

Colorado Basic Literacy Act Individual Literacy Plan
Boulder Valley School District - **DRA2 Levels 28-38 Extending 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	blends, segments, and manipulates phonemes in one or more syllable words Task- 32		
Phonics	uses letter-sound relationships, including diphthongs, vowel patterns, tense, syllabication, and word endings to decode unknown words Tasks- 30, 32, 33, 34, 35, 37, 38, 39		
	applies knowledge of spelling patterns and analogies to decode and spell words Task- 31, 36		
	spells and reads high frequency no excuse words throughout daily reading and writing Task- 29		
Fluency	▪ adjusts pace to accommodate purpose, style, and difficulty of text		
	▪ emphasizes key words and phrases in both fiction and nonfiction texts		
	▪ reflects meaning with voice through pauses, stress, phrasing, intonation, and pace		
	▪ uses knowledge of periods, commas, question marks, quotation marks, and exclamation points		
Vocabulary	▪ understands and uses common affixes (ie. dis-, ex-, non-, pre-, -ly, and -ness) Task- 40		
	▪ understands and generates vocabulary specific to content		
Comprehension	▪ makes predictions based on title, book cover, headings, table contents and opening paragraphs		
	▪ creates oral and written questions about texts		
	▪ includes and distinguishes the most important ideas, events, and/or facts for summaries		
	▪ articulates main idea and identifies the key words and statements from text for support		
	▪ locates facts in informational texts (ie. charts, graphs, maps, tables, etc.)		
	▪ puts two or more pieces of information together to predict or answer questions		
	▪ identifies information that supports or contradicts predictions while reading		
	▪ draws inferences about mood, tone, and events that may occur due to knowledge about the setting		
	▪ generates summaries for fiction and non-fiction texts with support (ie. Graphic organizer)		
	▪ differentiates between fact and opinion, and relevant from irrelevant information		
	▪ identify persuasive messages and the devices that convey them		
	▪ applies knowledge of characterization to make connections within and among texts		
	▪ recognizes literary elements (ie. onomatopoeia, alliteration, and personification)		
▪ self-corrects on word level, phrase level, and sentence level			
DRA2 Benchmark 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"/> limit TV and video games <input type="checkbox"/> model writing at home <input type="checkbox"/> help my child practice activities provided by the teacher	<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 explaining a favorite part of the story and why	<input type="checkbox"/> read outside of school on a regular basis <input type="checkbox"/> reread to confirm meaning <input type="checkbox"/> reread familiar texts <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

- copy to literacy profile copy to principal copy to parents copy to Planning & Assessment (No later than **November 18 & May 25**)