

APAS - A CLOSER LOOK AT LITERACY SUPPORT

Literacy Support		Save
Is the student reading at or above grade level?	Below Grade Level	
Literacy Services for Special Education Students	Not Applicable	
Date of Initial ILP <small>Format: mm/dd/yyyy</small>		
Date student was exited from ILP <small>Format: mm/dd/yyyy</small>		

In the section below, select the one(s) you are focusing on to help strengthen the student's literacy skills:

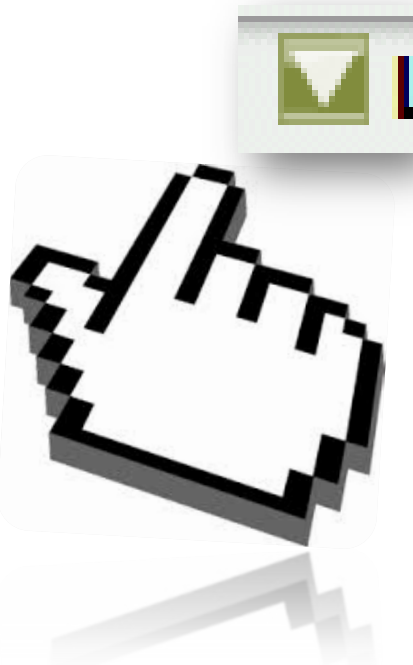
Fill this section out to your best ability:

- **At or Above Grade Level.** For questions and cut points, you can use the "Proficiency/ILP According to Independent Reading Levels" document found on the Literacy blog, or follow this link: [Proficiency/ILP According to Independent Reading Levels](#)
- **Literacy Services for Special Education Students:** This section will offer you a few choices –
 - Not applicable
 - Student receives literacy services AND has an ILP
 - Student receives literacy services through the ILP
- **Date of Initial ILP:** Check the student's portfolio to see if s/he has an existing ILP. If so, you can open the plan to view the date. If not, you'll create a new one and start it with the current date.
- **Date student was exited from ILP:** When the student is ready to exit the literacy plan, come to this section to mark the date.

Note: any words in blue are clickable, and will provide options for you. You can also write freely in the text box should you need something not listed.



In the section below, select the area(s) you are focusing on to help strengthen the student's literacy skills:

- Literacy Skill Areas - Phonemic Awareness-Phoneme Identification
- Literacy Skill Areas - Phonemic Awareness-Phoneme Manipulation
- Literacy Skill Areas - Phonemic Awareness-Phoneme Segmentation
- Literacy Skill Areas - Phonemic Awareness-Auditory Sequencing
- Literacy Skill Areas - Phonics-Consonants
- Literacy Skill Areas - Phonics-Vowels
- Literacy Skill Areas - Phonics-Compound Words
- Literacy Skill Areas - Phonics-Phonograms/Word Families
- Literacy Skill Areas - Phonics-Affixes
- Literacy Skill Areas - Phonics-Syllabication
- Literacy Skill Areas - Fluency-Accuracy
- Literacy Skill Areas - Fluency-Automaticity/Speed
- Literacy Skill Areas - Fluency-Expression/Prosody
- Literacy Skill Areas - Vocabulary-Application
- Literacy Skill Areas - Vocabulary-Meaning
- Literacy Skill Areas - Vocabulary-Word Knowledge
- Literacy Skill Areas - Comprehension-Background Knowledge
- Literacy Skill Areas - Comprehension-Knowledge of Text Structure
- Literacy Skill Areas - Comprehension-Cognitive Monitoring
- Literacy Skill Areas - Comprehension-Retelling/Recalling
- Literacy Skill Areas - Comprehension-Literal Comprehension
- Literacy Skill Areas - Comprehension-Summarizing
- Literacy Skill Areas - Comprehension-Inferential Comprehension
- Literacy Skill Areas - Comprehension-Evaluative Comprehension



Right now, all the fields are collapsed. Click on a green "down arrow" to open the selections you need for the child.

In the section below, select the area(s) you are focusing on to help strengthen the student's literacy skills.

Literacy Skill Areas - Phonemic Awareness-Phoneme Identification	
With what level of intensity is this area being worked on?	Targeted Support 
Select up to 3 research-based strategies below to help further develop this skill area:	
Strategy 1	<input type="button" value="Click To Select Strategy"/> 
Who is working on strategy 1?	Student & School
Strategy 2	<input type="button" value="Click To Select Strategy"/>
Who is working on strategy 2?	
Strategy 3	<input type="button" value="Click To Select Strategy"/>
Who is working on strategy 3?	
At the end of the year, use this section to update the student's progress	
End of Year Recommendation	
End of Year Notes for this Area of Focus <small>Maximum size: 1000 Current size: 0 Special chars (eg: return, tab) saved as spaces</small>	<input type="text"/>


Arrow One: If you're not sure about level of intensity terms, here's a link to the document, "Tiers of Instruction & Intervention: Defining the Levels of Intensity" to help. [Tiers of Instruction](#)

Arrow Two: You can select up to three research-based strategies for this student. Though you can choose up to three, you don't have to choose three. Be mindful of how many strategies you're implementing.

When you click on "Click to Select Strategy," you'll see this ...

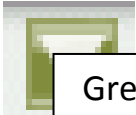
Strategies

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

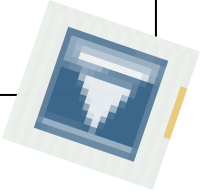


[Click here](#) to close this window.

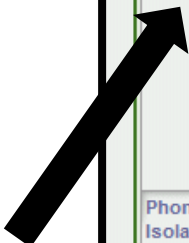
<ul style="list-style-type: none"> ▶ Phonemic Awareness <ul style="list-style-type: none"> ▾ Phoneme Identification ▾ Phoneme Manipulation ▾ Phoneme Segmentation ▾ Auditory Sequencing
<ul style="list-style-type: none"> ▶ Phonics <ul style="list-style-type: none"> ▾ Consonants ▾ Vowels ▾ Compound Words ▾ Phonograms/Word Families ▾ Affixes ▾ Syllabication
<ul style="list-style-type: none"> ▶ Fluency <ul style="list-style-type: none"> ▾ Accuracy ▾ Automaticity/Speed ▾ Expression/Prosody
<ul style="list-style-type: none"> ▶ Vocabulary <ul style="list-style-type: none"> ▾ Application ▾ Meaning ▾ Word Knowledge
<ul style="list-style-type: none"> ▶ Comprehension <ul style="list-style-type: none"> ▾ Background Knowledge/Schema Activation ▾ Knowledge of Text Structure ▾ Cognitive Monitoring/Metacognition ▾ Retelling/Recalling ▾ Literal Comprehension ▾ Summarizing ▾ Inferential Comprehension ▾ Evaluative Comprehension



Green arrows will expand to blue, and blue arrows will expand even further...



Phoneme Identification			
Topic	Description	Teaching Tips	Parent Tips
Phoneme Categorization	Recognizing a word that has a different sound in a set of words (bus, bug, run = run does not fit because it does not begin with the /b/ sound) Which word does not belong - bus, bun, rug? rug Which word does not belong ♦ hot, mat, tip? tip Which word does not belong ♦ can, hat, rip? rip	Model the segmentation of sounds in each word by moving counters (not letters) into a drawn rectangle that has been divided into as many sections as sounds in the word. Use different colors to represent each different sound in the words. Then point to the counter that represents the sound that is different. Phonemic awareness skills should be taught according to a sequential, explicit, systematic plan. The skills should not be taught in isolation.	Play quick and fun word games requiring the child to recognize different sounds in words. Example: "Which word does not belong - bus, bun, rug?" "Which word does not belong - hot, mat, tip?" Take turns creating the word sets for the game.
Phoneme Identification	Identifying the same sound in multiple words (fix, fall, and fun all begin with the /f/ sound) Which sound is the same in fix, fall, fun? /f/ Which sound is the same in cat, hot, mitt? /t/ Which sound is the same in pot, mom, top? /o/ Do you hear a /p/ sound in pat?	Model the segmentation of sounds in each word by moving colored counters (not letters) into a drawn rectangle that has been divided into as many sections as sounds in the words. Have a different color to represent each different sound in the words. Then point to the counter that represents the sounds that are the same. Phonemic awareness skills should be taught according to a sequential, explicit, systematic plan. The skills should not be taught in isolation.	Play fun and quick word games that require the child to identify same sounds in words. Example: "Which sound is the same in fix, fall, and fun?" "What word ends the same as cat?" "Which sound is the same in pot, mom, and top?" Take turns creating the word sets for the game.
Phoneme Isolation	Isolating individual sounds in a word (van = /v/ is the first sound) What is the first sound in van? /v/ What is the last sound in cat? /t/ What is the medial (middle) sound in hot? /o/	Model the segmentation of sounds in a word by moving counters (not letters) into a drawn rectangle that has been divided into as many sections as sounds in the word. Then point to the counter that represents the sound being isolated. Phonemic awareness skills should be taught according to a sequential, explicit, systematic plan. The skills should not be taught in isolation.	Play fun and quick word games isolating individual sounds in words. Examples include: Asking child "What is the first sound in pizza?" "What is the last sound in couch?" For a more difficult game, one player says a word and the next player says a word that begins with the same sound that the first player's word ends with. Example: toast - stop - pig - goat, etc.
Phoneme Substitution	Substituting one phoneme for another to make a new word ("bug" becomes "bun" when you change the /g/ to /n/) The word is bug. Change the /b/ to /h/. What is the new word? Hug The word is bug. Change the /g/ to /n/. What is the new word? Bun The word is bug. Change the /u/ to /i/. What is the new word? Big	Model the segmentation of the sounds in the word by placing counters (not letters) into a drawn rectangle that has been divided into as many sections as sounds in the word. Then model the deletion of a sound by removing the counter representing that sound and the replacing of it with a different counter to represent the new sound. Phonemic awareness skills should be taught according to a sequential, explicit, systematic plan. The skills should not be taught in isolation.	Play quick and fun word games substituting one sound for another to make a new word. Example: "What word do you have if you change the /b/ in bug to /h/?" "What word do you have if you change the /i/ in big to /u/?" Take turns creating the word change for the game.



From this screen, you can choose a specific topic; a Description, Teaching Tips, and Parent Tips you can share during conferences accompany each topic.

Select up to 6 research-based strategies below to help further develop this child's area.

Strategy 1	<input type="button" value="Click To Select Strategy"/>
Who is working on strategy 1?	Student & School 
Strategy 2	

Once you've selected a strategy, now you can decide who will be working on that strategy. Options include:

- Student
- School
- Home
- Student & School
- Student & Home
- School & Home
- Student, School, & Home

At the end of the year, use this section to update the student's progress

End of Year Recommendation	<input type="text"/>
End of Year Notes for this Area of Focus <small>Maximum size: 1000 Current size: 0</small> <small>Special chars (eg: return, tab) saved as spaces</small>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> During the spring window, at the end of the school year, the literacy teacher will fill in this section with any relevant information. </div>

Any supporting documents can be attached to the plan in the "Supporting Documents" section.

<input type="button" value="Supporting Documents"/>	<input type="button" value="Save"/>
<input checked="" type="checkbox"/> Supporting Documents - 1	
<input checked="" type="checkbox"/> Supporting Documents - 2	
<input checked="" type="checkbox"/> Supporting Documents - 3	
<input checked="" type="checkbox"/> Supporting Documents - 4	
<input checked="" type="checkbox"/> Supporting Documents - 5	