

Alignment of Best Practices with the Goal

Based on eligibility areas, related comprehensive reports, and information from the teacher, the **Brigance** and other related assessments will be used to determine which essential skills need to be developed to ensure success in reading and writing. That data will be used to inform and develop appropriate measurable **IEP goals** that are linked to the **Common Core State Standards**. **Research Based Teaching Strategies** and best practice activities will be implemented to meet goals. Pro

This is just a framework of key correlations. It does not include all assessments or all links to CCSS.

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Basic Reading (BR), Reading Comprehension (RC), Reading Fluency (RF)

Eligibility Area	BRIGANCE Assessment	Similar Assessment	Description/ Directions	Purpose of Assessment	Possible IEP goal	CCSS	Teaching Activities
BR	Readiness Visual Discrimination A-6 Pg 40	CAP	Student picks out the letter/word that is different in a row of letters.	To determine if the student has "print awareness". Does the student notice differences in letters?	When given an instructional level text, Student will Identify the beginning of the sentence, the end of the sentence, a word, a capital letter, a lower case letter, where to begin reading, how to turn pages... With 100% accuracy by the end of the year.	RF.K.1.a Identify the front, back cover, and title page of a book Follows words from left to right, top to bottom, and page by page	Shared Reading (SR) Assisted Learning (AL)
BR	Reads Upper Case Letters A-9/A-10 Pg44/45	LISA LNF	Student names upper /lower case letters.	Determine if the student know upper/lower case letters	When shown an upper or lower case letter in random order, Student will name the letter without hesitation 100% of the time by the end of the school year.	R.8.K.3 Apply knowledge of letter and word	AL
WE	Prints lower Case Letters A-12 Pg 47		Student prints lower case letters from memory.	Determine if the student has early writing skills, letter formation, and alphabet knowledge.	When given practice and instruction in letter knowledge and writing, Student will print lower case letters in order from memory 100% of the time by the end of the school year.	L.1.1.a Prints all upper and lower case letters	HW
WE	Prints upper/ lower Case Letters dictated A-13/A-14 Pg 48/49		Student prints upper/lower case letters as dictated to them.	Determine if the student has early writing skills, letter formation, and alphabet knowledge.	When given practice and instruction in letter knowledge and writing, Student will print lower case letters in as dictated 100% of the time by the end of the school year.	L.1.1.a Prints all upper and lower case letters	HW
BR	Understands Directional and		Student follows the teacher's directions using directional	Determines student's readiness and comprehension of	When given practice and instruction in beginning reading/writing skills, student will demonstrate an understanding of	RF.K.1.a Identify the front, back	SR Guided Reading

RC RF	Positional Concepts A-26 Pg 69		and positional concepts.	positions and directional vocabulary. (beginning, middle, and end or a word, top of the page, bottom of a page, beginning of a sentence or story, front or back of a book etc)	positional concepts and directional words by following the teacher's directions (top/bottom front/back, beginning/end of a word, sentence, or story) 100% of the time by the end of the school year. (break down objectives)	cover, and title page of a book Follows words from left to right, top to bottom, and page by page	(GR)
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Basic Reading (BR), Reading Comprehension (RC), Reading Fluency (RF)

BR RC RF WE	Readiness for Reading A-27 Pg 72	Comprehensive Skill Sequence pg 101	Teacher observes the student during free choice story or library time and then conferences with the student. The teacher interviews the parent. (You could send home a questionnaire).	Determine a student's familiarity and experience with books.	When given instruction and time to read and explore books, Student will demonstrate readiness skills by picking out a favorite book, retelling or commenting on a part of the story, and by choosing to "look" at books when encouraged to do so 100% of the time by the end of the school year.	RF 1.4.a Read on level text with purpose and understanding R.10.K.7 Select Familiar books from a variety of sources	Literacy Centers (LC) Read Aloud (RA)
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BR RC RF	Word Recognition Grade Placement D-1 pg 149	Fry List San Diego quick	Student must read at least 5/10 words correctly from a list to be considered independent on that level. *If comprehension is in question you can alter the assessment by having the student tell you what the word means or using the word in a sentence. This will eliminate "word call".	Used to quickly determine which grade level to start reading assessments. (Start these assessments one grade level lower on oral reading, reading comprehension, and spelling grade placement test.	When encountering high frequency words on his/her instructional level, Student will read the word with automaticity (within 3 seconds) and accuracy 97% of the time by the end of the school year.	RL.3.4 Read with sufficient accuracy and fluency to support comprehension.	SR GR
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BR	Oral Reading	ORF	Student reads a passage one level below their	Determine the highest level at which a student reads a selection orally	When given a variety of text types and lengths on instructional level, Student will demonstrate the ability to read with 97%	RL.3.4 Read with sufficient	Familiar Reading (FR)
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RC RF	Pg 155-166		independent level on the Word Recognition Grade-Placement Test pg 150.	with 97-100% accuracy (independent level) This assessment does not determine the rate of reading/fluency pg 157.	accuracy by the end of the 4th 9 weeks.	accuracy and fluency to support comprehension.	
BR RC RF	Reading Vocabulary Comprehension Grade-Placement Test pg 150	ORF DRA	Student silently reads a list of 5 words at grade level and determines which one does not belong.	Determine the highest grade level the student can read and understand the meaning of the words read.	When given a variety of text types and lengths on his/her instructional level, Student will demonstrate an understanding of the meaning of content related or grade level related vocabulary words by identifying the antonym, synonym, or definition of the word as used in the text with 80% accuracy by the end of the 4th nine weeks.	RL.3.4 Read with sufficient accuracy and fluency to support comprehension. c. Use text to confirm or self correct word recognition and understanding, rereading as necessary.	GR SR RA
BR RC RF	Reading Comp. Short Passages pg 168	DRA	In a 5 minute time frame, Student will read the story (level determined by vocabulary and word placement tests) silently and then answer at least 80% of 5 multiple choice* questions correctly.	Determine the highest grade level the student can read and comprehend vocabulary words and passages. This is not an assessment of accuracy or fluency. *The questions types are who, what, when, and why. There is also one vocabulary question and one that asks what another title for this story should be.	When given a variety of text types and lengths on his/her instructional level, Student will ask and answer a variety of comprehension questions to demonstrate understanding of the text with 80% accuracy by the end of the 4th nine weeks. When given a variety of text types and lengths on his/her instructional level, Student will determine the main idea of the text and give supporting details by writing a short sequential summary with 80% accuracy by the end of the 4th nine weeks.	RL.3.4 Read with sufficient accuracy and fluency to support comprehension. RL 3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for answers.	GR SR RA
BR	Reading Comp. Long	DRA	In a 5 minute time frame, Student will read the story	Determine the highest grade level the student can read and	When given a variety of text types and lengths on his/her instructional level, Student will ask and answer a variety of	RL.3.4 Read with sufficient	GR SR RA

RC RF	Passages pg 203		(level determined by Vocab. And word placement tests) silently and then answer at least 80% of 5 multiple choice * questions correctly.	comprehend (higher level and varied question types) long reading selections. *The questions types include; Cause and effect, recalling details, comparing and contrasting, interpreting figurative language, fact and opinion, making conclusions, drawing inferences, and understanding sequence.	comprehension questions to demonstrate understanding of the text with 80% accuracy be the end of the 4th nine weeks. When given a variety of text types and lengths on his/her instructional level, Student will determine the main idea of the text and give supporting details by writing a short sequential summary with 80% accuracy (4 out of 5 accurate facts or details) by the end of the 4th nine weeks.	accuracy and fluency to support comprehension. RL 3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for answers.	
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Written Expression (WE)

WE		CAP Sentence dictation	Student writes a sentence as it is dictated.	Determine if the student has early writing skills, hearing and recording sounds phonetically, spaces, when to use a capital or a period.	When given practice and instruction in early writing skills, Student will record the beginning, middle, and ending sounds of a word, use appropriate spaces, use a capital letter at the beginning, and a period at the end of a sentence 90% of the time by the end of the school year.	L.1.2.e Spells untaught words phonetically drawing on phonemic awareness and spelling conventions	Interactive Writing (IW) Shared Writing (SW)
WE	Responding to Writing Prompts Pg 354	Common Assessments	Student will have 45 minutes to plan and write in response to a prompt.	Determine how the student performs of a performance based assessment requiring multiple skills and higher-order thinking skills.	When given practice and instruction in responding to a prompt, Student will compose a response that scores at least a 3 out of 4 on a 4 point rubric 80% of the time by the end of the school year.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	IW SW
WE	Capitalization Level 1 Pg. 331		1. Formal Assessment: Student will read	1. Determine if the student knows when to use capital letters.	Goal Given instruction in the area of writing, Student will demonstrate the ability to	W.3.5 with guidance and support from peers and adults, develop and strengthen	IW SW

			<p>sentences and write capital letters over letters that should be capitalized.</p> <p>2. Informal assessment : Analyze students written assignments</p>	<p>2. Determine if student is using the skills at the appropriate time in their writing.</p>	<p>use capitalization, punctuation, verb tense, and details to convey meaning in his/her writing by completing 4 out of 4 objectives with 85% accuracy by the end of the school year.</p> <p>Objective Given instruction and practice in the area of writing, Student will demonstrate the ability to correctly use capitalization in a sentence with 85% accuracy by the end of the school year.</p>	<p>writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>L.3.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
WE	Punctuation Pg- 337		<p>1. Formal Assessment: Student will read sentences and add punctuation marks.</p> <p>2. Informal assessment : Analyze students written assignments</p>	<p>1. Determine if the student knows when to use basic punctuation marks.</p> <p>2. Determine if student is using the skills at the appropriate time in their writing.</p>	<p>Goal Given instruction in the area of writing, Student will demonstrate the ability to use capitalization, punctuation, verb tense, and details to convey meaning in his/her writing by completing 4 out of 4 objectives with 85% accuracy by the end of the school year.</p> <p>Objective Given instruction and practice in the area of writing, Student will demonstrate the ability to correctly use punctuation to end a sentence with 75% accuracy by the end of the school year.</p>	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>L.3.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	IW SW

**Basic Reading, Reading Fluency
Written Expression
(Word Analysis/Spelling)**

WE	Auditory Discrimination Pg 233	APPA PSF	Student determines if spoken words sound the same or different.	Determine if the student can hear and distinguish between sounds in words.	Goal- Given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by completing __ of __ objectives with 100% completion by the end of the school year.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Phonemic Awareness (PA)
BR WE	Identify initial sounds in spoken words. pg 236	LNF	Student identifies the first letter/ sound of a spoken word.	Determine if the student can hear and identify the first letter/sound in words.	When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by reading and writing the beginning, middle, and ending sounds of words with 95% accuracy by the end of the 4th 9 weeks.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Study (WS) Orton Gillingham (OG)
BR WE	Divides words into syllables pg 269	APPA PSF	Student will divide words into syllables.	Determine if the student applies syllabication rules to read and write words.	When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by using syllabication rules to divide the word into parts to read or write with 95% accuracy by the end of the 4th 9 weeks.	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	PA OG
BR	3. Substitute Sounds a. initial	APPA NWF PSF H-2	3. After hearing the first word read, Student reads second word by	3. Determine if the student uses word analysis and synthesis skills to read words.	3. When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by using a known part/spelling feature to read and write new words with the same	(Standard: RF.3.3) Know and apply grade-level	WS OG SR GR

WE	sounds	pg236	substituting certain parts in a pair of rhymes.	(Does the student use what he knows about one word and apply it to the next to figure out the word to read or write?).	part/spelling feature 95% accuracy by the end of the 4th 9 weeks.	phonics and word analysis skills in decoding words.	Word Journey's DSA Features
	b.vowels	H- 3 pg 240			a,b,c ,When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by reading and writing the beginning, middle, and ending sounds of words with 95% accuracy by the end of the 4th 9 weeks.		Letter Naming
	c.ending sound	H-5 246					Initial & Final Consonants
	d.long vowels/vowel pairs	H-4 Pg 243			b, f When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by reading and writing words containing short vowels with 85% accuracy by the end of the 4th 9 weeks.	RF 1.2.a Distinguish long from short vowel sounds in spoken single syllable words	a.c. Initial Consonant Blends and Diagraphs
	e. initial blends/diagraphs	H-6 251					b.f.Short Vowel
	Read Word Parts	H-7 Pg 256			e. When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by reading and writing words containing beginning blends or diagraphs with 75% accuracy by the end of the 4th 9 weeks.	RF 1.2.b Phoneme Blending	Affricates
	f.short vowel word families	H-8 Pg 259			d. When given instruction in the area of phonics and word analysis, Student will know and apply strategies for phonemic awareness by reading and writing words with ...	RF.1.2.c Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single syllable words	Final Consonant Blends and Diagraphs
	g.vowel teams/diagraphs	H-9 Pg 262			d. long vowels (VCe) g.common vowel teams h.complex consonants/phonetics irregularities j.prefixes i.suffixes		Within Word
	h. phonetic irregularities/complex consonant			with 80% accuracy by the end of the 4th 9 weeks.	RF.1.2.d Phoneme Segmentation	d. Long Vowel Vce
	i. suffixes	H-10 Pg 265					R-controlled Vowels
j. prefixes	H-11 Pg 268					d.g.Other Common Long Vowels	
						h. Complex Consonants	
						Abstract Vowels	
						Syllable Juncture	
						*BRIGANCE page 272 has a list of common rules for phonetic irregularities	
						pg. 271 supplemental skills sequence	
	Spelling	Sight	Student spells	Determine the highest	When given multisensory instruction and	L.3.2	

WE RF	Grade Placement Test pg 302	Word test	words that have been dictated.	grade level the student can spell with at least 60% accuracy.	opportunity for repetitive practice, Student will spell 90% of words dictated on his/her level with 80% accuracy by the end of the school year.	Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.	OG
BR RF	Basic Sight Vocabulary pg 278 pg 281 Skill Sequence	Fry San Diego Quick	Student reads sight words from a list.	Determines the highest level students can accurately read high frequency words.	When encountering high frequency words on his/her instructional level, Student will read the word with automaticity (within 3 seconds) and accuracy 97% of the time by the end of the school year.	RL.3.4 Read with sufficient accuracy and fluency to support comprehension.	OG GR
BR RF RC	Direction Words pg 282		Student reads basic direction words (words frequently encountered in following test directions) from a list of words.	Determines the student's ability to read direction words.	When encountering high frequency direction words on his/her assignments or tests, Student will read the word with automaticity (within 3 seconds) and accuracy 97% of the time by the end of the school year.	RL.3.4 Read with sufficient accuracy and fluency to support comprehension.	OG