



Republic of the Philippines
Department of Education
Region II – Cagayan Valley

Individualized Reading Intervention Plan (IRIP) Checklist

Learner's Name _____

Grade Level _____

Tutor's Name _____

Focus Target	Reading Target			Status	Tutor Notes/Observation
	Phonological Awareness	Letter Focus	Sight Words		
Filipino	Word concept (Print carries meaning, word boundaries)	M, S A, I, O, B, E	N/A (Focus on oral naming and print awareness)		(include all observable, evidence-based remarks, including next week's target)
Filipino	Alliteration	U, T, K, L, N, G	Sang, Mga, Sa, Ito, Ay		
Filipino	Syllable manipulation (clapping, deleting, blending)	Ng, P, R, D, H, N	Ako, Ikaw, Si, At, May		
Filipino	Phoneme Manipulation	W, Y, Mga, Letrang Banyaga	Phrase, Sentence Reading using previous 10 words		



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	(onset-rime, segment/blend				
English	Word Concept (1.1 correspondence, tracking print	a, m, t, s, f, d	N/A (focus on letter sound fluency)		

Note: Only week 1 is pre-assigned. Reading targets for the following weeks will be determined based on the student's performance during the ongoing progress monitoring. If the reading target is successfully demonstrated each week, the tutee may continue with the eight-week plan as originally outlined.

Legend

Description

- | | |
|----------------------|---|
| ✓ Observed | Ready to proceed to the next reading target |
| ● Partially Observed | Needs additional practice on the current reading target |
| X Not Observed | Reteach the current reading target |

Prepared by:

ARAL Tutor

Noted:

School Head