

<b>Student:</b> 1.A Adam Olsen	<b>Student UIC:</b> XXXX	<b>Parent/Guardian:</b> Mr. Olsen
<b>Teacher:</b> Mrs. Cooper	<b>School Year:</b> 2017-2018	<b>Grade:</b> 1

<b>Meeting Date:</b> September 25, 2017	<u>Fall</u> Winter      Spring
<b>Notification Sent Home:</b> September 28, 2017	<b>Support for Home Plan:</b> page 5 from <i>Family Fundamentals</i> , Read 20 minutes a day from book bag provided by classroom teacher
<b>Team Members Present:</b> principal, teacher, literacy coach, interventionist	

<p><b><u>Initial Assessment:</u></b> NWEA MAP, Benchmark Assessment System</p>	<p><b>Date Administered:</b> September 12, 2017</p>	<p><b><u>Results</u> (Attach reports)</b> MAP: 148</p> <p>Benchmark Assessment System Level: B Accuracy: 93% Comp: 5</p>	<p><b><u>Summarize Findings</u> from Assessment:</b></p> <p><b>MAP:</b> One Standard Deviation below norm 29th NPR Student falls in the bottom 25% of first graders at ABC School</p> <p><b>BAS:</b> Able to follow simple pattern in Level A Not able to attend to print and adjust to non-pattern in B Did not display 1-1 matching Did not use Visual Cueing System (print matching or initial consonant) Attended to picture cues and maintained Meaning</p>
<p><b><u>Extensive Assessment:</u></b> Observation Survey</p>	<p><b>Date Administered:</b> September 20, 2017</p>	<p><b><u>Results</u> (Attach reports)</b> Observation Survey Text Level: 2 Letter Sound ID: 52/54 Recording Sounds: 26/37</p>	<p><b><u>Summarize Findings</u> from Assessment:</b></p> <p><b>OS:</b> Letter ID: Stanine 5, Student's letter ID knowledge is within the mean range for 1st graders Recording Sounds: Stanine of 4, Student's recording sounds is within the mean range for 1st graders, student can hear beginning and ending consonant sounds and some dominant vowel sounds (e).</p>

<p><u>State (Summative) Assessment: (if available)</u> N/A</p>	<p>Date Administered:</p>	<p><u>Results (Attach reports)</u></p>	<p><u>Summarize Findings</u> from Assessment:</p>
<p><u>Additional Information</u> that may influence instructional decisions (may include language proficiency, risk factors, attendance, prior interventions, special education/504 services, etc.) <b>EOY Kindergarten data: Text Level C, MAP 149, Student received small group instruction 5 days/week</b></p>			
<p><u>Summarize Strengths:</u></p> <p><b>Useful Strategies with Text</b></p> <ul style="list-style-type: none"> <li>uses meaning and structure cues while reading text</li> <li>can follow pattern</li> <li>uses pictures for Meaning to drive reading of text</li> <li>some directionality in reading text</li> </ul> <p><b>Useful Strategies with Words</b></p> <ul style="list-style-type: none"> <li>appears to have a sense of left to right directionality in writing</li> <li>able to hear B, S, L dominate, consonant, sounds that were initial and final sounds.</li> <li>Able to hear long e and some short vowel sounds</li> </ul> <p><b>Useful Strategies with Letters</b></p> <ul style="list-style-type: none"> <li>knew 26 of the upper case letters of the alphabet and 24 lowercase letters</li> </ul>	<p><u>Instructional Focus/Identify Areas of Need:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Phonemic Awareness:</b> Ability to hear and distinguish sounds.</li> <li><input type="checkbox"/> <b>Phonics:</b> Ability to understand relationship between letters &amp; sounds they represent.</li> <li><input type="checkbox"/> <b>Fluency:</b> Ability to read with sufficient speed to support understanding.</li> <li><input type="checkbox"/> <b>Vocabulary/Oral Language:</b> Knowledge of, and memory for, word meanings.</li> <li><input type="checkbox"/> <b>Comprehension:</b> Ability to understand and draw meaning from text.</li> <li><input type="checkbox"/> <b>Writing:</b> Ability to use mechanics in writing OR ability to compose quality writing</li> <li><input type="checkbox"/> Student struggles in many aspects of literacy:</li> </ul> <p><u>Early Reading Strategies</u></p>	<p><u>Summarize Areas of Need:</u></p> <p><b>Problem Strategies with Text</b></p> <ul style="list-style-type: none"> <li>text levels went down from spring to fall (TL C to B)</li> <li>not able transfer to letter knowledge skills while reading text</li> <li>neglected to use visual reading text invented at difficulty</li> <li>not consistent with 1-1 matching</li> </ul> <p><b>Problem Strategies with Words</b></p> <ul style="list-style-type: none"> <li>difficulty with the concept of wordness indicated with minimal word spacing in writing</li> <li>was not able to 1-1 match in text</li> </ul> <p><b>Problem Strategies with Letters</b></p> <ul style="list-style-type: none"> <li>was not able to identify typewritten a or g</li> </ul>	

## Instructional Focus: Other - Early Reading Strategies

**Core Classroom Instruction Provided to Students in Reading (Tier I):** List curriculum resources, instructional strategies used, and formative assessments given/reviewed as part of the child's DAILY reading instruction and referring to [The Essential Instructional Practices in Early Literacy \(see examples in companion document\)](#)

Identified areas of Core Classroom Instruction that would support this child's learning: Essential #3 small group

- Most of literacy block is used actually reading and writing
- Intentional text choice (ex. appropriate spacing)
- Coach during reading with prompts focused primarily on meaning, letters and groups of letters in words, and rereading
- Use repeated reading, echo reading, paired and partner reading
- Explicit instruction, as needed, in word recognition strategies, including multi-syllabic word decoding, text structure, comprehension strategies, and writing strategies

### **Instructional Goal(s):**

At the end of the instructional period, the student will be able to (no more than 2-3 goals)

→one-to-one matching - using finger

→concept of word - id words in text

→cross-check meaning visual

### **Evidenced Based Instruction and Progress Monitoring Plan:**

**Instructional Strategy:** [Refer to Differentiated Literacy Instruction \(Duke, 2017\) Pg 3](#)

This child needs a relatively broad research-supported instruction delivered by a teacher in early literacy education using research-supported instruction that has been shown to improve reading comprehension.

**Provider(s):** Classroom Teacher - Mrs. Cooper

**Frequency and time** (days/week and length of session): 5 days/20 min per day in small group of less than 6

**Duration** (# of weeks): 4 weeks

### **Progress Monitoring:**

What will be used to monitor progress? Running Record

How often will it occur? (Recommendation is weekly) Weekly

**Results of Instruction after 4-6 weeks/data points (refer to progress monitoring, classroom, and other formative data):**

**Successes:**

**Needs still present:**

**Next Step Recommendations:**

- discontinue additional support       continue additional support       shift additional support       provide additional research supported instruction  
(increase support to Tier III)