TEKS 1.11.D.iv — Using Adjectives to Describe

What this skill means: Your student must understand that adjectives provide information about a person, place, thing, or idea.

Adjectives may describe characteristics such as:

size
color
shape
appearance
number

What this may look like on an assignment: Your student may be shown two pictures, for example, a small dog and a large dog—and asked to select the word that accurately describes one of them.

She may need to recognize that words such as **small**, **large**, **red**, **soft**, or **tall** describe characteristics rather than actions.

Why this skill matters: Descriptive vocabulary improves both reading comprehension and communication. Recognizing adjectives also helps students build more detailed mental images while reading and gives them more precise language when speaking and writing. Texas Grade 1 standards include adjectives as part of standard English conventions.

TEKS 1.3.C — Using Prefixes and Suffixes to Understand Words

What this skill means: Your student is learning that words can change when meaningful word parts are added.

For example:

jump → jumped
play → playing
cat → cats

The base word carries the main meaning, while an ending or other added word part provides additional information.

What this may look like on an assignment: Your student may be given a base word and asked to select the word that correctly completes a sentence.

For example:

Yesterday I _____ outside.

She may need to recognize that **played** makes sense because the ending changes the word to show that the action already happened.

Why this skill matters: Understanding word parts supports both decoding and vocabulary development. Rather than treating every form of a word as completely new, students begin recognizing how familiar words can be changed to communicate different meanings. Grade 1 TEKS specifically addresses identifying meaning created by common affixes.

TEKS 1.3.B — Using Context to Determine Word Meaning

What this skill means: Your student must use information in a sentence, picture, or surrounding text to determine what an unfamiliar word means.

Instead of looking at a word by itself, the student asks:

What does the rest of this sentence tell me?

What would make sense here?

What clues do I have?

What this may look like on an assignment: Your student might read:

The puppy was exhausted after running around the yard. It lay down and quickly fell asleep.

Even if she does not immediately know **exhausted**, the rest of the passage provides clues that the puppy was very tired.

At earlier levels, pictures may provide additional clues.

Why this skill matters: Strong readers do not stop every time they encounter an unfamiliar word. They learn to use the surrounding information to construct meaning. This becomes increasingly important as vocabulary and reading material become more complex. Texas Grade 1 TEKS specifically requires students to use illustrations and readable or heard text to learn or clarify word meanings.

High-Frequency Word Development

TEKS 1.2.B.vi — Reading High-Frequency Words Automatically

What this skill means: High-frequency words are words students encounter repeatedly in reading. Many need to become quickly recognizable so the student does not have to stop and decode every word.

Examples may include words such as:

again
after
some
there
could
when

What this may look like on an assignment: Your student may read a sentence with one word missing:

We _____ going to the park.

She may be given several high-frequency words and must select the word that makes the sentence meaningful and grammatically correct.

The skill requires more than memorizing a word list. Your student must recognize the word and use it correctly in context.

Why this skill matters: Automatic recognition of common words improves reading fluency. When a child does not have to stop repeatedly to identify frequently used words, more attention can be devoted to understanding the meaning of the sentence and passage.

Texas Grade 1 TEKS expects students to identify and read at least 100 high-frequency words from a research-based list.

Grade 2 Word Reading

TEKS 2.2.B.iii — Reading and Using Multisyllabic Words

What this skill means: Your student is beginning to work with words containing more than one syllable.

Rather than trying to read the entire word at once, the student learns to recognize manageable word parts and combine them.

For example:

sun + set = sunset

or a word such as:

rabbit

can be heard and processed in two syllables:

rab / bit

What this may look like on an assignment: Your student may read a sentence with a missing word and choose the correct two-syllable word based on both decoding and meaning.

For example:

We put the letter inside the _____.

The answer might be **mailbox**.

The student has to read the complete multisyllabic word and determine whether it makes sense in the sentence.

Why this skill matters: As reading advances, students encounter increasingly longer words. The ability to break words into syllables and then reconnect those parts is essential for independent decoding and later reading fluency.

Texas Grade 2 TEKS specifically addresses decoding multisyllabic words using a variety of syllable patterns.

Grade 2 Vocabulary Precision

TEKS 2.3.D — Understanding Relationships and Differences Between Words

What this skill means: Your student is developing the ability to recognize that words may have similar general meanings while communicating different degrees or qualities.

For example:

walk → march → stomp

All involve movement with the feet, but they do not communicate exactly the same action.

Similarly:

warm → hot → scorching

Each word communicates a different degree of temperature.

What this may look like on an assignment: Your student may see several pictures showing similar actions and be asked to match each picture with the most precise word.

She might need to distinguish between a person who is **walking**, **running**, or **sprinting** based on what the picture shows.

The goal is not simply knowing whether words are related. The student begins recognizing **how their meanings differ**.

Why this skill matters: Strong vocabulary depends on more than knowing many words. Students also need to understand subtle differences between related words. That precision supports comprehension, speaking, and later writing.

This skill most closely supports Texas Grade 2 expectations involving synonyms, antonyms, and other word relationships. Texas TEKS 2.3.D addresses identifying, using, and explaining word relationships in context.

Learning Plan Priority Map

Based on the skills identified in Your student’s assessment, the strongest approach is to work from foundational vocabulary and automatic word recognition into increasingly complex word analysis.

First: Secure Foundational Language Skills

Begin with:

TEKS K.3.B — Words with similar meanings

TEKS K.11.D.ii — Action verbs

These are specific foundational language skills. They should be addressed directly rather than interpreted as a need to repeat an entire Kindergarten reading program.

Next: Strengthen Grade 1 Vocabulary and Automatic Word Recognition

Continue with:

TEKS 1.11.D.iv — Descriptive words and adjectives

TEKS 1.3.C — Prefixes and suffixes

TEKS 1.3.B — Context clues

TEKS 1.2.B.vi — High-frequency words

These skills help Your student recognize words more automatically and make stronger meaning from the language she encounters while reading.

Then: Build Grade 2 Word Analysis and Vocabulary Precision

Continue into:

TEKS 2.2.B.iii — Multisyllabic words

TEKS 2.3.D — Word relationships and precise meanings

These skills increase both the complexity of the words Your student can independently read and the sophistication with which she understands vocabulary.

What These Results Tell Us

Your student’s assessment does not indicate that she simply needs “Kindergarten reading,” “first-grade reading,” or “second-grade reading.”

Her profile is more specific than that.

The assessment identified **a collection of individual reading and language skills across Kindergarten through Grade 2 expectations**. Some foundational vocabulary and grammar concepts need attention, while Your student is also working with more advanced skills involving multisyllabic words, context, affixes, and subtle differences in vocabulary.

The appropriate response is therefore not to move her backward through an entire lower-level curriculum.

Instead, the Learning Plan allows instruction to be much more precise:

Identify the specific gap → teach the skill → confirm mastery → move forward

This prevents already-mastered material from becoming a barrier while making sure important foundational skills are not skipped.

The Purpose of the Personalized Learning Plan

The Personalized Learning Plan answers three important questions:

Where is Your student right now?

Which specific skills need attention?

What should come next?

This report is Your student's learning roadmap. As she develops mastery of these skills, the Learning Plan can be updated to identify the next appropriate learning targets based on demonstrated performance rather than relying only on a broad grade-level label.

Thank you for trusting Personalized Pathways with the opportunity to better understand Your student's learning needs. I hope this Personalized Learning Plan gives you greater clarity about where she is academically and a more confident sense of what should come next.

If you have questions about the results or would like to discuss Your student's Learning Plan in greater detail, I invite you to reach out. We are always happy to help you understand the roadmap and explore the next steps that make the most sense for your family.

Warmly,

Sher Musgrove, M.Ed.

Founder, LILA Pathways