

Colorado Basic Literacy Act Individual Literacy Plan  
Boulder Valley School District - **DRA2 Levels A-3 Emergent Reader**

Student \_\_\_\_\_ ID \_\_\_\_\_ School \_\_\_\_\_ Grade Level \_\_\_\_\_

**Based on a body of evidence: (Check only one box)**

Fall Spring

L2ILP    
Yes No

- is not yet meeting reading standards; initiate student on ILP.
- is not yet meeting reading standards; continue/modify the ILP.
- is making expected progress in English language acquisition but has not met reading standards; continue ILP.
- is not yet meeting reading standards; parents decline signing the ILP.
- meets reading standards; discontinue ILP; date ILP discontinued \_\_\_\_\_ (MM/DD/YY) \_\_\_\_\_ (parent initial)

**RTI Tier Interventions**

- Tier 1  \_\_\_\_\_  
 Tier 2  \_\_\_\_\_  
 Tier 3  IEP serves as the ILP; Annual Review Date \_\_\_\_\_

**Accommodations Following CSAP Guidelines** (In place for three months minimum prior to testing)

- Braille  Large Print  Teacher Read Directions  Scribe  Signing  Assistive Communicative Device  Extended Timing

Reading Components	As Demonstrated By These Performance Indicators	Progress		
		Fall	Spring	
Phonemic Awareness	isolates the initial sound of a word	Tasks- 2, 3, 11, 14, 15		
	segments sentences into words	Task- 8		
	recognizes, hears and produces rhyming words	Tasks- 1, 13		
	blends and segments sounds in one-syllable words	Tasks- 12, 14, 15		
Phonics	recognizes and writes all upper and lower case letters	Tasks- 5, 6		
	knows letter sounds of upper and lowercase letters	Task- 6		
	<input type="checkbox"/> applies letter-sounds to decode single syllable words			
	recognizes and spells appropriate high frequency words	Tasks 9, 10		
Fluency	<input type="checkbox"/> rereads known texts with fluency and expression <input type="checkbox"/> self-corrects miscues <input type="checkbox"/> rereads to confirm meaning			
	Vocabulary	<input type="checkbox"/> identifies and sorts basic words by categories <input type="checkbox"/> talks about words and word meaning as encountered in books and conversations		
		Comprehension	<input type="checkbox"/> predicts story line and words using pictures in the text <input type="checkbox"/> problem-solves unknown words by using pictures, rhymes, and sentence patterns <input type="checkbox"/> monitors reading with one-to-one correspondence	
<input type="checkbox"/> understands the concept of a letter and a word				
<input type="checkbox"/> retells major events of a known story in sequence (beginning, middle, and end) <input type="checkbox"/> compares and contrasts characters and setting in familiar stories <input type="checkbox"/> responds to reading by sharing personal connections with characters and events <input type="checkbox"/> generates a picture or written response to text				
DRA2 Benchmark Book Level	Fall _____ Winter _____ Spring _____			

**Progress Key:** N = No control S= Some (Needs Instruction) G = Gaining Control (Needs Time) C = Full Control (Met Grade Level Expectation)

Parent Strategies / Reading Engagement (Choose 2-3)		Student Strategies
<input type="checkbox"/> encourage my child to read and write daily <input type="checkbox"/> model pointing word by word in sequence <input type="checkbox"/> model the directionality of print <input type="checkbox"/> limit TV and video games <input type="checkbox"/> model/support holding a text, turning pages, and previewing text.	<input type="checkbox"/> model thinking while reading aloud <input type="checkbox"/> model retelling the major events in a story (beginning, middle, and end) <input type="checkbox"/> model writing at home <input type="checkbox"/> help my child practice activities provided by the teacher	<input type="checkbox"/> read outside of school on a regular basis <input type="checkbox"/> participate in class activities <input type="checkbox"/> reread to confirm meaning <input type="checkbox"/> make predictions based on pictures <input type="checkbox"/> use sentence patterns and rhymes to make predictions about text

Parent/Guardian _____ Date _____	Parent/Guardian _____ Date _____
Student _____ Date _____	Student _____ Date _____
Teacher(s) _____ Date _____	Teacher(s) _____ Date _____
Administrator _____ Date _____	Administrator _____ Date _____

**Adapted to link tasks by Jan Kardatzke - Emerald**