



Personal Reading Plan

Student Name: _____ Grade: Please Sel... ▾ Date: 📅 Date _____

Reading Readiness Universal Screener:	Assessment	Score	Percentile
Aimsweb Plus	Please Select ▾		Percentile

Diagnostic Assessment *Completed within 10 days of universal screener*	Results	Next Steps
Please Select ▾	Please Select ▾	Please Select ▾
Please Select ▾	Please Select ▾	Please Select ▾

Opportunities for Early Literacy Growth: As determined by assessments: *Select all that apply*

- ☐ Phonemic Awareness ☐ Fluency/ Decoding ☐ Vocabulary
☐ Phonics/ Alphabet Knowledge ☐ Comprehension

Intervention: *Please check the box to indicate the intervention program.*

- ☐ **Sound Partners: Phonics:** This program is for use with a small group or 1:1 and consists of explicit instruction focused on phoneme segmenting, letter or word identification, sounds, spelling, and reading decodable books that directly practice the lesson's phonics skills.
- ☐ **SIPPS Please Select ▾ Level: Phonics & Fluency:** This is a research-based foundational skills program proven to help struggling readers. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and high-frequency words (Sight Words).
- ☐ **Double Dose Skill-specific: Strategy-based Intervention: Select ▾:** This intervention is for use with a small group and consists of direct instruction, guided and independent practice, and corrective feedback in the identified area for Literacy Growth that is listed above.
- ☐ **Corrective Reading: Phonics, Fluency, & Comprehension:** This teacher led intervention teaches sound-spelling relationships explicitly and systematically and shows how to sound out words. It progresses into refining word-attack skills and is applied to more difficult words. Students apply their skills by reading stories of increasing length with more complex syntax and then answering comprehension questions both orally and in writing.
- ☐ **Quick Reads: Fluency & Comprehension:** This 6 leveled intervention consists of short, connected nonfiction texts that are designed to be read in a gradual release model quickly and meaningfully. Each topic is followed by review material to ensure that students are reading with comprehension.
- ☐ **Double Dose Heggerty: Phonemic Awareness:** This intervention consists of modeled teacher examples and guided practice opportunities to improve a student's phonemic awareness.

Weekly Progress Monitor: Select ▾ **Monthly Progress Monitor:** Select ▾

Reading Instruction (Check if provided):

- ☒ The student receives science-based early reading instruction addressing; phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, differentiated opportunities are provided to meet student's needs.

Additional Supports and Programs (ex: 504, IEP, etc.): **Select** **Select Additional if needed**

- ☐ Personal reading plan is aligned to the student's **Select**

Success Criteria:

A student can be considered to have successfully completed this personal reading plan if:

- ☐ **Goal: Demonstrate average achievement on Aimsweb+ assessments** **Select** **as shown with 3 consecutive data points.**
- ☐ 3rd Grade: Score at or above grade level proficiency on State Summative Forward Exam
- ☐ Adequate progress toward grade level standards demonstrated through multiple sources:
Select **Select** **Select**
- ☐ Parents/ Caregivers agree to successful completion of Personal Reading Plan
- ☐ School personnel agrees to successful completion of Personal Reading Plan
- ☐ Progress will continue to be closely monitored to ensure academic success.

Home Strategies

Thank you for being an essential partner in your child's learning! As we continue to work together to support your child's literacy development, we wanted to share some simple, hands-on strategies you can use at home. These activities are attached to this document and based on the Science of Reading's five key pillars: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Signatures:

The student's personal reading plan has been reviewed by the teacher, parent(s) or caregiver(s), and building Reading Specialist as indicated by each signature below.

Parent/Caregiver Signature:

Classroom Teacher Signature:

Reading Specialist Signature:

Notes:

Reading Specialist signed digitally.

10 Week Update Sent: **Date**

Office Use Only:

- ☐ Signed and Filed in Cumulative Folder