

Mapleton Public Schools – Secondary Individual Literacy Plan for _____ (student name)

D.O.B. _____

Grade 5 – Year:

Grade 6 – Year:

Grade 7 – Year:

Student Profile

Student Profile

Student Profile

Previous Year's CSAP Reading Score A P PP U N
 Scale Range L M H
 SRI Spring _____ Fall _____
 SDRT: Fall _____ Sp _____ Other _____
 Developmental Reading Level _____
 MARA (Sp) _____ Interim _____ ELL Level _____
 Other _____ 504 _____
 SpEd _____(x) _____ GT _____
 Most current reading intervention _____

Previous Year's CSAP Reading Score A P PP U N
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 Most current reading intervention _____

How is the student progressing?
 1 = still a concern, little progress evidenced
 2 = still a concern, but making progress
 3 = no longer a concern
 4 = new concern

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Strengths	Comprehension	Concerns	Mid Y	E of Y	Strengths	Comprehension	Concerns	Mid Y	E of Y	Strengths	Comprehension	Concerns	Mid Y	E of Y
<input type="checkbox"/>	Sets a purpose for reading	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Sets a purpose for reading	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Sets a purpose for reading	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Activates prior knowledge	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Activates prior knowledge	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Activates prior knowledge	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Predicts	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Predicts	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Predicts	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Asks questions of text and author	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Asks questions of text and author	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Asks questions of text and author	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Makes connections to self, text, world	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Makes connections to self, text, world	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Makes connections to self, text, world	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Determines important information	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Determines important information	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Determines important information	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Visualizes	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Visualizes	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Visualizes	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Makes inferences	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Makes inferences	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Makes inferences	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Summarizes	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Summarizes	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Summarizes	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Differentiates between fact and opinion	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Differentiates between fact and opinion	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Differentiates between fact and opinion	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Adjusts rate to difficulty of material and purpose	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Adjusts rate to difficulty of material and purpose	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Adjusts rate to difficulty of material and purpose	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Demonstrates fluency in oral reading (expression, rate, tone)	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Demonstrates fluency in oral reading (expression, rate, tone)	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Demonstrates fluency in oral reading (expression, rate, tone)	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses knowledge gained from reading	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge gained from reading	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge gained from reading	<input type="checkbox"/>	___	___
Strengths	Decoding	Concerns			Strengths	Decoding	Concerns			Strengths	Decoding	Concerns		
<input type="checkbox"/>	Identifies unfamiliar words using context	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Identifies unfamiliar words using context	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Identifies unfamiliar words using context	<input type="checkbox"/>	___	___
Strengths	Vocabulary	Concerns			Strengths	Vocabulary	Concerns			Strengths	Vocabulary	Concerns		
<input type="checkbox"/>	Recognizes many high frequency words by sight	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Recognizes many high frequency words by sight	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Recognizes many high frequency words by sight	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Incorporates content-specific vocabulary in oral and written responses	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Incorporates content-specific vocabulary in oral and written responses	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Incorporates content-specific vocabulary in oral and written responses	<input type="checkbox"/>	___	___
Strengths	Text Features/Text Structures	Concerns			Strengths	Text Features/Text Structures	Concerns			Strengths	Text Features/Text Structures	Concerns		
<input type="checkbox"/>	Interprets graphics, such as tables, charts and graphs	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Interprets graphics, such as tables, charts and graphs	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Interprets graphics, such as tables, charts and graphs	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses book parts, such as index, glossary, table of contents	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses book parts, such as index, glossary, table of contents	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses book parts, such as index, glossary, table of contents	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses text features such as bold-faced items, headings and captions	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses text features such as bold-faced items, headings and captions	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses text features such as bold-faced items, headings, & captions	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses knowledge of text structure to comprehend narrative text	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of text structure to comprehend narrative text	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of text structure to comprehend narrative text	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses knowledge of text structure to comprehend expository text	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of text structure to comprehend expository text	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of text structure to comprehend expository text	<input type="checkbox"/>	___	___
<input type="checkbox"/>	Uses knowledge of literary elements in a variety of genres	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of literary elements in a variety of genres	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses knowledge of literary elements in a variety of genres	<input type="checkbox"/>	___	___
Strengths	Self-Monitoring	Concerns			Strengths	Self-Monitoring	Concerns			Strengths	Self-Monitoring	Concerns		
<input type="checkbox"/>	Uses fix-up strategies when comprehension breaks down	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses fix-up strategies when comprehension breaks down	<input type="checkbox"/>	___	___	<input type="checkbox"/>	Uses fix-up strategies when comprehension breaks down	<input type="checkbox"/>	___	___

End of year review	Date _____	End of year review	Date _____	End of year review	Date _____
School _____ Teacher _____	The student <input type="checkbox"/> should continue on an ILP <input type="checkbox"/> met criteria to exit an ILP <input type="checkbox"/> replaced by IEP	School _____ Teacher _____	The student <input type="checkbox"/> should continue on an ILP <input type="checkbox"/> met criteria to exit an ILP <input type="checkbox"/> replaced by IEP	School _____ Teacher _____	The student <input type="checkbox"/> should continue on an ILP <input type="checkbox"/> met criteria to exit an ILP <input type="checkbox"/> replaced by IEP

