

Colorado Basic Literacy Act Individual Literacy Plan
 Boulder Valley School District - **DRA2 Levels 4-16 Early and Transitional Reader**

Student _____ ID _____ School _____ Grade Level _____

Based on a body of evidence: (Check only one box in Fall and Spring columns)

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, deletes, and substitutes the initial, middle, and final sounds in words	Tasks- 11, 15, 20, 21, 23, 24	
	uses onset and rime to create new words that include blends and digraphs	Tasks- 12, 14, 19, 25	
	hears similarities of sounds in words and rhythmical patterns in a sequence	Tasks- 13, 23	
Phonics	consistently and fluidly forms all upper and lower case letters correctly		
	segments unfamiliar words into recognizable, meaningful chunks	Task- 18	
	applies consonant blends and digraphs to decode unfamiliar words	Tasks- 14, 25	
Fluency	spells and reads high frequency no excuse words throughout daily reading and writing	Tasks- 10, 16, 17 22, 27	
	▪ resolves word challenges quickly through self-correction		
	▪ shifts voice and expression based on ending punctuation		
	▪ emphasizes key words and phrases in both fiction and nonfiction texts		
Vocabulary	▪ rereads known texts in longer, meaningful phrases with expression		
	▪ uses sentence structure and background knowledge to understand word meanings		
Comprehension	▪ understands and generates vocabulary specific to content		
	▪ previews and predicts story line based on illustrations		
	▪ uses context, patterned sentences, and pictures to figure out unfamiliar words		
	▪ retells narrative texts using characters, setting, and sequence of events		
	▪ retells expository text using main idea and supporting details		
	▪ locates facts in informational texts (ie. table of contents, headings, charts, and diagrams)		
	▪ creates mental images of places, characters, and events		
	▪ compares and contrasts characters and setting in familiar stories		
	▪ responds to reading by sharing personal connections with characters and events		
	▪ draws inferences (ie. inferring character intentions or feelings)		
▪ generates a picture or written response to text			
▪ self-corrects on word level, phrase level, and sentence level			
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
_____ encourage my child to read and write daily	_____ model thinking while reading aloud	_____ read outside of school on a regular basis
_____ limit TV and video games	_____ model retelling the major events in a story (beginning, middle, and end)	_____ reread to confirm meaning
_____ model writing at home	_____ model explaining a favorite part of the story and why	_____ make predictions based on pictures
_____ help my child practice activities provided by the teacher		_____ 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