



# Personal Literacy Plan Guidelines

Access: <http://www.coventryschools.net/Resources/PLP/PLP.htm>

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# District Mission

The mission of the Coventry Public Schools is to prepare all students to lead safe, healthy, and successful lives as productive members of a complex society. Coventry will achieve this mission by providing a high quality, standards-based education for all students in an environment based upon respect, trust, and ethical and responsible behavior.

## **BACKGROUND to the PERSONAL LITERACY PLANS:**

The Rhode Island General Assembly passed legislation in 2002 requiring that all schools develop Personal Literacy Plans (PLP) for any child at risk for reading failure in grades K-5. By 2004, all high schools and middle schools were included in this PLP process.

As of the 2005-2006 school year and beyond all students K-5 not reading at grade level need a PLP. All students in grades 6-10 reading 3 or more years below grade level need a PLP. Every student with an IEP who meets the criteria for a PLP will also need a PLP. All students who have an existing PLP continue with a PLP until they are reading at grade level.

Since a PLP is a framework designed to meet the needs of an individual student, it is not dependent on one specific model, program, or assessment. K-12 documents, assessments, and interventions may vary among districts, but need to be uniform within a district. (Rhode Island Department of Education-PLP Guidelines June 2005) Therefore, the Coventry Public School Office of Assessment and Instruction has compiled this guidance to meet the requirements of the Rhode Island regulations.

### **There are three major components to a PLP:**

- Assessment – used to determine student needs and to design interventions as necessary (Screening for every student and Individual Local Assessment for at risk students)
- Intervention- targeted instruction based on student needs determined by the assessments
- Progress monitoring-record that evaluates success of intervention to date and determines future course of action

### **The purpose of the PLP is three-fold:**

- The PLP is an action plan for improving reading instruction and , thus, reading proficiency for individual students.
- The PLP is documentation of the strategic approaches that follow to provide support to students in reading instruction with the goal of improving student achievement in reading.
- The PLP is a record of intervention results that inform subsequent school personnel of successful instructional approaches.

**District-Wide Staff Responsibilities as Mandated by the Coventry School Department**

ELEMENTARY	MIDDLE	HIGH
<p>-To review student's reading achievement (state testing, observation data, local reading assessments, samples of student work, etc.) in consultation with reading teacher</p> <p>-To differentiate for all students as needed so that they can read and acquire information in every subject</p> <p>-To employ and analyze - diagnostic assessments (DRA) and tools as required by district</p> <p>-To invite parent/guardian to participate in the planning of interventions and to help support his/her child's literacy growth outside of school</p> <p>-To write, implement and manage a Personal Literacy Plan for each student reading below grade level in consultation with a reading specialist, ELL teacher, and or other school personnel as needed</p> <p>-To provide specific information and documentation regarding student's reading needs and progress to his/her parent/guardian</p> <p>-To report student data to building principal as required</p>	<p>-2005 RI certified reading specialists are solely responsible for writing, implementing and managing PLP's.</p> <p>-2006 Team teachers who provide direct instruction will be included in the writing, implementing and managing of PLP's for students not reading at grade level.</p> <p>-To administer district required diagnostic assessments in order to provide intensive literacy instruction for all students reading 3 or more years below grade level</p> <p>-To write, implement and manage PLP's for students as required by the Board of Regents High School Regulations</p> <p>-To invite parent/guardian to participate in the planning of interventions and to help support his/her child's literacy growth outside of school</p> <p>-To consult with ELL teachers and other school personnel as needed when designing instruction for students</p> <p>-To maintain a record of the screening, intervention, and progress monitoring results for these students</p> <p>-To provide specific information and documentation regarding student's reading needs and progress to his/her parent/guardian</p> <p>-To report student data to building principal as required</p>	<p>-2005-2008 RI certified reading specialists are solely responsible for writing, implementing and managing PLP's.</p> <p>-2008 Literacy teachers will be included in the writing, implementing and managing of PLP's for students not reading at grade level.</p> <p>-To administer district required diagnostic assessments in order to provide intensive literacy instruction for all students reading 3 or more years below grade level</p> <p>-To write, implement and manage PLP's for students as required by the Board of Regents High School Regulations</p> <p>-To invite parent/guardian to participate in the planning of interventions and to help support his/her child's literacy growth outside of school</p> <p>-To consult with ELL teachers and other school personnel as needed when designing instruction for students</p> <p>-To maintain a record of the screening, intervention, and progress monitoring results for these students</p> <p>-To provide specific information and documentation regarding student's reading needs and progress to his/her parent/guardian</p> <p>-To report student data to building principal as required</p>

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# Coventry's Local Assessment

***Reading Assessment Protocol: Kindergarten through Fifth grade***

<b>Grade</b>	<b>Fall Testing*</b>	<b>Winter Testing</b>	<b>Spring Testing</b>
<b>K</b>	<p>2006 None</p> <p>2007 Use <i>Foundations</i> to target “at risk” students – report to reading teachers.</p>	<p>None</p>	<p>2007 Use <i>Foundations</i> year end benchmark for screening at risk readers.</p> <p>2008 Administer the GRADE to kindergarteners as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the first grade teacher.</p>
<b>One</b>	<p>Administer the DRA-2 to all first graders by Oct. 31<sup>st</sup></p>	<p>Administer the DRA-2 to all first graders by February vacation</p>	<p>Administer the GRADE to all first graders as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the second grade teacher.</p>
<b>Second</b>	<p>Administer the DRA-2 to all second graders by Oct. 31<sup>st</sup> as follows:            1<sup>st</sup> – at risk readers            2<sup>nd</sup> – Students reading at or above the district cut-off per previous year’s GRADE data.</p>	<p>Administer the DRA-2 to all second graders by February vacation.</p>	<p>Administer the GRADE to all second graders as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the third grade teacher.</p>
<b>Third</b>	<p>Administer the DRA-2 to at-risk readers and new third graders by Oct. 31<sup>st</sup></p>	<p>Administer the DRA-2 to all third graders by February vacation.</p>	<p>Administer the GRADE to all third graders as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the fourth grade teacher.</p>
<b>Fourth</b>	<p>Administer the DRA-2 to at-risk readers and new fourth graders by Oct. 31<sup>st</sup></p>	<p>Administer the DRA-2 to all fourth graders by February vacation</p>	<p>Administer the GRADE to all fourth graders as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the fifth grade teacher.</p>
<b>Fifth</b>	<p>Administer the DRA-2 to at-risk readers and new fifth graders by Oct. 31<sup>st</sup></p>	<p>Administer the DRA-2 to all fifth graders by February vacation</p>	<p>Administer the GRADE to all fifth graders as a screening tool which identifies at-risk readers and those reading at or above the district cut-off. At risk readers receive a Spring administration of the DRA-2. A PLP will be written for those students requiring a PLP and sent to the sixth grade teacher.</p>

## Quick FACT Sheet

What	Additional Information	Warnings and Notes
<p>Administer the GRADE in May.</p> 	<p><b>Purpose:</b> The G.R.A.D.E is a literacy assessment used as a yearly tool mandated by the district to <b>screen for at – risk readers only!</b></p>	<p><b>WARNING!</b> <b>The correct interpretation for a grade equivalent score is as follows: if a third grader has a grade equivalent score of 7.2 it means that a seventh grader taking that test would have scored a 7.2. It does not mean that the third grader is reading at the 7<sup>th</sup> grade level. It is important to understand this. Since we are using the GRADE as a screening tool, we are only concerned with those students who score at or below the district’s cut-off scores.</b></p>
<p>After the G.R.A.D.E. is administered to all students, reading specialists will prepare a <b>master list</b> of all those students <b>who fell below the district mandated “cut off”</b> for the G.R.A.D.E.</p> 	<p>Refer to page 7 of Coventry District Guidance for 2007 “cut off” scores.</p>	<p><b>Beginning in the spring of 2008, the district will be using only standard scores. This is to avoid confusion with inflated grade equivalent scores. The “cut off” score will be 100 regardless of the level or form used for screening.</b></p>
<p>A <b>master list of these “at risk”</b> students according to G.R.A.D.E results will then be compiled and forwarded to the building principal and classroom teachers. <b>These students will be PLP candidates who now will be required to undergo diagnostic testing in order for their instruction to be targeted.</b></p>	<p>These elementary and middle school, students will be administered the DRA-2.</p>	<p><b>Note:</b> Any teacher who feels he/she has a student who <b>does not</b> need a PLP even though G.R.A.D.E. and/or DRA-2 results support contrary evidence, must meet with the building reading specialist(s)/literacy coordinator and provide documented evidence of the student’s literacy abilities and achievements. <b>Documented evidence would include portfolio samples, diagnostic assessments, and classroom assessments.</b> If the data provides sufficient evidence, the student will have an * next to his/her name on the G.R.A.D.E. master list indicating that the student is being placed “on watch”. This student will be monitored and his/her progress will be revisited midyear following the “progress monitoring assessment.” (DRA2)</p>

## Spring GRADE Cut-off Scores

	2007 G.E.	2008 All Grade levels Standard Scores = 100
	1.....1.8	
	2.....2.8	
	3.....3.8	
	4.....4.8	
	5.....5.8	
	6.....6.6 (Form A)	
	6.....6.7 (form B)	
	7.....7.6 (form A)	
	7.....7.5 (form B)	
	8.....8.6 (form A)	
	8.....8.5 (form B)	

**Student performance on the GRADE, DRA-2, NECAP, and classroom performance are considered when writing a PLP. When student assessment results are below the district cut-offs and the DRA-2 benchmarks, and classroom performance seems to be at grade level, then teachers must consult with a reading teacher/Literacy Curriculum Coordinator and present a portfolio of “on grade level” evidence defending on grade level performance.**

### Grades K-2

<b>DRA-2 Benchmarks</b>						
<b>Grade K</b>			<b>Grade K</b>			
Levels A – 3			Levels 4-8			
Emerging	Developing	Independent	Emerging	Developing	Independent	Advanced
<i>By the Spring it would be expected that a kindergarten student MINIMALLY achieves an independent score at level 3. If a student does not, the student would receive a PLP for the fall of the following year.</i>						
<b>Grade 1</b>						
Levels 3 – 12						
Emerging		Developing		Independent		Advanced
Levels 14-18						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Developing 4		Minimal Benchmark: Independent 10		Minimal Benchmark: Independent 16		
<b>Grade 2</b>						
Levels 18-28						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Instructional 18		Minimal Benchmark: Independent 20		Minimal Benchmark: Independent 28		

***Note: NECAP is first administered in the fall of 3<sup>rd</sup> grade for grade 2.***



## Grades 3-5

DRA-2 Benchmarks			
Grade 3			
Levels 30			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Independent 28	Minimal Benchmark: Instructional 34	Minimal Benchmark: Independent 38	
Grade 4			
Levels 40			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Instructional 40	Minimal Benchmark: Instructional 40	Minimal Benchmark: Independent 40	
Grade 5			
Level 50			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Instructional 50	Minimal Benchmark: Instructional 50	Minimal Benchmark: Independent 50	

## Grades 6-8

DRA-2 Benchmark			
Grade 6			
Level 60			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Instructional 60	Minimal Benchmark: Instructional 60	Minimal Benchmark: Independent 60	
Grade 7			
Level 70			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Instructional 70	Minimal Benchmark: Instructional 70	Minimal Benchmark: Independent 70	
Grade 8			
Level 80			
Intervention	Instructional	Independent	Advanced
Fall	Winter	Spring	
Minimal Benchmark: Instructional 80	Minimal Benchmark: Instructional 80	Minimal Benchmark: Independent 80	

### Reporting dates:

Assessment	Grades	Dates
<b>GRADE</b>	<b>k-4; 6-7</b>	<b>1<sup>st</sup> week in June</b>
<b>GRADE</b>	<b>5 &amp; 8</b>	<b>3<sup>rd</sup> week of April</b>
<b>DRA-2</b>	<b>k-8</b>	<b>1<sup>st</sup> week of November</b>
<b>DRA-2</b>	<b>k-8</b>	<b>3<sup>rd</sup> week of February</b>
<b>DRA-2</b>	<b>5 and 8</b>	<b>1<sup>st</sup> week of May</b>
<b>DRA-2</b>	<b>k-4; 6-7</b>	<b>2<sup>nd</sup> week of June</b>

## SCREENING:

- Predicts which students are likely to experience reading difficulty.
- Identifies students who are at-risk for reading difficulty and in need of further diagnostic assessment(s) and/or additional interventions.
- Provides information in order to complete District Report submitted to RIDE in December of each year.
- *All students every year must be administered a screening. Statewide testing (NECAP) may be used to confirm assessment results, but may not be used as the screening tool.*

(Rhode Island Department of Education-PLP Guidelines June 2005)

## Screening Procedures: (Spring: Should be completed no earlier than May 15<sup>th</sup>)

- Some K-8 students will be screened in the Fall of 2005 with Group Reading Assessment and Diagnostic Assessment (GRADE).
- Beginning this spring (2006), **all Coventry students, grade K through 10, must be administered a yearly reading screen.** Next year, the **11<sup>th</sup> grade students** will be included. **Beginning in the year 2007-2008, all of Coventry's K-12 students** will undergo a yearly mandatory reading screen. Statewide testing (NECAP) may **only** be used to confirm assessment results, *but may not be used* as the screening tool.
- Beginning with the spring of 2006 elementary and middle level students will be screened with the GRADE, high school students will use the Degrees of Reading Power (DRP).

## ***Assessment Guideline Conversion Chart: For Predicting a Student's Placement Prior to Local Assessment***

*(Tiers are used for programming at the secondary level. At the elementary level the tier describes the reader's learning characteristics. Tier will not be used for programming purposes as mandated by the state.)*

Readers	Tier	Student Characteristics Profile:	Curriculum and Assessment Requirements
Advanced	1	<ul style="list-style-type: none"> <li>• Instructional reading level above grade placement</li> <li>• At or above grade level expectations</li> <li>• Benefits from opportunities for elaboration</li> <li>• May appear unengaged</li> </ul>	<ul style="list-style-type: none"> <li>• Extend opportunities within the regular program</li> <li>• Enrichment</li> </ul>
Benchmark	1	<ul style="list-style-type: none"> <li>• Instructional reading level at grade placement</li> <li>• Meets grade level expectations with explicit instruction</li> <li>• Flexible learning style (adapts and adjusts to teacher's style)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reading program</li> <li>• Differentiation of curriculum as needed</li> <li>• Researched based vocabulary and reading instruction</li> </ul>
Strategic PLP required*	2	<ul style="list-style-type: none"> <li>• Typically tests between the 30<sup>th</sup> and 49<sup>th</sup> percentile on normative measures</li> <li>• Gaps in skills and knowledge</li> <li>• Instructional levels <b><i>below grade placement</i></b> at the elementary and secondary levels <b><i>See note below*</i></b></li> <li>• Can basically read but not in depth</li> <li>• Does not apply self and may appear unmotivated</li> <li>• Content area work may be challenging</li> <li>• May not complete homework</li> </ul>	<ul style="list-style-type: none"> <li>• DRA assessment 3 times per year <i>or</i> an appropriate alternative</li> <li>• Regular program</li> <li>• Teachers strategically plan with instructional focus on reading strategies</li> </ul>
Intensive PLP required	3	<ul style="list-style-type: none"> <li>• Tests below 30<sup>th</sup> percentile on normative measures</li> <li>• Very low performance</li> <li>• Reading skills are limited</li> <li>• Very frustrated and unmotivated</li> <li>• Demonstrates behavior and absent problems</li> <li>• Cannot handle content area work</li> <li>• Doesn't turn in homework</li> </ul>	<ul style="list-style-type: none"> <li>• Regular program</li> <li>• Direct reading instruction</li> <li>• On-going assessment</li> <li>• DRA assessment 3 times per year <i>or</i> an appropriate alternative</li> <li>• Explicit systematic and strategic instruction with reading strategies</li> </ul>

***\*'06-'07 students not performing on grade level in grades 1-10 receive a PLP, in '07-'08 include grade 11; '08-'09 include grade 12.***

*Adapted with modifications from Consortium of Reading Excellence, Inc. 2004*

The following charts (pages 9-12) graphically indicate which students at particular grade levels that will need Personal Literacy Plans (see shaded areas). In addition because the guidance is being used by *all* educators in the district, these conversion charts have been made to assist *all* teachers working with students in need of additional reading instruction. Various assessments and their corresponding levels and lexiles are aligned with grade placement for *guidance to appropriate instruction for all students.*

## PLP Assessment Levels Conversion Chart: Elementary Level

At the elementary level (grades 1-5) students performing below their grade placement receive *Personal Literacy Plans*, as indicated by the *Minimum Benchmarks* below.

DRA-2						
Grade K			Grade K			
Levels A – 3			Levels 4-8			
Emerging	Developing	Independent	Emerging	Developing	Independent	Advanced
By the Spring it would be expected that a kindergarten student MINIMALLY achieves an independent score at level 3. If a student does not, the student would receive a PLP for the fall of the following year.						
Grade 1						
Levels 3 – 12						
Emerging		Developing		Independent		Advanced
Levels 14-18						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Developing 4		Minimal Benchmark: Independent 10		Minimal Benchmark: Independent 16		
Grade 2						
Levels 18-28						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Instructional 18		Minimal Benchmark: Independent 20		Minimal Benchmark: Independent 28		
Grade 3						
Levels 30-38						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Independent 28		Minimal Benchmark: Instructional 34		Minimal Benchmark: Independent 38		
Grade 4						
Levels 40						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Instructional 40		Minimal Benchmark: Instructional 40		Minimal Benchmark: Independent 40		
Grade 5						
Level 50						
Intervention		Instructional		Independent		Advanced
Fall		Winter		Spring		
Minimal Benchmark: Instructional 50		Minimal Benchmark: Instructional 50		Minimal Benchmark: Independent 50		

**Advanced:** Total score for Oral Reading Fluency and Comprehension must be within the Advanced range on the Continuum.

**Independent:** Total score for Oral Reading Fluency and Comprehension must be at least within the Independent range on the Continuum.

**Instructional:** Total score for either Oral Reading Fluency or Comprehension is within the Instructional range on the Continuum.

## *PLP Assessment Levels Conversion Chart: Elementary Level (continued)*

**DRA Word Analysis:** Students whose current independent DRA text level falls within the designated range according to the time of year should be administered the DRA Word Analysis. For example, a second grader whose current DRA text level is 14 at the beginning of the school year would qualify for the assessment. A second grader reading DRA text level 18 would not qualify at the beginning of the year but would qualify midyear or at the end of the year.

	<b>STUDENT'S CURRENT INDEPENDENT <i>DRA</i> WORD ANALYSIS</b>		
<b>GRADE</b>	<b>Beginning of the Year</b>	<b>Midyear</b>	<b>End of the Year</b>
<b>Kindergarten</b>	Optional	Level 1 and below	Level 2 and below
<b>1</b>	Level 3 and below	Level 10 and below	Level 14 and below
<b>2</b>	Level 16 and below	Level 18 and below	Level 24 and below
<b>3</b>	Level 24 and below	Level 30 and below	Level 34 and below
<b>4</b>	Level 34 and below	Level 38 and below	Level 38 and below
<b>5</b>	Level 38 and below	Level 38 and below	Level 38 and below

### *DIBELS Assessment Schedule and Benchmark Goals Summary*

<b>HR-High Risk MR-Medium Risk LR-Low Risk (at grade level)</b>	<b>Kindergarten</b>			<b>1</b>			<b>2</b>			<b>3</b>		
	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End
	1	2	3	2	3	4	2	3	4	2	3	4
<b>Initial Sound Fluency</b>	0-3 4-7 8+	0-9 10-24 25+	HR MR LR									
<b>Letter Naming Fluency</b>	0-1 2-7 8+	0-14 15-26 27+	0-28 29-39 40+	0-24 25-36 37+	HR MR LR							
<b>Phoneme Segmentation Fluency</b>		0-6 7-17 18+	0-9 10-34 35+	0-9 10-34 35+	0-9 10-34 35+	0-9 10-34 35+	HR MR LR					
<b>Nonsense Word Fluency</b>		0-4 5-12 13+	0-14 15-24 25+	0-12 13-23 24+	0-29 30-49 50+	0-29 30-49 50+	0-29 30-49 50+	0-29 30-49 50+	0-29 30-49 50+	HR MR LR		
<b>Oral Reading Fluency</b>			HR MR LR	0-2 3-6 7+	0-7 8-19 20+	0-19 20-39 40+	0-25 26-43 44+	0-51 52-67 68+	0-69 70-89 90+	0-52 53-76 77+	0-66 76-91 92+	0-79 80- 109 110+

**PLP Assessment Levels Conversion Chart: Middle Level**

*All students who perform 3 years below current grade placement (Tier 3) receive **Personal Literacy Plans** and direct instruction from a reading teacher. Students performing 1-2 years below grade placement (Tier 2) receive **Personal Literacy Plans** and targeted Instruction within the regular curriculum. Some students performing 2 years below grade placement **may** receive direct reading instruction from a reading teacher.*

<b>NECAP Reading Assessment</b>	<b>Lexile adapted from <u>The Lexile Framework for Reading Matters</u></b>	<b>Instructional Grade Level Equivalent</b>
	420-700	3.0-3.9 Third grade
	600-830	Fourth grade 4.0-4.9
	800-920	Fifth grade 5.0-5.9
	850-1010	Sixth grade 6.0-6.9
	930-1070	Seventh grade 7.0-7.9
	1000-1120	Eighth grade 8.0-8.9
	1020-1150	Ninth grade
	1100-1200	Tenth grade
	1130-1230	Eleventh grade
	1200-1310	Twelfth grade

<b>DRA-2</b>			
<b>Grade 6</b>			
Level 60			
<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advanced</b>
Fall Minimal Benchmark: Instructional 60	Winter Minimal Benchmark: Instructional 60	Spring Minimal Benchmark: Independent 60	
<b>Grade 7</b>			
Level 70			
<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advanced</b>
Fall Minimal Benchmark: Instructional 70	Winter Minimal Benchmark: Instructional 70	Spring Minimal Benchmark: Independent 70	
<b>Grade 8</b>			
Level 80			
<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advanced</b>
Fall Minimal Benchmark: Instructional 80	Winter Minimal Benchmark: Instructional 80	Spring Minimal Benchmark: Independent 80	

**Advanced:** Total score for Oral Reading Fluency and Comprehension must be within the Advanced range on the Continuum.  
**Independent:** Total score for Oral Reading Fluency and Comprehension must be at least within the Independent range on the Continuum  
**Instructional:** Total score for either Oral Reading Fluency or Comprehension is within the Instructional range on the Continuum.

### **High School Level**

*All students entering the high school with Personal Literacy Plans **and** those performing 3 years below current grade placement (Tier 3) receive **Personal Literacy Plans** and direct instruction from a reading teacher. Students performing 1-2 years below grade placement (Tier 2) receive Targeted Instruction within the regular curriculum. (See shaded areas.)*

		<b>Grade Placement &amp; DRP Score Alignment</b>			
<b>Lexile <i>adapted from <u>The Lexile Framework for Reading Matters</u></i></b>	<b>Instructional Grade Level Equivalent</b>	<b>9 Tier</b>	<b>10 Tier</b>	<b>11 Tier</b>	<b>12 Tier</b>
420-700	3.0-3.9 Third grade	3 ↑	3 ↑	3 ↑	3
600-830	Fourth grade 4.0-4.9	3	3	3	3
800-920	Fifth grade 5.0-5.9	3	3	3	3
850-1010	Sixth grade 6.0-6.9	3 Fall 60< Spring 62<	3	3	3 ↑
930-1070	Seventh grade 7.0-7.9	2 ↑	3 Fall 61< Spring 62<	3	3
1000-1120	Eighth grade 8.0-8.9	2 Fall 61-67 Spring 63-68	2 ↑	3 DRP Fall 65< Spring 66<	3
1020-1150	Ninth grade	1 Fall-68 Spring-69	2 Fall-69-65 Spring 70--66	2 ↑	3 DRP Fall 67< Spring 68<
1100-1200	Tenth grade	1	1 Fall -70 Spring- 71	2 Fall 71-68 Spring 72-69	2 ↑
1130-1230	Eleventh grade	1	1	1 Fall-72 Spring-73	2 Fall 72-20 Spring 73-71
1200-1310	Twelfth grade	1	1	1	1 Fall-73 Spring-74



## On-going Assessment:

### ELEMENTARY

#### Elementary and Middle Level Diagnostic Reading Assessment (DRA/PALS)

**NOTE:** *All* students not reading at grade level need a PLP. *All students* include students who receive special services under IDEA or ELL services and who are reading below grade level receive PLP's.

Who administers and corrects the assessments	When: Fall, Winter, Spring	Date to report assessment results	Send on excel file to:
Elementary teachers who are PLP service providers	See page 9	By 1 <sup>st</sup> week in November, by 3 <sup>rd</sup> week in February; by 2 <sup>nd</sup> week in June	Oak Haven: Kathy Miner <a href="mailto:Minerkathleen@coventryschools.net">Minerkathleen@coventryschools.net</a>
			Tiogue: Denise Richtarik <a href="mailto:Richtarikdenise@coventryschools.net">Richtarikdenise@coventryschools.net</a>
			Hopkins Hill: Fran Murphy <a href="mailto:Murphyfran@coventryschools.net">Murphyfran@coventryschools.net</a>
			Blackrock:: Principal
			Washington Oak:: Donna Raptakis <a href="mailto:Raptakisdonna@coventryschools.net">Raptakisdonna@coventryschools.net</a>
Western Coventry: Jan Sullivan <a href="mailto:Sullivanjanice@coventryschools.net">Sullivanjanice@coventryschools.net</a>			
Reading & special education teacher(s) who are PLP service providers	See page 9	Same as above	See above

**MIDDLE LEVEL**

**Middle Level Diagnostic Reading Assessment: DRA\***

**NOTE:** Beginning with the fall of 2005 at the secondary level, all students in grades 6-10 reading 3 or more years below grade level need a PLP. Any student entering middle or high school with a PLP will continue to have a PLP until student is reading at grade level. (e.g., Such students may move to Tier 2 for instruction, but will retain the PLP in Tier 2 instruction.) Beginning in the fall of 2006 11<sup>th</sup> grade students will be included. In the fall of 2007 12<sup>th</sup> grade students will be included.

*All students* include students who receive special services under IDEA or ELL services and who are reading below grade level receive PLP's.

Tier	Who administers and corrects assessment	When: Fall, Winter, Spring	Date to report assessment results	Send on excel file to:
2	Teams	See page 9	By 1 <sup>st</sup> week in November; by 3 <sup>rd</sup> week in February; by 1 <sup>st</sup> week in May (8 <sup>th</sup> grade teams only) by 2 <sup>nd</sup> week in June all others	Knotty Oak: Record data results on G-drive <a href="mailto:rid23598@ride.ri.net">rid23598@ride.ri.net</a>
3	Reading & special education teacher(s) who are PLP service providers	See page 9	Same as above	See above

\*READ 180 evaluation may substitute for the DRA-2

**HIGH SCHOOL**  
**High School Diagnostic Reading Assessment: DRP\***

**NOTE:** Beginning with the fall of 2005 at the secondary level, all students in grades 6-10 reading 3 or more years below grade level need a PLP. Any student entering middle or high school with a PLP will continue to have a PLP until student is reading at grade level. (e.g., Such students may move to Tier 2 for instruction, but will retain the PLP in Tier 2 instruction.) Beginning in the fall of 2006 11<sup>th</sup> grade students will be included. In the fall of 2007 12<sup>th</sup> grade students will be included.

*All students* include students who receive special services under IDEA or ELL services and who are reading below grade level receive PLP's.

Tier	Who	When: Fall, Winter, Spring	Date to report assessment results	Send on excel file to:
2	Literacy Teachers	By 2 <sup>nd</sup> week in September; by 2 <sup>nd</sup> week in January; by last week in May	By 1 <sup>st</sup> week in October; by 2 <sup>nd</sup> week in February; by 2 <sup>nd</sup> week in June	<a href="mailto:baxterjudith@coventryschools.net">baxterjudith@coventryschools.net</a> School Contact: Judy Baxter
3	Reading Specialist & select special education teachers	By 2 <sup>nd</sup> week in September; by 2 <sup>nd</sup> week in January; by last week in May	By 1 <sup>st</sup> week in October; by 2 <sup>nd</sup> week in February; by 2 <sup>nd</sup> week in June	See above

\*READ 180 evaluation may be substitute for the DRP

**PLP**

# **Directions and Documentation**

For those that would prefer to complete the document electronically, the document in the appendix contains form fields in all areas that are not text boxes.

Coventry Public Schools  
"Working Together To Improve Our Schools?"  
ANAL LITERACY PLAN # \_\_\_\_\_  
Date: \_\_\_\_\_

# indicates number of cumulative plans written for student

ID Number: \_\_\_\_\_ PLP Service Provider: \_\_\_\_\_  
Gender: M \_\_\_\_\_ F \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Date of entry to district: \_\_\_\_\_  
Address: \_\_\_\_\_ Telephone: \_\_\_\_\_ e-mail \_\_\_\_\_

**CURRENT ACADEMIC SUPPORT PROGRAMS: Check all that apply**

Title I  Literacy  Reading Recovery  Remedial Reading  504  Speech/Lang.  IEP  Other   
Supplemental program offered: Attended  Did not attend

**PREVIOUS ACADEMIC SUPPORT PROGRAMS: Check all that apply**

Title I  Literacy  Reading Recovery  Remedial Reading  504  Speech/Lang.  IEP  Other   
Supplemental program offered: \_\_\_\_\_

Comments:

**CONFIDENTIAL INFO!**  
**MUST MAINTAIN RECORD AS CONFIDENTIAL IN ACCORDANCE WITH  
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.**

**NON-ACADEMIC CONCERNS: Check all that apply**

These describe student characteristics that possibly influence learning.

Absence  Tardiness  Vision  Hearing  Health Issues  Behavior Issues  Retained in previous grades   
Retained in this grade  Confidential/See Permanent Record Folder

**SCREENING ASSESSMENT SCORES**

Date/Test                      Score(s)                      Strengths                      Weaknesses

Results of screenings, reading instructional levels and strengths and weaknesses.  
Problem statement paints a clear picture of student's current performance.  
This statement is updated as needed for subsequent interventions.

Problem Statement:

**FIVE COMPONENTS OF READING: As a result of the assessments check the areas of concern**

Phonological/Phonemic Awareness  Phonics  Fluency  Vocabulary  Comprehension

**MONITORING OF PROGRESS: Select the appropriate**

Check the primary areas of concern to be addressed in *this* plan based upon screening results. Goals should be written to address areas checked. (See pages 3-4 of PLP)

Comment on the student progress using the assessment information.

<b>Assessments: District Choice (non-optional)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Developmental Reading Assessment (DRA) K-8			
Developmental Reading Assessment with Word Analysis segment (DRA) K-5			
Degrees of Reading Power (DRP) 9-12			
Scholastic Reading Inventory (SRI) 6-12 (READ-180 Students)			
<b>Assessments: Teacher Choice</b>			
Other-specify:			
Other-specify:			
Other-specify:			

On-going designated assessment data must be recorded here and transcribed to excel file (see Appendix) and submitted to Building Designee within timeframe (see on-going assessment schedule).

**COMMENTS-** Be sure to note *strengths* and *areas of concern* in each of the Five Components of Reading:

Date: \_\_\_\_\_ Fall \_\_\_\_\_

See bottom of page 1 for the Five Components of Reading.

Date: \_\_\_\_\_ Winter \_\_\_\_\_

Date: \_\_\_\_\_ Spring \_\_\_\_\_

End of the year recommendation:

- \_\_\_\_\_ Student achieved goal, terminate PLP
- \_\_\_\_\_ Student progressing, maintain PLP, update based on annual assessments
- \_\_\_\_\_ Student progressing, maintain PLP, transition from reading to targeted instruction (6-12)
- \_\_\_\_\_ Student not progressing, develop new PLP with intensive individualized review of data

Comments:

**Sending** teacher **MUST** pass onto **receiving** teacher all records (**ASSESSMENTS** and **PLP's**). When a PLP is terminated or a student moves to a different school, the records must be placed in the students' permanent record file.

**INTERVENTION PLAN:**

Consists of single or multiple goals. It is an instructional design to improve a student's reading by addressing *primary* student needs at the student's readiness level. The plan is revised/rewritten as necessary until the student is reading at grade level.

**Suggested Instructional Focus**

- Rhyming
- Segmenting
- Blending
- Onset/Rimes
- Other (describe)

**Instructional focus (be specific):**

Describe procedures relevant to *identified* problem, materials & strategies. State length of time and how often the intervention will take place.

**Suggested Instructional Strategies**

- Read Alouds
- Chanting/Singing
- Center/ Activities
- Reader's Theater/Drama
- Word Work
- Rhyming Games
- Poems/Nursery Rhymes
- Whisper Phones
- Magnetic Letter
- \_\_\_\_\_

**Instructional Strategies selected need to consider a student's individual learning style:**

**Student Goal:**

**Suggested Instructional Focus**

- Initial Sounds
- Medial Sounds
- Ending Sounds
- Short Vowels
- Diagraphs
- Blends
- Nonsense
- Letter
- R
- Digraphs (oi, oy, ow, aw, au)
- Ambiguous vowels (ow, oo...)
- Other (describe)

**Instructional focus (be specific):**

Goal is the outcome based on specific concern and is written in observable/measurable terms (e.g. problem for student, expected level of performance in this area, GLE/GSE student is currently working toward becoming proficient in, length of time anticipated for the student to reach the goal.)

- Structural Analysis
- Phoneme deletion/addition
- Letter/sound relationships
- Syllabification Rules
- Daily Writing Practice
- Word Work
- Other (describe) \_\_\_\_\_
- \_\_\_\_\_

**Instructional Strategies selected need to consider a student's individual learning style:**

**Student Goal:**

**READING FLUENCY**

**Suggested Instructional Focus**

**Current level of performance:**

- Level 1- primarily reads word by word, occasionally two-word phrases
- Level 2- primarily reads in two word phrases, occasionally three or four word phrases-some word by word reading may be present
- Level 3 primarily reads in three or four word phrases, appropriate expression and intonation
- Level 4 primarily reads in longer and meaningful phrases, some repetitions and deviation for text may be present but does not detract from overall structure or meaning of passage

- Accuracy**
- Smoothness**  
Use of large meaningful phrases
- Phrasing (Quality of Reading)**  
Expression/Intonation  
Monotone  
Stops/Uses Punctuation
- Pace**  
Consistently conversational/  
appropriate

**Instructional focus (be specific):**

**Student Goal:**

**Suggested Instructional Strategies**

- Practicing High frequency words
- Re-reading familiar text daily
- Student/adult reading
- Choral reading/singing
- Poetry recitation
- Partner reading
- Reader's theatre
- Reading at independent level
- Teacher modeling; for phrasing, punctuation, etc.
- Reading while listening to books on tape
- Monitoring; cross check, self-check
- \_\_\_\_\_
- \_\_\_\_\_

**Instructional Strategies selected need to consider a student's individual learning style:**

**VOCABULARY DEVELOPMENT**

**Suggested Instructional Focus**

- Speaking Vocabulary
- Reading/Writing
  - Using environmental print

**Suggested Instructional Strategies**

- Analogies
- Word Patterns
- Interconnected Words
- Chunking – word parts
- Word Sorting
- Sight words

- Using word wall
- Using compound words
- Using multiple meanings
- Using story vocabulary
- Using synonyms/antonyms/homophones/homonyms
- Using dictionaries, glossaries, thesauruses
- Using root words
- Using prefixes, suffixes
- Word origins...

- Dictionary work
- Synonyms/Antonyms
- Reading extensively
- Listening to adults read
- Using known word to acquire unknown words
- Building Schema/Background Knowledge
- Target specific vocabulary in oral language, reading and writing experiences (e.g. *word walls, Word Wizard, other vocabulary strategies/games*)
- Teach additional/specific words in guided reading group
- Word analysis study: prefixes, suffixes, roots, derivations
- \_\_\_\_\_

- Homophones
- Multiple meanings
- Use context clues

**Instructional focus (be specific):**

**Instructional Strategies selected need to consider a student's individual learning style:**

**Student is ready to learn (Goal):**

**READING COMPREHENSION**

**Suggested Instructional Focus:** (The list below increases with difficulty)

**Suggested Instructional Strategies**

**LITERAL COMPREHENSION:**

- Locating Details
- Sequencing
- Comparing/Contrasting
- Re-tell

**INFERENTIAL:**

- Envision Character Change
- Drawing Conclusions
- Determining Cause & Effect
- Making Predictions
- Making Thematic Connections
- Making Multiple Perspectives

**Instructional focus (be specific):**

- Scaffolding
- Activating prior knowledge
- Modeling thinking
- Literature circles
- Reciprocal teaching
- Guided practice with
- Read aloud/think aloud
- Question during interactive reading
- Story elements
- Retell/discuss
- Graphic organizers
- Book talks
- Reading journals
- Other: \_\_\_\_\_

**Instructional Strategies selected need to consider a student's individual learning style:**

**Student Goal:**

Signature

Title

Date

PLP Team Signatures: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

Team/Teacher

\_\_\_\_\_

Parent and regular education teacher as members of the PLP team have designed this intervention plan with recommended interventions for home and within content area classrooms.

Home interventions are as follows:

\_\_\_\_\_

Classroom interventions are as follows:

\_\_\_\_\_

**NOTE:** The parent/guardian *does not have the right to refuse* PLP services. However, while the parent/guardian is *not required to approve or sign off* on their child's PLP, it is recommended that the parent/guardian be engaged in their child's PLP process, in order to provide the child with multiple opportunities for success. (RIDE-PLP Guidelines, June 2005, p.17)

**See Home-School Connection below.**



## HOME-SCHOOL CONNECTION

Classroom/School Interventions	Parent Interventions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide time for one-on-one interaction with the teacher</li> <li><input type="checkbox"/> Provide shared/guided reading instruction daily</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Flexible groups</li> <li><input type="checkbox"/> Assess weekly to monitor student progress toward grade level proficiency</li> <li><input type="checkbox"/> Provide models of guided writing _____times per week</li> <li><input type="checkbox"/> Send home books to practice _____times per week</li> <li><input type="checkbox"/> Provide parents with list of strategies or appropriate prompts</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <u>to</u> my child each day</li> <li><input type="checkbox"/> Read <u>with</u> my child each day</li> <li><input type="checkbox"/> Encourage independent reading or to read aloud to another person</li> <li><input type="checkbox"/> Talk with my child about what they are reading and/or watching</li> <li><input type="checkbox"/> Encourage my child to use reading for a variety of reasons (recipes, lists, etc.)</li> <li><input type="checkbox"/> Write for a variety of reasons (cards, letters, journals, etc.)</li> <li><input type="checkbox"/> Practice alphabet letter identification and letter sounds with my child</li> <li><input type="checkbox"/> Practice high frequency word cards with my child</li> <li><input type="checkbox"/> Monitor my child's homework</li> <li><input type="checkbox"/> Support my child's regular attendance</li> <li><input type="checkbox"/> Attend parent conferences</li> <li><input type="checkbox"/> Visit the library with my child</li> <li><input type="checkbox"/> Keep a list of books read together</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>

After completing this in cooperation with student's family, a copy is made to be placed in the PLP and the original is given to the student's family.

## Reporting to Parents:

Every attempt must be made to include the student's parent/guardian in the planning of the intervention (initial and subsequent Personal Literacy Plans.) If after several attempts to inform parent/guardian of a student's PLP meeting fail, please mail home a copy of the PLP.

At the PLP meeting a parent:

- Provides input in the plan
- Is made aware of instructional interventions in order to provide support and reinforcement at home.

**NOTE:** The parent/guardian *does not have the right to refuse* PLP services. However, while the parent/guardian is *not required to approve or sign off* on their child's PLP, it is recommended that the parent/guardian be engaged in their child's PLP process in order to provide the child with multiple opportunities for success. (RIDE-PLP Guidelines, June 2005, p.17)

PLP's should be evaluated based upon the Fall screening data, and written/revised by or during the first parent/teacher conference date. PLP revisions should be written as necessary throughout the year as determined by student progress and on-going assessment.

## Suggestions for Conducting PLP Parent Meeting

1. Bring PLP with you to the meeting.
2. Explain to parent that the PLP **is required** by the No Child Left Behind Act.
3. Allow 15 minutes for the meeting and 5 minutes for transition.
4. Inform parents that the PLP was written based on the needs of the child from the beginning of the year.
5. Review **Fall Screening** (if completed-page 1) and **Reporting Continuous Progress** sections (page 2). Report all assessment data (text level data) that is available at the time of the meeting.
6. Explain to parents that we identified areas where the child needs INSTRUCTIONAL FOCUS and INSTRUCTIONAL STRATEGIES supporting this focus.
7. Review identified CONTENT AREA/SCHOOL INTERVENTIONS. (See PLP back page and Home-School Connection.)
8. Identify PARENT INTERVENTIONS that parent is **already doing** and agree on additional interventions that will be beneficial (i.e. practice oral story retells, model phrasing, and fluency.)
9. Have parents/guardians sign where it says Parent/Guardian on the last page. Teacher signs appropriate line.
- 10., Make a copy of the PLP for the parent, give original to school contact person for the principal's signature and keep original on file in the classroom.

**A Sampling of  
Additional Resources  
&  
Instructional Strategies**

# Phonological/Phonemic

## Awareness

*The ability to hear and differentiate between the various words, sounds, and syllables in speech. (Yopp, 2005) Phonemic awareness instruction helps children learn to read, and learn to spell. It is most effective when children are taught to manipulate phonemes...” that they hear in their spoken languages. (Put Reading First, 2001)*

### **Development:**

*Repeatedly hearing, saying, singing, nursery rhymes, simple poems, and songs, using invented spelling daily. (McLaughlin et.al., 2005)*

### **English Phonemes, Spellings, Example Words, and Meaningful Names**

Borrowed freely from Open Court materials and AU lesson designs

Phoneme	Spelling(s) and Example Words	Meaningful Names
/A/	a (table), a_e (bake), ai (train), ay (say)	Long A; Fonzie's greeting
/a/	a (flat)	Crying baby; baby lamb; home alone
/b/	b (ball)	Beating heart; drum
/k/	c (cake), k (key), ck (back)	Nutcracker; golf shot; camera
/d/	d (door)	Knocking; dribbling ball
/E/	e (me), ee (feet), ea (leap), y (baby)	Long E; shriek
/e/	e (pet), ea (head)	Rocking chair; creaky door
/f/	f (fix), ph (phone)	Angry cat; clothes brush; electric fan; soda fizz
/g/	g (gas)	Croaking frog, gulping soda
/h/	h (hot)	Out of breath; warm breath; tired dog
/I/	i (I), i_e (bite), igh (light), y (sky)	Long I
/i/	i (sit)	Crying puppy; icky sticky; baby pig
/j/	j (jet), dge (edge), g[e, i, y] (gem)	Scrub brush; wood rasp; jump rope
/l/	l (lamp)	Flying saucer; mixer
/m/	m (my)	Mmm mmm good; delicious sound
/n/	n (no), kn (knock)	Mosquito; motorboat
/O/	o (okay), o_e (bone), oa (soap), ow (low)	Long O; Oh, I see
/o/	o (hot)	Say ah; doctor sound; cool drink; yawn
/p/	p (pie)	Popcorn; water drip; stone skip; soap

		bubbles
/kw/	qu (quick)	Coffee pot; typewriter
/r/	r (road), wr (wrong), er (her), ir (sir), ur (fur)	Chain saw; angry lion; robot; growling dog
/s/	s (say), c[e, i, y] (cent)	Flat tire; hair spray; sizzling bacon
/t/	t (time)	Ticking clock; timer; automatic sprinkler
/U/	u (future), u_e (use), ew (few)	Long U
/u/	u (thumb), a (about), e (loaded), o (wagon)	I dunno; mother bear; punch in the stomach; foghorn
/v/	v (voice)	Electric shaver; airplane; vacuum
/w/	w (wash)	Lariat; fly rod; washing machine
/ks/ or /gz/	x (box, exam)	Soda can; grease gun
/y/	y (yes)	Sticky mess
/z/	z (zoo), s (nose)	Buzzing bee; arc welder; zipper
/OO/	oo (boot), u (truth), u_e (rude), ew (chew)	Ghost; howling wolf; owl
/oo/	oo (book), u (put)	Lifting weights; chin-up bar
/oi/	oi (soil), oy (toy)	Seal; squeaky gate; spring
/ou/	ou (out), ow (cow)	It hurts; inoculation; sting
/aw/	aw (saw), au (caught), a[] (tall)	Poor thing; crow
/ar/	ar (car)	Spinning tire; grinding gears; gargle
/sh/	sh (ship), ti (nation), ci (special)	Be quiet; watering the lawn
/hw/	wh (white)	Blow out the candle
/ch/	ch (chest), tch (catch)	Old train; antique car; chipmunk
/th/ or / <u>th</u> /	th (thick, this)	Peeling tape; angry goose; wet shoes
/ng/	ng (sing), n (think)	Gong; string bass
/zh/	s (measure)	Sawing wood; sander

**Instruction:**

- Phoneme isolation-Students recognize individual sounds in a word.
- Phoneme identity-Students recognize the same sounds in different words.
- Phoneme categorization-Students recognize the word orally in a set of three or four words that has the “odd” sound.
- Phoneme blending-Students listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.
- Phoneme segmentation-Students break a word into its separate sounds, saying each sound as they tap out or count it.
- Phoneme deletion-Students recognize the word that remains when a phoneme is removed from another word.
- Phoneme addition-students make a new word by adding a phoneme to an existing word.
- Phoneme substitution-Students substitute one phoneme for another to make a new word.

# Phonics

*Phonics refers to the letter-sound relationships used in reading and writing and begins with the understanding that each letter (grapheme) of the alphabet stands for one or more sounds (phonemes). (Stahl, Rasinski, & Cunningham, 2005)*

## **Instruction includes:**

- Builds on concepts of how print functions
- Builds on phonemic awareness
- Is clear and direct
- Is integrated into reading program
- Focuses on reading words, not learning rules
- May include onset and rimes
- Includes invented spelling practice
- Develops independent word recognition strategies
- Develops automatic word recognition to allow students to focus on comprehension, not words (Stahl, 1992)

# Fluency

*Oral Reading Fluency is the ability to project the natural pitch, stress, and juncture of the spoken word on written text automatically and at a natural rate. It is a **critical aspect of reading** performance and instruction. (Rasinski, 2005)*

## ***Instructional Practice:***

- **Modeling**
- **Repeated Readings**
- **Echo Reading**
- **Choral Reading**
- **Reader's Theater**



# Vocabulary

## COMPONENTS OF EFFECTIVE VOCABULARY INSTRUCTION

- Encourage wide range of reading
- Exposing students to high quality oral language
- Promoting word consciousness
- Providing explicit instruction of specific words
- Providing modeling and instruction in independent word-learning strategies

## VOCABULARY INSTRUCTIONAL DECISION MAKING MODEL

QUESTION	If the answer is	Then the action is
1. Is understanding the word necessary for understanding the selection in which it appears?	No	Choose other words
2. Are students likely to be able to identify the words' meaning using context or structural analysis skills?	Yes	Choose other words
3. Can instruction in this word be helpful in developing a skill that students can later use independently, for example, context, structural analysis, or dictionary skills.	Yes	Teach the word. (The instruction can serve the purpose.)
4. Will knowing the meaning of this particular word be useful in future reading?	Yes	Teach the word. (The more often the word occurs, the greater the chances are that students will retain the word once it is taught.)

(Graves, Juel, and Graves 1998; Graves and Slater 1996)

## INSTRUCTIONAL ACTIVITIES

Some instructional activities that provide students with definitional information include:

- **Teach synonyms.** Often a synonym is all students need to understand a new word in context.
- **Teach antonyms.** Not all words have antonyms, but thinking about antonyms requires students to identify the crucial aspects of a word. For example, the word chaos implies an abyss, a void, or clutter, but its antonym, order, narrows the focus to the “clutter” part of the word’s meaning.
- **Rewrite definitions.** As we noted earlier, dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact wording of the definition.
- **Provide example sentences.** A good way to ascertain whether students understand a word’s definitions is to have them provide example sentences in which they use the word. They may draw these examples from personal experiences (“Mom’s kitchen is chaos.”) or from textbooks (“After the great flood of 1937, there was chaos all over the Tennessee Valley.”). (Stahl, S. A., & Fairbanks, M. M. (1986). *The effects of vocabulary instruction: A model-based meta-analysis*. *Review of Educational Research*, 56, 72-110.)
- **Provide non-examples.** Another way to find out if students truly understand the meaning of a new word is to have them supply words that are not examples of the word’s meaning. For example, point out to them that *cry* is not an example of the word *guffaw*, then ask them to think of other non-examples of the word (*bawl*, *sniffle*, *whine*, *whimper*). Coming up with non-examples requires students to think about the critical attributes of a word, much like providing antonyms.
- **Discuss the difference between the new word and related words.** A discussion of the word *debris*, defined as “trash,” “garbage,” or “waste,” might include a discussion of the differences between *debris* and *trash*, *garbage*, and *waste*. For example, *debris* might be the result of some sort of accident or disaster, whereas *trash* might include anything. *Garbage* generally refers to organic material, such as food leftovers, and *waste* implies something left over, rather than something resulting from a disaster. Such a thorough discussion encourages students to focus on the meanings of words.

### SOME ACTIVITIES THAT PROVIDE STUDENTS WITH CONTEXTUAL INFORMATION INCLUDE:

- **Have students create sentences that contain the new word.** Encourage students to create sentences that show a clear understanding of the meaning of the word—not just “I like chaos.” More acceptable sentences are those that include the definition, such as, “Chaos is when everything is in disorder.” Even more acceptable are sentences that extend the definition, such as, “The scene was complete chaos—desks were turned over, paint was splashed on the floor, and the trashcan was upside down.” Of course, to write sentences containing a new word, students need examples of how it is used correctly. Definitions, even those that give brief examples, rarely provide enough information to guarantee that students have a real sense of how words are used. One way to scaffold students’ use of new words is to have them complete sentence stems containing the word, e.g., “John thought it would pacify the teacher if...”
- **Use more than one new word in a sentence.** Asking students to use more than one new word in each sentence they create can force them to look for relations among words.

- **Discuss the meaning of the same word in different sentences.** Many words have multiple meanings, which depend on the context in which the words appear. To prevent students from limiting word meanings to one particular context, have them use a new word in several different and varied sentences. For the word *chaos*, their sentences might include topics such as chaos in classroom behavior, chaos as clutter and mess, chaos in personal relations, and so forth.

- **Create a scenario.** Invite students to make up a story in which a new word features prominently. If students are too young for this activity, have them draw a picture story for a new word.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). *Effects of long-term vocabulary instruction on lexical access and reading comprehension*. *Journal of Educational Psychology*, 74(4), 506-521.

- **Create silly questions.** You might have students pair new words and use each pair to make a silly question.<sup>43</sup> For the words *actuary*, *hermit*, *philanthropist*, and *villain*, their questions might include “Can an actuary be a hermit?” “Can an actuary be a philanthropist?” “Can a philanthropist be a hermit?” “Can a philanthropist be a villain?”

- **Involve students actively in word learning.** Students remember more when they relate new information to known information, transforming it in their own words, generating examples and non-examples, producing antonyms and synonyms, and so forth.

- **Use discussion to teach word meanings.** Discussion adds an important dimension to vocabulary instruction. Students with little or no knowledge of some new words they encounter in a vocabulary lesson are often able to construct a good idea of a word’s meaning from the bits of partial knowledge contributed by their classmates. (When the class as a whole does not know much about a particular word, however, you may have to help. Perhaps supplying some information about the word, such as a quick definition.) Discussion can clarify misunderstandings of words by making the misunderstandings public. For words that a student knows partially, or knows in one particular context, the give-and-take of discussion can clarify meanings. When misunderstandings are public, the teacher can shape them into the conventional meaning. Discussion involves students in other ways. As they wait to be called on, students practice covertly, or silently prepare a response. Therefore, even though you call on only one student, many other students anticipate that they will have to come up with an answer. As a result, discussion leads to increased vocabulary learning. Without the practiced response, discussion is not likely to be valuable as a learning experience.

# Comprehension

*Reading is metacognitive and complex. Proficient readers think about their thinking while they read. They can identify a purpose for reading and adjust their thinking to the different demands of a piece of text. Proficient readers can identify when a text is unclear and adjust their thinking accordingly. They use a variety of strategies to make sense of text. (Duffy, 1987; PEBC, 2004) The thinking strategies that we use in reading are also used in all content areas.*

## **THINKING STRATEGIES FOR LEARNERS (Public Education and Business Coalition, Colorado, 2004)**

### **Determining What is Important in Text**

#### **Readers**

- Readers identify key ideas or themes as they read.
- Readers distinguish important from unimportant information in relation to key ideas or themes in text. They can distinguish important information at the word, sentence and text level.
- Readers utilize text structure and text features (such as bold or italicized print, figures and photographs) to help them distinguish important from unimportant information.
- Readers use their knowledge of important and relevant parts of text to prioritize in long term memory and synthesize text for others.

#### **Writers**

- Writers observe their world and record what they believe is significant.
- Writers make decisions about the most important ideas to include in the pieces they write. They make decisions about the best genre and structure to communicate their ideas.
- Writers reveal their biases by emphasizing some elements over others.
- Writers provide only essential detail to reveal the meaning and produce the effect desired.
- Writers delete information irrelevant to their larger purpose.

#### **Mathematicians**

- Mathematicians look for patterns and relationships.
- Mathematicians identify and use key words to build an understanding of the problem.
- Mathematicians gather text information from graphs, charts, and tables.
- Mathematicians decide what information is relevant to a problem and what information is irrelevant

#### **Researchers**

- Researchers evaluate and think critically about information

- Researchers sort and analyze information to better understand it
- Researchers make decisions about the quality and usefulness of information
- Researchers decide what's important to remember and what isn't
- Researchers choose the most effective reporting platform

## **Drawing Inferences**

### **Readers**

- Readers use their schema and textual information to draw conclusions and form unique interpretations from text.
- Readers make predictions about text, confirm their predictions and test their developing meaning as they read on.
- Readers know when and how to use text in combination with their own background knowledge to seek answers to questions.
- Readers create interpretations to enrich and deepen their experience in a text.

### **Writers**

- Writers make decisions about content inclusions/exclusions and genre/text structure that permit or encourage inference on the part of the reader.
- Writers carefully consider their audience in making decisions about what to describe explicitly and what to leave to the reader's interpretation
- Writers, particularly fiction and poetry writers, are aware of far more detail than they reveal in the texts they compose. This encourages inferences such as drawing conclusions, making critical judgments, predictions, and connections to other texts and experiences possible for their readers.

### **Mathematicians**

- Mathematicians predict, generalize and estimate.
- As mathematicians read a problem, they make problem solving decisions based on their conceptual understanding of math concepts. (i.e. operations, fractions, etc.)
- Mathematicians compose (like a writer) by drawing pictures, using charts, and creating equations.
- Mathematicians solve problems in different ways and support their methods through proof, number sentences, pictures, charts and graphs.
- Mathematicians use reasoning and make connections throughout the problem solving process.
- Mathematicians conjecture (infer based on evidence).
- Mathematicians use patterns (consistencies) and relationships to generalize and infer what comes next in the problem solving process.

### **Researchers**

- Researchers think about the value and reliability of their sources
- Researchers consider what is important to a reader or audience

## **Using Prior Knowledge -- Schema**

### **Readers**

- Readers spontaneously activate relevant, prior knowledge before, during and after reading text.
- Readers assimilate information from text into their schemata and make changes in that schemata to accommodate the new information.
- Readers use schema to relate text to their world knowledge, text knowledge, and personal experience.

- Readers use their schema to enhance their understanding of text and to store text information in long term memory.
- Readers use their schema for authors and their style to better understand text.
- Readers recognize when they have inadequate background information and know how to create it --- to build schema --- to get the information they need.

### Writers

- Writers frequently choose their own topics and write about subjects they care about.
- A writer's content comes from and builds on his/her experiences.
- Writers think about and use what they know about genre, text structure, and conventions as they write.
- Writers seek to better recognize and capitalize on their own voice for specific effects in their compositions.
- Writers know when their schema for a topic or text format is inadequate and they create the necessary background knowledge.
- Writers use knowledge of their audience to make decisions about content inclusions/exclusions.

### Mathematicians

- Mathematicians use current understandings as first steps in the problem solving process.
- Mathematicians use their number sense to understand a problem.
- Mathematicians add to schema by trying more challenging problems and hearing from others about different problem solving methods.
- Mathematicians build understanding based on prior knowledge of math concepts.
- Mathematicians develop purpose based on prior knowledge.
- Mathematicians use their prior knowledge to generalize about similar problems and to choose problems solving strategies.
- Mathematicians develop their own problems.

### Researchers

- Researchers frequently choose topics they know and care about
- Researchers use their prior knowledge and experience to launch investigations and ask questions
- Researchers consider what they already know to decide what they need to find out and researchers self evaluate according to background knowledge of what quality products look like

## **Asking Questions**

### Readers

- Readers spontaneously generate questions before, during and after reading.
- Readers ask questions for different purposes including clarification of meaning, making predictions, determining an author's style, content, or format, and to locate a specific answer in text or consider rhetorical questions inspired by the text.
- Readers use questions to focus their attention on important components of the text.
- Readers are aware that other readers' questions may inspire new questions for them.

### Writers

- Writers compose in a way that causes the reader to form question as they read.
- Writers monitor their progress by asking questions about their choices as they write.

- Writers ask questions of other writers in order to confirm their choices and make revisions.
- Writer's questions lead to revision in their own pieces and in the pieces to which they respond for other writers.

### **Mathematicians**

- Mathematicians ask questions before, during and after doing a math problem.
  - Could it be this?
  - What happens if?
  - How else could I do this?
  - Have I seen this problem before?
  - What does this mean?
- Mathematicians test theories/answers/their hypothesis by using different approaches to a problem.
- Mathematicians question others to understand their own process and to clarify problems.
- Mathematicians extend their own thinking by asking themselves questions they don't have an answer to.

### **Researchers**

- Researchers ask questions to narrow a search and find a topic
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves
  - What are the most effective resources and how will I access them?
  - Do I have enough information?
  - Have I used a variety of sources?
  - What more do I need?
  - Does it make sense?
  - Have I told enough?
  - It is interesting and original thinking and does my writing have voice?

## **Monitoring Meaning and Comprehension**

### **Readers**

- Readers monitor their comprehension during reading -- they know when the text they are reading or listening to makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece.
- Readers can identify when text is comprehensible and the degree to which they understand it. They can identify ways in which a text becomes gradually more understandable by reading past an unclear portion and/or by rereading parts or the whole text.
- Readers are aware of the processes they can use to make meaning clear. They check, evaluate, and make revisions to their evolving interpretation of the text while reading.
- Readers can identify confusing ideas, themes, and/or surface elements (words, sentence or text structures, graphs, tables, etc.) and can suggest a variety of different means to solve the problems they have.
- Readers are aware of what they need to comprehend in relation to their purpose for reading.
- Readers must learn how to pause, consider the meanings in text, reflect on their understandings, and use different strategies to enhance their understanding. This process is best learned by watching proficient models "think aloud" and gradually taking responsibility for monitoring their own comprehension as they read independently.

### **Writers**

- Writers monitor during their composition process to ensure that their text makes sense for their intended audience at the word, sentence and text level.
- Writers read their work aloud to find and hear their voice.
- Writers share their work so others can help them monitor the clarity and impact of the work.
- Writers pay attention to their style and purpose. They purposefully write with clarity and honesty. They strive to write boldly, simply, and concisely by keeping those standards alive in their minds during the writing process.
- Writers pause to consider the impact of their work and make conscious decisions about when to turn a small piece into a larger project, when revisions are complete, or when to abandon a piece.

### **Mathematicians**

- Mathematicians check to make sure answers are reasonable.
- Mathematicians use manipulatives/charts/diagrams to help themselves make sense of the problem.
- Mathematicians understand that others will build meaning in different ways and solve problems with different problem solving strategies.
- Mathematicians write what makes sense to them.
- Mathematicians check their work in many ways: working backwards, redoing problems, etc.
- Mathematicians agree/disagree with solutions and ideas.
- Mathematicians express in 'think alouds' what's going on in their head as they work through a problem. They are metacognitive.
- Mathematicians continually ask themselves if each step makes sense.
- Mathematicians discuss problems with others and write about their problem solving process to clarify their thinking and make problems clearer.
- Mathematicians use accurate math vocabulary and show their work in clear, concise forms so others can follow their thinking without asking questions.

### **Researchers**

- Researchers are aware of what they need to find out and learn about
- Researchers can identify when they comprehend and take steps to repair comprehension when they don't
- Researchers pause to reflect and evaluate information
- Researchers choose effective ways of organizing information - notetaking, webbing, outlining, etc.
- Researchers use several sources to validate information and check for accuracy
- Researchers revise and edit for clarity, accuracy, and interest
- Researchers check sources for appropriate references and copyrights

### **Fix Up Strategies**

#### **Readers**

- Readers use the six major systems of language (grapho-phonetic, lexical, syntactic, semantic, schematic, and pragmatic) to solve reading problems. When not comprehending, they ask themselves questions such as: does this make sense, does the word I'm pronouncing sound like language, do the letters in the word match the sounds I'm pronouncing, have I seen this word before, is there another reader who can help me make sense of this, what do I already know from my experience and the context of this text that can help me solve this problem?
- Readers have and select a wide range of problem solving strategies and can make appropriate choices in a given reading situation (i.e., skip ahead or re-read, use the context and syntax, or sound it out, speak to another reader, consider relevant prior knowledge, read the passage aloud, etc.).



## Writers

- Writers revise (add, delete, and reorganize) and edit (apply correct conventions), continually seeking clarity and impact for the reader. They experiment with and make changes in overall meaning, content, wording, text organization, punctuation, and spelling.
- Writers capitalize on their knowledge of writers' tools (i.e. character, setting, conflict, theme, plot structure, leads, style, etc.) to enhance their meaning.

## Mathematicians

- Mathematicians listen to others' strategies and adjust their own.
- Mathematicians use estimation to determine if their answer is reasonable.
- Mathematicians use trial and error to build thinking.
- Mathematicians cross check by using more than one way to do a problem. (i.e. check subtraction by adding).
- Mathematicians use tools (i.e. manipulatives, graphs, calculators, etc.) to enhance meaning.

## Researchers

- Researchers revise and edit for clarity and accuracy
- Researchers check sources for updated copyrights and legitimate reliable sources

## **Synthesizing Information**

### Readers

- Readers maintain a cognitive synthesis as they read. They monitor the overall meaning, important concepts, and themes in the text as they read and are aware of ways text elements "fit together" to create that overall meaning and theme. They use their knowledge of these elements to make decisions about the overall meaning of a passage, chapter, or book.
- Readers retell or synthesize what they have read. They attend to the most important information and to the clarity or the synthesis itself. Readers synthesize in order to better understand what they have read.
- Readers capitalize on opportunities to share, recommend and criticize books they have read.
- Readers may respond to text in a variety of ways; independently or in groups of other readers. These include written, oral, dramatic, and artistic responses and interpretations of text.
- A proficient reader's synthesis is likely to extend the literal meaning of a text to the inferential level.

## Writers

- Writers make global and focal plans for their writing before and during the drafting process. They use their knowledge of text elements such as character, setting, conflict, sequence of events and resolution to create a structure for their writing.
- Writers study other writers and draw conclusions about what makes good writing. They work to replicate the style of authors they find compelling.
- Writers reveal themes in a way that suggests their importance to readers. Readers can create a cogent synthesis from well written material.

## Mathematicians

- Mathematicians generalize from patterns they observe.
- Mathematicians generalize in words, equations, charts, and graphs to retell or synthesize.

- Mathematicians synthesize math concepts when they use them in real life applications.
- Mathematicians use deductive reasoning (e.g. reach conclusions based on knowns).

### **Researchers**

- Researchers develop insight about a topic to create new knowledge or understanding
- Researchers utilize information from a variety of resources
- Researchers enhance their understanding of a topic by considering different perspectives, opinions, and sources

### **Using Sensory Images**

#### **Readers**

- Readers create sensory images during and after reading. These images may include visual, auditory and other sensory as well as emotional connections to the text and are rooted in prior knowledge.
- Readers use images to draw conclusions and to create unique interpretations of the text. Images from reading frequently become part of the reader's writing. Images from a reader's personal experience frequently become part of their comprehension.
- Readers use their images to clarify and enhance comprehension.
- Readers use images to immerse themselves in rich detail as they read. The detail gives depth and dimension to the reading, engaging the reader more deeply, making the text more memorable.
- Readers adapt their images in response to the shared images of other readers.
- Readers adapt their images as they continue to read. Images are revised to incorporate new information revealed through the text and new interpretations as they are developed by the reader.

#### **Writers**

- Writers consciously attempt to create strong images in their compositions using strategically placed detail.
- Writers create impact through the use of strong nouns and verbs whenever possible.
- Writers use images to explore their own ideas. They consciously study their mental images for direction in their pieces.
- Writers learn from the images created in their minds as they read. They study other authors' use of images as a way to improve their own.

#### **Mathematicians**

- Mathematicians use mental pictures/models of shapes, numbers, and processes to build understanding of concepts and problems and to experiment with ideas.
- Mathematicians use concrete models/manipulatives to build understanding and visualize problems.
- Mathematicians visually represent thinking through drawings, pictures, graphs, and charts.
- Mathematicians picture story problems like a movie in the mind to help understand the problem.
- Mathematicians visualize concepts in their head. (i.e. parallel lines, fractions, etc.)

#### **Researchers**

- Researchers create rich mental pictures to better understand text
- Researchers interweave written images with multisensory (auditory, visual, kinesthetic) components to enhance comprehension
- Researchers use words, visual images, sounds and other sensory experiences to communicate understanding of topic (that can lead to further questions for research)

## Instructional Reading Strategies

Explicit instruction in reading strategies helps students to become more skillful and strategic readers. Students become better readers when they know why they are reading. It is essential to teach students to recognize when they are reading to be informed, reading for literary experience, or reading to perform a task; and help them to name, select, and apply strategies appropriate for intent. **The following strategies apply to reading in ALL content areas.**

- [Activating Prior Knowledge](#)
- [Clarifying](#)
- [Context Clues](#)
- [Drawing Conclusions](#)
- [Evaluating](#)
- [Fix-Up](#)
- [Inferring](#)
- [Key Words](#)
- [Predicting](#)

- [QAR](#)
- [Rereading](#)
- [Restating](#)
- [Setting a Purpose](#)
- [Skimming/Scanning](#)
- [Summarizing](#)
- [Surveying](#)
- [Think Aloud](#)
- [Visualizing](#)

<b>Reading Strategy</b>	<b>Activating Prior Knowledge</b>
<b>Definition</b>	Use pre-reading tasks to help reader make connections between new knowledge and what is known
<b>Application</b>	Use graphic organizer that elicits thinking and discussion about themes or ideas related to text, such as KWL and predict/support charts. Students should read to complete the organizer
<b>Occurs</b>	Before Reading
<b>Reading Strategy</b>	<b>Clarifying</b>
<b>Definition</b>	Make the meaning of text clear to the reader
<b>Application</b>	Ask questions, reread, restate and visualize to make text more comprehensible.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Context Clues</b>
<b>Definition</b>	Use words surrounding unknown word to determine its meaning
<b>Application</b>	Have students complete a cloze task activity-fill in missing words, ideas, or concepts.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Drawing Conclusions</b>
<b>Definition</b>	Use written or visual cues to figure out something that is not directly stated

<b>Application</b>	Create leading questions relating to a passage. Have students respond with their own opinions, thoughts, or ideas based on information from the reading.
<b>Occurs</b>	After Reading
<b>Reading Strategy</b>	<b>Evaluating</b>
<b>Definition</b>	Encourage reader to form opinions, make judgments, and develop ideas from reading
<b>Application</b>	Create evaluative questions that will lead students to make generalizations about and critically evaluate a text.
<b>Occurs</b>	During Reading, After Reading
<b>Reading Strategy</b>	<b>Fix-Up</b>
<b>Definition</b>	Encourage self-monitoring and checking for understanding.
<b>Application</b>	Select a challenging piece to model the <i>Think Aloud</i> technique. While reading, interject questions* that make your thinking public and employ the strategies** to fix the problem.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Inferring</b>
<b>Definition</b>	Give a logical guess based on the facts or evidence presented using prior knowledge to help "read between the lines".
<b>Application</b>	Take a sentence from a text. Have students state the explicit meaning*. They have students guess the inferential meaning**.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Key Words</b>
<b>Definition</b>	Identify words that guide the reader to determine the organizational structure and content focus of the written text.
<b>Application</b>	Select excerpts of text from many sources, including (but not limited to) textbooks, pamphlets, and novels. Have students survey the text and list key words that indicate the structure or focus of the text.
<b>Occurs</b>	Before Reading, During Reading
<b>Reading Strategy</b>	<b>Predicting</b>
<b>Definition</b>	Use text to decide what will happen next-confirm as they read.
<b>Application</b>	Using the <i>Think, Pair, Share</i> technique, have students form predictions, share with a partner, and participate in a class discussion.
<b>Occurs</b>	Before Reading, During Reading
<b>Reading Strategy</b>	<b>QAR</b>
<b>Definition</b>	Use <b>Q</b> uestion <b>A</b> nswer <b>R</b> elationships to identify whether an answer will be found in the text.
<b>Application</b>	Have students label questions related to a text as "right there", "think and search", or "on my own". They should write a brief explanation of why each fits the category.
<b>Occurs</b>	Before Reading, During Reading, After Reading

<b>Reading Strategy</b>	<b>Rereading</b>
<b>Definition</b>	Give the reader more than one chance to make sense of challenging text.
<b>Application</b>	Have students practice rereading a passage to check for understanding and identify when rereading is helpful.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Restating</b>
<b>Definition</b>	Retell, shorten, or summarizes the meaning of a passage orally or in written form.
<b>Application</b>	Have students practice restating a selection of text orally or in written form.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Setting a Purpose</b>
<b>Definition</b>	Provide a focus for the reader.
<b>Application</b>	Have students read directions for a reading task and list the requirements. Students will then need to determine <i>why</i> they are being asked to read. Encourage students to set their own purposes when reading independently.
<b>Occurs</b>	Before Reading
<b>Reading Strategy</b>	<b>Skimming/Scanning</b>
<b>Definition</b>	Assist reader in getting specific info from the text. <b>Skimming</b> is reading quickly to get "gist" of a section. <b>Scanning</b> is reading quickly to locate specific information.
<b>Application</b>	Brainstorm a list of textual clues that will aid in skimming/scanning, such as bold-face type, capital letters, dates, key words, etc. Practice skimming and scanning with short passages.
<b>Occurs</b>	During Reading
<b>Reading Strategy</b>	<b>Summarizing</b>
<b>Definition</b>	Guide the reader to organize and restate info, usually in written form.
<b>Application</b>	Have students create similes about summarizing to understand what it looks like, such as "Summaries are like condensed milk."  Have students complete graphic organizers or write summaries focusing on the beginning, middle, or end of text.
<b>Occurs</b>	During Reading, After Reading
<b>Reading Strategy</b>	<b>Surveying</b>
<b>Definition</b>	Give the reader a general idea about text so he/she will be able to anticipate info and structure.
<b>Application</b>	Use a textbook inventory/scavenger hunt activity to have students explore and familiarize themselves with an unfamiliar text.
<b>Occurs</b>	Before Reading, During Reading, After Reading
<b>Reading Strategy</b>	<b>Think Aloud</b>

<b>Definition</b>	Engage the reader in a metacognitive dialogue about his/her comprehension of text and the use of reading strategies.
<b>Application</b>	Select a piece of text and model conversation about the process a reader uses. For example, "I don't understand that sentence, I will reread it for clarity."
<b>Occurs</b>	Before Reading, During Reading, After Reading
<b>Reading Strategy</b>	<b>Visualizing</b>
<b>Definition</b>	Use mental images that emerge from reading the text to aid in understanding.
<b>Application</b>	Read aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they <i>see</i> and justify how the text supports their image.
<b>Occurs</b>	During Reading

# Instructional Methods for Teaching Reading Strategies

## MODES OF READING

Different modes of reading offer varying levels of support for students, from having the teacher read the entire text aloud to having students read the text independently. It is frequently appropriate to combine several modes of reading at once. The combination provides a scaffold for learning that gradually releases responsibility to the students and helps them to become more proficient readers.

### Reading Aloud

The teacher reads aloud from a text that is too challenging for the students to read and comprehend alone. Usually the students do not have a copy of the text. The teacher may complete the text in one reading or may continue reading a longer text over a period of time. Reading aloud is used to develop background information, to make connections across texts, or for enjoyment.

### Teacher-Directed Interactive Reading

Using grade level materials which may include magazine or newspaper articles, poems, charts, or other forms of print, the teacher provides direct, supported reading of text to the whole class. The text is read in a variety of ways.

- The teacher introduces the text and sets a purpose for independent, silent reading of a part or all of the text.
- The teacher reads the text or part of the text aloud while students follow the reading in their own texts. The teacher pauses for predictions, clarifications, and questions. A summary of what was read is developed orally or in writing with the class.
- Students are paired for buddy reading of the text.
- Small groups of students read the text together using reciprocal teaching strategies.
- The teacher reads the text aloud to a small group of students while the rest of the class reads the selection independently, with a buddy, or in a small group.

- Groups of students or the whole class may read the text together as a choral reading activity.

## Guided Reading

The teacher provides small group instruction using materials at the instructional level of the group. The teacher supports the development of effective reading strategies for processing new texts at increasingly challenging levels of difficulty. This progression of difficulty must be in increments small enough to allow the reader to bridge the gap without being frustrated. Therefore, the best materials for guided reading are sets of books that have the progression built in. For elementary school students whose instructional reading level is close to grade level, the grade level basal may be used to provide guided reading instruction.

During Guided Reading, the teacher works with a small group of students who use similar reading processes and are able to read similar levels of text with support. The teacher introduces a text to this small group and works briefly with individuals in the group as each student reads to him/herself. The teacher may select one or two reading strategies to present to the group following the reading and may have students participate in extension activities. Basic to Guided Reading is that the text is one that offers the reader a minimum of new concepts to learn so that students can read the text with the strategies they currently have, but it provides an opportunity for new learning.

## Structured Independent Reading

Students build reading fluency, practice strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading. Books may be self-selected or teacher assigned, but are at the students' independent reading levels. Time for this fluency practice must be built into the school day and must include a daily homework assignment.

Students in Kindergarten should spend a minimum of 15 minutes each day in developmentally appropriate independent reading behavior. **Students in grades 1-12 must spend 30 minutes each day on in-class independent reading. All students, K-12, must read 30 minutes each night as daily reading homework.** Activities which support and strengthen independent reading include:

- drawing a picture of a favorite part of the book;
- discussing the book/chapter read with a partner or a small group;
- keeping a record or log of each book completed;
- writing a brief summary of the content;
- making a personal response to the reading in a log or journal;
- writing dialogue journals to the teacher about the independent reading material

## Reciprocal Teaching

Students are taught to become **strategic readers through an active dialogue** with a teacher/leader and other students. Working in small groups, students practice the following critical reading strategies:

- making predictions based on titles, captions, pictures, prior knowledge, etc.;
- formulating good questions based on the text (e.g., writing test questions);
- seeking clarification of words, phrases, or concepts not understood;
- summarizing, getting the main idea; and
- forming visual images while reading.

## Questions and Discussion

Critical to reading comprehension is the ability to ask and answer higher order thinking questions about text and to defend or challenge answers using information and details from the text to support positions. Students at all levels and in all subject areas **must have daily opportunities** to raise questions to be used in group discussions about texts. Student-generated questions should be used to formulate teacher-made tests.

## Read and Retell

Retellings are powerful tools because they serve authentic instructional and assessment purposes. Students retell, orally or in writing, narrative or expository text. In the retelling, they use the same form, style, and language of the original text. This strategy aids comprehension of text, expands vocabulary, and provides good models for students to transfer to their personal writing. Retellings provide insights into the thinking, organization, and comprehension levels of the readers. In primary grades students may use drawings in combination with oral retelling.

## Learning to Write, Writing to Learn

Writing and reading are reciprocal skills which strongly support one another. It is important that students receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible. It supports students in learning to construct meaning and become proficient readers. It involves many activities including:

- exploring different modes of writing;
- mini-lessons that include modeling; and
- engaging students in meaningful interactions with text.

## Critical Reading

Critical reading means **learning to look through texts rather than at them**; it means **reading beyond and beneath** surface meanings to the assumptions, arguments, and strategies behind them. Critical reading means learning about **how texts work**: how they make their meaning, how they appeal to your emotions and intellect, how they present arguments that are explicit and implicit; how they reason with readers and manipulate them.

To be a critical reader, you need to learn how to "slow down" your reading. Slowing down your reading doesn't mean you ought to read more slowly; it means that you need to **read in such a way that you learn to be aware of a text's various parts and processes**. Running your eye over the words on the page it is easy to think of any piece of writing as a smooth and solid object. But all writing -- whether a short story by a famous writer or a paper by one of your classmates -- is the result of a process and the product of a context. Both the process and context that produce a piece of writing are reflected in various ways in a text's parts and layers. When you learn to slow down your reading you will be able to see that all writing is made up of parts and layers that come together in the writing process to make something that seems whole.

## Critical Reading Classroom Environment

For active, critical reading to occur, teachers must create an atmosphere which fosters inquiry. Students must be encouraged to question, to make predictions, and to organize ideas which support value judgments. Two techniques for developing these kinds of critical reading skills include **problem solving** and **learning to reason through reading**. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that, "When we ask students to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a



coherent whole, and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas."

- **Previewing:** Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.
- **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.
- **Questioning to understand and remember:** Asking questions about the content. As students, you are accustomed (I hope) to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.
- **Reflecting on challenges to your beliefs and values:** Examining your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at each point where you felt a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?
- **Outlining and summarizing:** Identifying the main ideas and restating them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that hold the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.
- **Summarizing** begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in your own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.
- **Evaluating** an argument: Testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view -- that the

writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

- **Comparing and contrasting related readings:** Exploring likenesses and differences between texts to understand them better. Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

### **Cognitive strategies**

1. Looking at the 'big' picture
2. Anticipating information in the text
3. Looking at the title
4. Examining the format
5. Accepting approximate meaning of words
6. Looking for familiar words
7. Looking at grammatical endings
8. Finding the subject of the sentence
9. Considering the organization of the text
10. Looking for discourse markers
11. Looking for words that refer to other words

### **Metacognitive strategies**

12. Rereading segments of the text
13. Jotting down unfamiliar words
14. Looking up words in a dictionary
15. Continuing to read on with partial understanding
16. Deciding how well the text needs to be understood

### **RAP Strategy**

- Read a paragraph.
- Ask yourself "what are the main ideas in the paragraph?"
- Put the main idea and details in your own words.

### **Selecting--Materials**

- Materials--vocabulary control
- Language Experience (self-selected)
- Whole Language (naturally occurring)
- Basal Readers (standard English)
- Linguistic (phonics-whole to part)
- Synthetic Phonics (phonics-part to whole)

## ADDITIONAL RESOURCES

### PHONEMIC AWARENESS

Road to the Code: A Phonological Awareness Program for Young Children, by Benita Blachman

Phonemic Awareness in Young Children, by Marilyn Adams

A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness, by Joseph Torgesen

### PHONICS

Teaching and Assessing Phonics: Why, What When, and How. by Jeannne Chall

Words Their Way, by Ivernizzi (a phonics program)

Fundations (a phonics program developed through Wilson training)

### FLUENCY

The Fluent Reader: Oral strategies for Building Word Recognition, Fluency, and Comprehension, by Tim Rasinski

### VOCABULARY

Bringing Words to Life: Robust Vocabulary Instruction, By Isabel Beck  
(Excellent for use in middle /high school can be used in elementary as well)

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, by Donald Beer, et.al.

Strategic Spelling: Moving Beyond Word Memorization in the Middle Grades, by Jonathan Wheatley

Promoting Vocabulary Development: [website] Available:  
<http://www.tea.state.tx.us/reading/practices/redbk5.pdf>

### COMPREHENSION

Questioning the Author: An Approach for Enhancing Student Engagement/Comprehension with Text, By Margaret McKeown

(This book includes in depth descriptions for comprehension strategies...excellent for 5-12th. Can be used at elementary level as well)

What Really Matters for Struggling Readers: Designing Researched Based Programs, by R. Allington

Teaching Reading is Rocket Science, by Louisa Cook Moats

Assessment for Reading Instruction: Solving Problems in the Teaching of Literacy By Michael McKenna and Steven Stahl

Comprehension Toolkit for Grades 3-6, by Stephanie Harvey and Nancy Steineke

Mini-Lessons for Literature Circles, by Harvey Daniels and Nancy Steineke

Tools for Reading Writing and Thinking [website] Available:  
<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

Reading and Writing Graphic Organizers [website] Available:  
[http://schools.coventryschools.net/flatriver/reading\\_program/index.htm](http://schools.coventryschools.net/flatriver/reading_program/index.htm)

Thinking Strategies for Learners [website] Available  
<http://www.pebc.org/publications/ThinkingStrategies.pdf>

## **OTHER**

Armbruster, Bonnie B. & Osborn, Jean. Put Reading First: The Research Building Blocks for Teaching Children to Read. Center for the Improvement of Early Reading Achievement (CIERA). September, 2001.

Reading Next: A Vision for Action and Research in Middle and High School Literacy. Alliance for Excellent Education. [website] Available:<http://www.all4ed.org>

# Appendix

# PLP Form

Coventry Public Schools  
 "Working Together To Improve Our Schools"  
**PERSONAL LITERACY PLAN # \_\_\_\_\_**

Student: _____	Date: _____
ID Number: _____	PLP Service Provider: _____
Gender: M _____ F _____ DOB: _____ Grade: _____	School: _____
Parent/Guardian: _____	Date of entry to district: _____
Address: _____	Telephone: _____ e-mail _____

**CURRENT ACADEMIC SUPPORT PROGRAMS: Check all that apply**

Title I  Literacy  Reading Recovery  Remedial Reading  504  Speech/Lang.  IEP  Other   
 Supplemental program offered: Attended  Did not attend

**PREVIOUS ACADEMIC SUPPORT PROGRAMS: Check all that apply**

Title I  Literacy  Reading Recovery  Remedial Reading  504  Speech/Lang.  IEP  Other   
 Supplemental program offered: Attended  Did not attend

**Comments:**

**NON-ACADEMIC CONCERNS: Check all that apply**

Absence  Tardiness  Vision  Hearing  Health Issues  Behavior Issues  Retained in previous grades   
 Retained in this grade  Confidential/See Permanent Record Folder

**SCREENING ASSESSMENT SCORES**

Date/Test	Score(s)	Strengths	Weaknesses
-----------	----------	-----------	------------

**Problem Statement:**

**FIVE COMPONENTS OF READING: As a result of the assessments check the areas of concern**  
 Phonological/Phonemic Awareness  Phonics  Fluency  Vocabulary  Comprehension

**MONITORING OF PROGRESS:** Select the appropriate assessment administered and record results. Comment on the student progress using the assessment information.

<b>Assessments: District Choice (non-optional)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Developmental Reading Assessment (DRA) K-8			
Developmental Reading Assessment with Word Analysis segment (DRA) K-5			
Degrees of Reading Power (DRP) 9-12			
Scholastic Reading Inventory (SRI) 6-12 (READ-180 Students)			
<b>Assessments: Teacher Choice</b>			
Other-specify:			
Other-specify:			
Other-specify:			

**COMMENTS-** Be sure to note *strengths* and areas of concern in each of the Five Components of Reading:

Date: \_\_\_\_\_ Fall \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Winter \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Spring \_\_\_\_\_

\_\_\_\_\_

End of the year recommendation:

\_\_\_\_\_ Student achieved goal, terminate PLP

\_\_\_\_\_ Student progressing, maintain PLP, update based on annual assessments

\_\_\_\_\_ Student progressing, maintain PLP, transition from reading to targeted instruction (**6-12**)

\_\_\_\_\_ Student not progressing, develop new PLP with intensive individualized review of data

Comments:



## INTERVENTION PLAN:

### PHONEMIC AWARENESS

Suggested Instructional Focus	Suggested Instructional Strategies
<input type="checkbox"/> Rhyming <input type="checkbox"/> Segmenting <input type="checkbox"/> Blending <input type="checkbox"/> Onset/Rimes <input type="checkbox"/> Other (describe)	<input type="checkbox"/> Read Alouds <input type="checkbox"/> Chanting/Singing <input type="checkbox"/> Center/Activities <input type="checkbox"/> Reader's Theater/Drama <input type="checkbox"/> Word Work <input type="checkbox"/> Rhyming Games <input type="checkbox"/> Poems/Nursery Rhymes <input type="checkbox"/> Whisper Phones <input type="checkbox"/> Magnetic Letter <input type="checkbox"/>
<b>Instructional focus (be specific):</b>	<b>Instructional Strategies selected need to consider a student's individual learning style:</b>

**Student Goal:**

### PHONICS

Suggested Instructional Focus	Suggested Instructional Strategies
<input type="checkbox"/> Initial Sounds <input type="checkbox"/> Medial Sounds <input type="checkbox"/> Ending Sounds <input type="checkbox"/> Short Vowels <input type="checkbox"/> Diagraphs <input type="checkbox"/> Blends <input type="checkbox"/> Nasals (n, m, ng) <input type="checkbox"/> Long Vowels (cv, vce, cvvc, cvv...) <input type="checkbox"/> R controlled <input type="checkbox"/> Diphthongs (oi, oy, ow, aw, au) <input type="checkbox"/> Ambiguous vowels (ow, oo...) <input type="checkbox"/> Other (describe)	<input type="checkbox"/> Systematic Phonics/Spelling <input type="checkbox"/> Word Families <input type="checkbox"/> Chunks <input type="checkbox"/> Structural Analysis <input type="checkbox"/> Phoneme deletion/addition <input type="checkbox"/> Letter/sound relationships <input type="checkbox"/> Syllabification Rules <input type="checkbox"/> Daily Writing Practice <input type="checkbox"/> Word Work <input type="checkbox"/> Other (describe) <input type="checkbox"/>
<b>Instructional focus (be specific):</b>	<b>Instructional Strategies selected need to consider a student's individual learning style:</b>

**Student Goal:**

### READING FLUENCY

Current level of performance	Suggested Instructional Strategies
<input type="checkbox"/> Level 1- primarily reads word by word, occasionally reads two-word phrases <input type="checkbox"/> Level 2- primarily reads in two word phrases, occasionally three or four word phrases-some word by word reading may be present <input type="checkbox"/> Level 3 primarily reads in three or four word phrases, appropriate expression and intonation <input type="checkbox"/> Level 4 primarily reads in longer and meaningful phrases, some repetitions and deviation for text may be present but does not detract from overall structure or meaning of passage <b>Suggested Instructional Strategies</b> <input type="checkbox"/> <b>Accuracy</b> <input type="checkbox"/> <b>Phrasing (Quality of Reading)</b> Expression/Intonation Monotone Stops/Uses Punctuation <input type="checkbox"/> <b>Smoothness</b> Use of large meaningful phrases <input type="checkbox"/> <b>Pace</b> Consistently conversational/appropriate <b>Instructional focus (be specific):</b>	<input type="checkbox"/> Practicing High frequency words <input type="checkbox"/> Re-reading familiar text daily <input type="checkbox"/> Student/adult reading <input type="checkbox"/> Choral reading/singing <input type="checkbox"/> Poetry recitation <input type="checkbox"/> Partner reading <input type="checkbox"/> Reader's theatre <input type="checkbox"/> Reading at independent level <input type="checkbox"/> Teacher modeling; for phrasing, punctuation, etc. <input type="checkbox"/> Reading while listening to books on tape <input type="checkbox"/> Monitoring; cross check, self-check <input type="checkbox"/> _____ <input type="checkbox"/> _____ <b>Instructional Strategies selected need to consider a student's individual learning style:</b>
<b>Student Goal:</b>	

### VOCABULARY DEVELOPMENT

Suggested Instructional Focus	Suggested Instructional Strategies
<input type="checkbox"/> Speaking Vocabulary <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<input type="checkbox"/> Analogies <input type="checkbox"/> Word Patterns <input type="checkbox"/> Interconnected Words <input type="checkbox"/> Chunking – word parts <input type="checkbox"/> Word Sorting <input type="checkbox"/> Sight words

<ul style="list-style-type: none"> <li>• Using environmental print</li> <li>• Using word wall</li> <li>• Using compound words</li> <li>• Using multiple meanings</li> <li>• Using story vocabulary</li> <li>• Using synonyms/antonyms/homophones/homonyms</li> <li>• Using dictionaries, glossaries, thesauruses</li> <li>• Using root words</li> <li>• Using prefixes, suffixes</li> <li>• Word origins...</li> </ul> <p><b>Instructional focus (be specific):</b></p>	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Dictionary work</td> <td><input type="checkbox"/> Homophones</td> </tr> <tr> <td><input type="checkbox"/> Synonyms/Antonyms</td> <td><input type="checkbox"/> Multiple meanings</td> </tr> <tr> <td><input type="checkbox"/> Reading extensively</td> <td><input type="checkbox"/> Uses context clues</td> </tr> <tr> <td><input type="checkbox"/> Listening to adults read</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Using known word to acquire unknown words</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Building Schema/Background Knowledge</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Target specific vocabulary in oral language, reading and writing experiences (e.g. <i>word walks, Word Wizard, other vocabulary strategies/games</i>)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Teach additional/specific words in guided reading group</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Word analysis study: prefixes, suffixes, roots, derivations</td> <td></td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td></td> </tr> </table> <p><b>Instructional Strategies selected need to consider a student's individual learning style:</b></p>	<input type="checkbox"/> Dictionary work	<input type="checkbox"/> Homophones	<input type="checkbox"/> Synonyms/Antonyms	<input type="checkbox"/> Multiple meanings	<input type="checkbox"/> Reading extensively	<input type="checkbox"/> Uses context clues	<input type="checkbox"/> Listening to adults read		<input type="checkbox"/> Using known word to acquire unknown words		<input type="checkbox"/> Building Schema/Background Knowledge		<input type="checkbox"/> Target specific vocabulary in oral language, reading and writing experiences (e.g. <i>word walks, Word Wizard, other vocabulary strategies/games</i> )		<input type="checkbox"/> Teach additional/specific words in guided reading group		<input type="checkbox"/> Word analysis study: prefixes, suffixes, roots, derivations		<input type="checkbox"/> _____	
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<input type="checkbox"/> Teach additional/specific words in guided reading group																					
<input type="checkbox"/> Word analysis study: prefixes, suffixes, roots, derivations																					
<input type="checkbox"/> _____																					

**Student Goal:**

**READING COMPREHENSION**

<p><b>Suggested Instructional Focus:</b> (The list below increases with difficulty)</p> <p><b>LITERAL COMPREHENSION:</b></p> <p><input type="checkbox"/> Locating Details</p> <p><input type="checkbox"/> Sequencing</p> <p><input type="checkbox"/> Comparing/Contrasting</p> <p><input type="checkbox"/> Re-telling</p> <p style="text-align: center;"><b>INFERENTIAL:</b></p> <p><input type="checkbox"/> Envision Character Change</p> <p><input type="checkbox"/> Drawing Conclusions</p> <p><input type="checkbox"/> Determining Cause &amp; Effect</p> <p><input type="checkbox"/> Making Predictions</p> <p><input type="checkbox"/> Making Thematic Connections</p> <p><input type="checkbox"/> Offering Multiple Perspectives</p> <p><b>Instructional focus (be specific):</b></p>	<p><b>Suggested Instructional Strategies</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Scaffolding</td> <td><input type="checkbox"/> Story elements</td> </tr> <tr> <td><input type="checkbox"/> Activating prior knowledge</td> <td><input type="checkbox"/> Retell/discuss</td> </tr> <tr> <td><input type="checkbox"/> Modeling thinking</td> <td><input type="checkbox"/> Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Literature circles</td> <td><input type="checkbox"/> Book talks</td> </tr> <tr> <td><input type="checkbox"/> Reciprocal teaching</td> <td><input type="checkbox"/> Reading journals</td> </tr> <tr> <td><input type="checkbox"/> Guided practice with</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Read aloud/think aloud</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Question during interactive reading</td> <td></td> </tr> </table> <p><b>Instructional Strategies selected need to consider a student's individual learning style:</b></p>	<input type="checkbox"/> Scaffolding	<input type="checkbox"/> Story elements	<input type="checkbox"/> Activating prior knowledge	<input type="checkbox"/> Retell/discuss	<input type="checkbox"/> Modeling thinking	<input type="checkbox"/> Graphic organizers	<input type="checkbox"/> Literature circles	<input type="checkbox"/> Book talks	<input type="checkbox"/> Reciprocal teaching	<input type="checkbox"/> Reading journals	<input type="checkbox"/> Guided practice with	<input type="checkbox"/> Other:	<input type="checkbox"/> Read aloud/think aloud		<input type="checkbox"/> Question during interactive reading	
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<input type="checkbox"/> Reciprocal teaching	<input type="checkbox"/> Reading journals																
<input type="checkbox"/> Guided practice with	<input type="checkbox"/> Other:																
<input type="checkbox"/> Read aloud/think aloud																	
<input type="checkbox"/> Question during interactive reading																	

**Student Goal:**

<u>Signature</u>	<u>Title</u>	<u>Date</u>
PLP Team Signatures: _____		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Signatures		
<i>Parent/Guardian</i>	<i>Building Administrator</i>	_____
_____	_____	_____
<i>Team/Teacher</i>	_____	
_____	_____	

*Parent and regular education teacher as members of the PLP team have designed this intervention plan with recommended interventions for home and within content area classrooms.*

*Home interventions are as follows:*

*Classroom interventions are as follows:*

## HOME-SCHOOL CONNECTION

Classroom/School Interventions	Parent Interventions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide time for one-on-one interaction with the teacher</li> <li><input type="checkbox"/> Provide shared/guided reading instruction daily</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Flexible groups</li> <li><input type="checkbox"/> Assess weekly to monitor student progress toward grade level proficiency</li> <li><input type="checkbox"/> Provide models of guided writing _____times per week</li> <li><input type="checkbox"/> Send home books to practice _____times per week</li> <li><input type="checkbox"/> Provide parents with list of strategies or appropriate prompts</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <u>to</u> my child each day</li> <li><input type="checkbox"/> Read <u>with</u> my child each day</li> <li><input type="checkbox"/> Encourage independent reading or to read aloud to another person</li> <li><input type="checkbox"/> Talk with my child about what they are reading and/or watching</li> <li><input type="checkbox"/> Encourage my child to use reading for a variety of reasons (recipes, lists, etc.)</li> <li><input type="checkbox"/> Write for a variety of reasons (cards, letters, journals, etc.)</li> <li><input type="checkbox"/> Practice alphabet letter identification and letter sounds with my child</li> <li><input type="checkbox"/> Practice high frequency word cards with my child</li> <li><input type="checkbox"/> Monitor my child's homework</li> <li><input type="checkbox"/> Support my child's regular attendance</li> <li><input type="checkbox"/> Attend parent conferences</li> <li><input type="checkbox"/> Visit the library with my child</li> <li><input type="checkbox"/> Keep a list of books read together</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>

# Sample Letters

- District Letter
- Sample School Letter

**Both** letters **must** be mailed to parents once student is identified as reading below grade level. Each year the assistant superintendent will send to each school the authorized district letter. Please see your principal for this letter in late September.

# District Sample

October \_\_\_\_, 200\_

Dear Parent/Guardian:

In 2004 the Rhode Island Department of Education mandated that all school districts develop a Personal Literacy Plan (PLP) for students found to be reading below their grade level.

Each fall the Coventry Public Schools administer a reading assessment to students to determine if a Personal Literacy Plan will be needed for the current school year. From the assessment, we determine the number of students who need this intervention.

If your son or daughter will need a Personal Literacy Plan, you will be notified by the school and the plan will be shared with you.

The Coventry Public Schools will make every effort to ensure your son's or daughter's reading skills are raised to the level needed so they may enjoy their learning experience.

Sincerely,

Vincent J. Hawkins, PhD.  
Assistant Superintendent

# Elementary School Sample

October \_\_\_\_, 200\_\_

Dear Parent/Guardian:

Recently, the Rhode Island Department of Education required that all schools develop a process for identifying students who are reading below grade level.

As a result of a district-wide reading assessment given to students last spring, it was determined that your child is in need of reading assistance through a Personal Literacy Plan (PLP). This school year, your child is receiving direct and intensive reading instruction to develop appropriate reading strategies and to raise his/her reading competencies.

Your child's teacher will contact you regarding the Personal Literacy Plan for your child so that you may review it together. We look forward to working together with you to improve your son's or daughter's reading experience.

Sincerely,

Principal  
Reading Specialist

# Secondary School

## Sample: Tier 3

October \_\_, 200\_

Dear Parent/Guardian:

The Rhode Island Department of Education mandates that all schools develop a Personal Literacy Plan (PLP) for students found to be reading three or more years below their grade level.

As a result of the district-wide assessment given to students in the fall, it was determined that your child is in need of direct reading assistance. This school year, your child is enrolled in a class for direct reading instruction. This class is designed to provide intensive reading instruction, to develop appropriate reading strategies, and to raise his/her reading competencies.

We look forward to working together with you to improve your son or daughter's reading experience.

Sincerely,

Principal  
ELA Curriculum Coordinator  
Reading Specialist  
Guidance

# Secondary School

## Sample: Tier 2

October \_\_, 200\_

Dear Parent/Guardian:

The Rhode Island Department of Education mandates that all schools assess all students to determine their reading progress, identify students who read at levels below their grade placement and provide targeted instruction to raise their reading levels.

As a result of the district-wide assessment given to students in the fall, it was determined that your child's reading level is below his/her grade placement. This school year, your child will be provided reading instruction to raise his/her reading level. This instruction will take place within the regular curriculum and is designed to provide strategic reading instruction, to develop appropriate reading strategies, and to raise his/her reading competencies.

We look forward to working together with you to improve your son's or daughter's reading experience.

Sincerely,

Principal  
ELA Curriculum Coordinator  
Reading Specialist  
Guidance



**Personal Literacy Plan**  
**Guidelines**  
**RIDE June 2005, Second Edition**

# Records

# School Report

## Personal Literacy Plan Record

School: \_\_\_\_\_ Year: \_\_\_\_\_

Principal: \_\_\_\_\_

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# of Students IEP	# of Students ELL		

Report must be submitted to Superintendent by November 18 for completion of Commissioner's Report that is due at RIDE on December 1.



# Student Literacy Record

Student Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Student ID # \_\_\_\_\_

Year	Grade	School/District	Reading Level		PLP Y/N/D	Expanded Support	Intervention	PA	P
			<i>Beginning of Year</i>	<i>End of Year</i>					
20__	K								
20__	1								
20__	2								
20__	3								
20__	4								
20__	5								
							Targeted and/or Intensive		
20__	6								
20__	7								
20__	8								
20__	9								
20__	10								
20__	11								
20__	12								

This report may be used by a school/district to maintain PLP documentation over time. This report should begin when a student enters a RI school for the first time and should follow them until high school graduation.

Reading Level- Record the student's reading level and indicates if it is their independent (ind.) level or instructional (inst.) level.

PLP- Y=yes, N=no, D-discontinued

Expanded Support- if members of the Expanded Support Team were used as part of the process- Yes or No

The last five columns are to indicate the area of focus for the PLP in each grade. You may check off as many that applies in any one given year:

PA-Phonemic Awareness, P-Phonics, V-Vocabulary, F-Fluency, C-Comprehension





















