

K-3 Individual Reading Plan

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parent/Guardian:
Other Factors: <input type="checkbox"/> vision <input type="checkbox"/> Hearing <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Attendance <input type="checkbox"/> Motor Functions <input type="checkbox"/> Other		

IRP Meeting Date:	Date Support for Read At Home Plan Sent Home:
Date of Initial Notification: <input type="checkbox"/> Sent by mail <input type="checkbox"/> Email <input type="checkbox"/> Student Folder <input type="checkbox"/> Phone Call	Team Members Present:
Date of IRP Meeting Notification: <input type="checkbox"/> Sent by mail <input type="checkbox"/> Email <input type="checkbox"/> Student Folder <input type="checkbox"/> Phone Call	

Screening & Assessment Information			
Screening Assessment:	Date Administered:	Results:	Summarize Findings:
Additional Diagnostic Assessments:	Date Administered:	Results:	Summarize Findings:

Classroom Assessments:

Summarize Findings:

Observations & Additional Information that may influence instructional decisions *(may include language proficiency, risk factors, prior interventions, 504 Plan, etc.)*

Areas of Strength:

- Alphabet Knowledge
- Concepts of Print
- Phonological Awareness
- Phonics
- Ability to decode words accurately
- Ability to apply sound-spelling patterns to written words
- Knowledge of High Frequency Words
- Automaticity with High Frequency Words
- Fluency (read text accurately at appropriate speed with phrasing and intonation)
- Vocabulary (word meanings, oral language)
- Vocabulary (use of context clues to determine meaning)
- Comprehension

Areas of Need:

- Alphabet Knowledge
- Concepts of Print
- Phonological Awareness
- Phonics
- Ability to decode words accurately
- Ability to apply sound-spelling patterns to written words
- Knowledge of High Frequency Words
- Fluency (read text accurately at appropriate speed with phrasing and intonation)
- Vocabulary (word meanings, oral language)
- Comprehension

Teacher Comments:

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Instructional Focus: <u>Phonemic Awareness</u> <u>Phonics</u> <u>Fluency</u> <u>Vocabulary</u> <u>Comprehension</u>
Core Classroom Instruction Provided to Students in Reading (Tier I): <i>(curriculum resources, instructional strategies used, and formative assessments)</i>
Instructional & Intervention Goal(s): At the end of the instructional period, the student will be able to (no more than 2-3 goals) → → →
Evidenced Based Instruction/Intervention Plan: <i>(Intervention or evidence-based instructional strategies, frequency, duration, etc.)</i>
Progress Monitoring Plan:
Look at Data Points to Determine Results of Instruction after 4-6 weeks: <i>(refer to progress monitoring, classroom, and other formative data):</i> Successes: Needs still present: Next Step Recommendations: <input type="checkbox"/> discontinue additional support <input type="checkbox"/> continue additional support <input type="checkbox"/> adjust additional support

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Instructional Focus: ____Phonemic Awareness ____Phonics ____Fluency ____Vocabulary ____Comprehension

Core Classroom Instruction Provided to Students in Reading (Tier I): *(curriculum resources, instructional strategies used, and formative assessments)*

Instructional & Intervention Goal(s):
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Progress Monitoring Plan:

Look at Data Points to Determine Results of Instruction after 4-6 weeks: (refer to progress monitoring, classroom, and other formative data):

Successes:

Needs still present:

Next Step Recommendations:

discontinue additional support continue additional support adjust additional support

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Read at Home Plan:

Recommended Activities: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension

Materials Provided to Parent:

Other:
