

Individual Assistance Reading Plan

Name:		DOB:	Date:	Age:
Homeroom:		Reading Teacher:	Interventionist:	

Research Based  
Core Program: \_\_\_\_\_  
Minutes & days per week: \_\_\_\_

Research Based  
Supplemental: \_\_\_\_\_  
Minutes & days per week: \_\_\_\_

Research Based:  
Intensive: \_\_\_\_\_  
Minutes & days per week: \_\_\_\_

<p>Informal Assessments Administered: (please attached)</p> <p>_____ Learning check</p> <p>_____ High Frequency Word List: _____ Number of words correct</p> <p>_____ Teacher Observations</p> <p>_____ Running Record</p> <p>_____ Core Assessments – Baseline/Unit (i.e.- Scott Foresman Everyday Math)</p> <p>_____ S.R.A. Placement Test</p> <p>_____ Teen Biz Placement Test</p> <p>_____ Other: _____</p>
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Assessment Data:	FALL	WINTER	SPRING
MAP: Stanine/Percentile			
DIBELS:			
ISF			
LNF			
PSF			
NWF			
ORF			
Additional Assessments			

Core Support Given:

	Small group instruction within the core
	Explicit instruction use throughout the core
	Engaging instructional activities
	Cooperative learning groups
	Scaffolding of instruction (breaking down into manageable steps)
	Additional practice opportunities

<p>Supplemental Research-Based Strategies utilized within the core:</p>
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Check skill area of improvement (based on assessment)	Check instructional strategies/materials to be implemented	Progress Monitoring Tool/weekly
<p><b>Phonological Awareness</b> (breaking down and manipulating spoken language)</p> <ul style="list-style-type: none"> <li>○ Concept of Spoken Word</li> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> <li>○ Syllable Blending</li> <li>○ Syllable Segmentation</li> <li>○ Syllable Deletion</li> <li>○ Isolation of Initial Sounds</li> <li>○ Isolation of Final Sounds</li> <li>○ Phoneme Blending</li> <li>○ Phoneme Segmentation</li> <li>○ Deletion of Initial Sounds</li> <li>○ Deletion of Final Sound</li> <li>○ Deletion of First Sound in Consonant Blends</li> <li>○ Phoneme Substitution</li> </ul>	<ul style="list-style-type: none"> <li>○ Direction Instruction</li> <li>○ Computer Program</li> </ul> <hr/> <ul style="list-style-type: none"> <li>○ Manipulation of sounds by incorporating phonological awareness games/activities in instruction. Games/activities _____ _____ _____</li> </ul> <p>Other: _____</p>	<ul style="list-style-type: none"> <li>○ DIBELS</li> <li>○ Teachers Made tests</li> <li>○ Core Assessments</li> <li>○ Unit Assessments/SRA</li> <li>○ Concept Assessment/Teen Biz</li> </ul> <p>○ Other: _____</p>

Goal: To improve phonological awareness*	Begin Date	Group Size	Score	Date	Group Size	Score	Date	Group Size	Score
2.									
3.									

\*No more than 2 or 3 objectives on the entire plan should be identified at one time.



Check skill area of improvement (based on assessment)	Check instructional strategies/materials to be implemented	Progress Monitoring Tool/weekly
<p><b>Fluency</b> (effortless, automatic ability to read words in connected text)</p> <ul style="list-style-type: none"> <li>○ Initial Sound Fluency</li> <li>○ Letter Name Fluency</li> <li>○ Phonemic Segmentation Fluency</li> <li>○ Nonsense Word Fluency</li> <li>○ Oral Reading Fluency</li> </ul>	<ul style="list-style-type: none"> <li>○ Direction Instruction</li> <li>○ Flash Cards</li> <li>○ Time Delay</li> <li>○ Recorded books</li> <li>○ Echo Reading</li> <li>○ Choral Reading</li> <li>○ Paired (Partner) Reading</li> <li>○ Repeated Reading</li> <li>○ Computer Program</li> </ul> <hr/> <ul style="list-style-type: none"> <li>○ Other: _____</li> </ul> <hr/>	<ul style="list-style-type: none"> <li>○ DIBELS</li> <li>○ Repeated Readings</li> <li>○ Commercial Worksheets</li> <li>○ Reading Mastery Test</li> <li>○ Leveled Passages</li> <li>○ Other: _____</li> </ul> <hr/>

Goal: To improve fluency skills*	Begin date	Group Size	Score	Date	Group Size	Score	Date	Group Size	Score
<p>1. Reading Fluency</p> <p>Given a _____,  <small>1<sup>st</sup> grade, 2<sup>nd</sup> grade or 3<sup>rd</sup> grade passage</small></p> <p>_____ will read at least _____ words  <small>Student's name #</small></p> <p>Correctly in one minute.</p>									
<p>2.</p>									
<p>3.</p>									

\*No more than 2 or 3 objectives on the entire plan should be identified at one time.

Check skill area of improvement (based on assessment)	Check instructional strategies/materials to be implemented	Progress Monitoring Tool/weekly
<p><b>Comprehension: Thinking Strategies</b> (Metacomprehension)</p> <ul style="list-style-type: none"> <li>○ Knowledge of Words</li> <li>○ Knowledge of Meaning</li> <li>○ Find Key Information</li> <li>○ Identify Author’s Purpose</li> <li>○ Make Predictions, Influences, &amp; Conclusions</li> <li>○ Answering/Asking Questions</li> <li>○ Summarizing</li> <li>○ Text Structure</li> <li>○ Inferring</li> <li>○ Making connections</li> <li>○ Visualizing</li> <li>○ Multiple Strategies</li> <li>○ Persuasive Reading <ul style="list-style-type: none"> <li>● Distinguish between fact and opinion</li> <li>● Identify Persuasive &amp; Propaganda Techniques</li> <li>● Identify differing Points of View</li> <li>● Apply Cause &amp; Effect</li> <li>● Identify Bias &amp; Misinformation</li> </ul> </li> <li>○ Literature <ul style="list-style-type: none"> <li>● Analyze Critically a Variety of Genres</li> <li>● Evaluate Literary Elements</li> <li>● Analyze Devices</li> </ul> </li> <li>○ Informational &amp; Practical Workplace Reading list <ul style="list-style-type: none"> <li>● Use and Identify Text Features</li> <li>● Analyze compare Contrast</li> <li>● Identify Main Ideas &amp; Details</li> <li>● Locate &amp; Summarize Information</li> <li>● Follow Sequence &amp; Directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Direct Instruction</li> <li>○ Self-Monitoring</li> <li>○ Frequent Questioning</li> <li>○ QAR-Question-Answer Relationship</li> <li>○ Learning Logs</li> <li>○ Writing-to-Learn</li> <li>○ Cooperative Learning</li> <li>○ Discussion Web</li> <li>○ Graphic Organizers</li> <li>○ Anticipation guides</li> <li>○ Pre-teaching concepts/vocabulary</li> <li>○ Verbal summarization</li> <li>○ MAP-DesCartes Activities</li> <li>○ Recorded books/Read-Alouds</li> <li>○ Computer Program:</li> <li>○ Other:</li> </ul>	<ul style="list-style-type: none"> <li>○ GRADE Resource Library</li> <li>○ Teacher Made Tests</li> <li>○ Commercial Worksheets</li> <li>○ Core Assessments</li> <li>○ Unit Assessments-SRA</li> <li>○ Concept Assessment – Teen Biz</li> <li>○ MAP-DesCartes Activity</li> <li>○ Other:</li> </ul>

Goal: Top Improve Comprehension Skills*	Begin Date	Group Size	Score	Date	Group size	Score	Date	Group size	Score
1. Given ____ (#) sentences with a missing word, _____ (student's name) will use context clues to fill in the blank with the missing word in at least ____ (#) sentences.									
2. Given ____ (#) reading passage questions, _____ (student's name) will answer ____ (#) basic recall questions.									
3. Given a reading passage, _____ (student's name) will retell the story or information to teacher criteria.									
4. Given a reading passage, _____ (student's name) will summarize the story or information to teacher criteria.									
5. Given a reading passage, _____ (student's name) will answer inference questions.									
6.									

\*No more than 2 or 3 objectives on the entire plan should be identified at one time.

Check skill area of improvement (based on assessment)	Check instructional strategies/materials to be implemented	Progress Monitoring Tool/weekly
<p><b>Vocabulary:</b> (understand and use words to acquire and convey meaning)</p> <ul style="list-style-type: none"> <li>○ decodable words</li> <li>○ irregular/sight words</li> <li>○ nouns</li> <li>○ verbs</li> <li>○ adjectives</li> <li>○ adverbs</li> <li>○ _____</li> <li>○ Word Structure</li> </ul>	<ul style="list-style-type: none"> <li>○ Direct Instruction</li> <li>○ Concept Definition Mapping</li> <li>○ Prereading predictions</li> <li>○ Semantic Mapping</li> <li>○ Words Sorts</li> <li>○ Cloze Program</li> <li>○ MAP-DesCartes Activities</li> <li>○ Computer Program: _____</li> <li>○ Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher Made Tests</li> <li>○ Commercial Activities</li> <li>○ Core Assessments</li> <li>○ GRADE Resource Library</li> <li>○ Unit Assessment – SRA</li> <li>○ Concept Assessment – Teen Biz</li> <li>○ MAP-DesCartes Activities</li> </ul>

Goal: To improve vocabulary skills*	Begin Date	Group Size	Score	Date	Group Size	Score	Date	Group Size	Score
1. Given ____ (#) vocabulary words _____ (student's name) will read ____ (#) and tell the meaning or use it in a sentence.									
2. Given a set of ____ (#) _____, _____ will read and state/circle the student's name meaning of ____ (#) identified vocabulary words.									
3.									

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