

Colorado Basic Literacy Act Individual Literacy Plan
Boulder Valley School District - **DRA2 Levels 38-40 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 _____

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 Essential Learning Results	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 word chunks and analogies to decode unknown words	Tasks- 31, 33	
	uses onset rime to problem-solve unknown words	Task- 30	
	segments words into syllables	Task- 34	
Fluency	▪ uses appropriate pauses; heeds punctuation; reads in longer, meaningful phrases		
	▪ expression reflects mood, pace, and tension of the text		
	▪ adjusts reading rate for purpose, style, audience, and difficulty of text		
	▪ rereads to confirm meaning		
	▪ recognize key phrases and words		
Vocabulary	divides words into root word, affixes, and word origins for pronunciation	Tasks- 35, 37, 38, 39,40	
	▪ uses knowledge of synonyms and antonyms to understand unfamiliar words		
	▪ uses knowledge of homonyms/homophones		
Comprehension	▪ confirms/rejects predictions throughout the text		
	▪ makes connections to text, world, and self with justification		
	▪ infers using details of texts, prior knowledge of the topic, and world knowledge		
	▪ provides accurate written and oral summaries including story elements		
	▪ students select appropriate graphic organizers to organize information		
	▪ discriminates between relevant and irrelevant information		
	▪ supports opinions with details from the text		
	▪ identifies most important ideas/theme of the story		
	▪ applies research skills to access information in nonfiction texts		
	▪ explains/defends reactions to written, spoken, or visual information		
	▪ recognizes cause/effect and compare/contrast relationships		
	▪ uses reading strategies flexibly to self-correct miscues		
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	____ alternate reading pages together	____ reread to confirm meaning
____ encourage summaries of reading	____ model fluent reading	____ use text features to create meaning
____ establish a routine and place for homework to be completed	____ 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