

# LEGACY LEARNING CENTER

## K–8 COMPREHENSIVE ENGLISH / LANGUAGE ARTS PLAN

### MANDATORY TEACHER HANDBOOK | 2023 INDIANA ACADEMIC STANDARDS

Four Domains: Reading Foundations (RF) | Reading Comprehension (RC) | Writing (W) | Communication & Collaboration (CC)

HQCM Core (IDOE Approved): Wonders K–5 (without Leveled Readers) | StudySync 6–8

Supplemental (Locally Vetted): Laprea E.A.S.E. | Laprea Developing Decoders

Screeners: Acadience (DIBELS) | NWEA Reading Fluency | NWEA MAP Growth ELA

State Assessments: IREAD-3 (Grade 3) | ILEARN ELA (Grades 3–8) + Checkpoints (mandatory 2025–26) | SOR

Aligned: IC 20-18-2-17.5

*Legacy Learning Center | 2025–2026 | IDOE HQCM Compliant | Source: IDOE 2023 IAS Correlation Guides (SBOE June 7, 2023)*

Grade	Teacher	Core Program	Supplemental	ILEARN ELA?	IREAD-3?
Kindergarten	Dou'a	Wonders K–5 (HQCM)	<i>E.A.S.E. Sound/Readiness + Developing Decoders</i>	No ILEARN (Gr. K)	No IREAD-3 (Gr. K)
Grade 1	Hana	Wonders K–5 (HQCM)	<i>E.A.S.E. Seq. 1–2 + Developing Decoders</i>	No ILEARN (Gr. 1)	No IREAD-3 (Gr. 1)
Grade 2	Hafsa	Wonders K–5 (HQCM)	<i>E.A.S.E. Seq. 2–3 + Developing Decoders</i>	No ILEARN (Gr. 2)	No IREAD-3 (Gr. 2) — IREAD-3 prep begins
Grade 3	Al Habib	Wonders K–5 (HQCM)	<i>E.A.S.E. Seq. 3–4 + Developing Decoders</i>	YES + 3 Checkpoints	MANDATORY — Spring
Grade 4	Soraya	Wonders K–5 (HQCM)	<i>E.A.S.E. Seq. 4–5 (morphology)</i>	YES + 3 Checkpoints	No (Gr. 4+)
Grade 5	Dounia	Wonders K–5 (HQCM)	<i>E.A.S.E. Seq. 5+ (morphology)</i>	YES + 3 Checkpoints	No (Gr. 5+)
Grade 6	Hafsa	StudySync 6–8 (HQCM)	<i>E.A.S.E. Seq. 5+ (flagged students only)</i>	YES + 3 Checkpoints	No (Gr. 6+)
Grade 7	Abdelmalek	StudySync 6–8 (HQCM)	<i>E.A.S.E. Seq. 5+ (flagged students only)</i>	YES + 3 Checkpoints	No (Gr. 7+)
Grade 8	Abdelmalek	StudySync 6–8 (HQCM)	<i>E.A.S.E. Seq. 5+ (flagged students only)</i>	YES + 3 Checkpoints	No (Gr. 8+)

#### NON-NEGOTIABLES — ALL LLC ELA TEACHERS

- THREE-CUEING MODEL IS PROHIBITED (IC 20-26-12-24.5). Never prompt students to guess words from pictures, meaning, or context. Phonics-based decoding ONLY.
- ALL FIVE SOR COMPONENTS (IC 20-18-2-17.5) addressed every day: Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension.

3. Wonders K–5 and StudySync 6–8 are HQCM-approved core programs — taught with fidelity every day.
4. Laprea E.A.S.E. is a SUPPLEMENTAL program — supplements, never replaces, the core program.
5. Wonders Leveled Readers are NOT part of the HQCM-approved program (IDOE-excluded). Use locally vetted decodable and leveled texts for differentiation.
6. GREEN-HIGHLIGHTED ROWS in standards tables = Essential (E) standards per IDOE — mastery required by end of grade — highest ILEARN ELA weight.
7. All Pre-K–5 teachers must pursue the Indiana Early Literacy Endorsement (HEA 1558 / SEA 1 2024). Contact [INLitCenter@doe.in.gov](mailto:INLitCenter@doe.in.gov).

## Section 1: School-Wide ELA Expectations — ALL TEACHERS

All Legacy Learning Center K-8 ELA teachers follow the same IDOE-aligned frameworks, SOR mandate, HQCM requirements, IREAD-3 requirements, assessment calendar, and MTSS protocols. This section is mandatory reading for every teacher.

### 2023 Indiana ELA Standards — Four Domains (Source: IDOE)

#### Four Domain Structure — Confirmed from IDOE ELA Standards Page

([secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/](https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/))

Domain 1 — Reading Foundations (RF): Phonological awareness, phonics, decoding, fluency — addressed primarily in K-5; reading fluency continues in 6-8.

Domain 2 — Reading Comprehension (RC): Literature and informational text reading; vocabulary; text features; author's craft; literary analysis; argument evaluation.

Domain 3 — Writing (W): Opinion/argument, informative/explanatory, narrative; writing process; research; grammar and language conventions; mechanics and spelling.

Domain 4 — Communication and Collaboration (CC): Speaking, listening, and media literacy — collaborative discussion, oral presentation, media analysis.

All four domains are assessed on ILEARN ELA (Grades 3-8). All four domains must be taught every week.

Essential (E) standards are designated by IDOE through the 2023 streamlining process (IC 20-31-3-1(c-d)) and adopted by SBOE on June 7, 2023.

### HQCM Core Programs — Indiana ELA

Program	Vendor	Grades	IDOE HQCM Status — Critical Notes
McGraw-Hill Wonders K-5 (2023)	McGraw-Hill	K-5	HQCM Approved 2024 — WITHOUT Leveled Readers and Leveled Readers Teacher Guide (IDOE exclusion)
McGraw-Hill StudySync 6-8 (2021)	McGraw-Hill	6-8	HQCM Approved 2025 — Core program for Grades 6, 7, and 8
Laprea E.A.S.E. (Supplemental)	Laprea Education	K-5 core / 6-8 intervention	NOT on HQCM Core list — locally vetted supplemental per IDOE FAQ Q.7 — strengthens SOR phonics and phonemic awareness components
Laprea Developing Decoders	Laprea Education	K-3 supplemental decodables	NOT on HQCM list — locally vetted — aligned to E.A.S.E. sequences — replaces Wonders Leveled Readers for differentiation

### Assessment Calendar — All ELA Teachers

Assessment	BOY (Aug-Sep)	MOY (Jan)	EOY (Apr-May)	3x Per Year (F/W/S)	Who Administers
Acadience Reading (DIBELS)	ALL K-8	ALL K-8	ALL K-8	—	Reading Specialist / Teacher
NWEA Reading Fluency	ALL K-8	ALL K-8	ALL K-8	—	Teacher
NWEA MAP Growth ELA	ALL K-8	ALL K-8	ALL K-8	—	Teacher / Technology Lab
IREAD-3 (Grade 3 ONLY)	—	—	—	Grade 3 MANDATORY — Spring	Test Coordinator

ILEARN ELA Summative (Gr. 3–8)	—	—	—	Grades 3–8 Spring	Test Coordinator
ILEARN ELA Checkpoints (NEW — Gr. 3–8)	—	—	—	Fall / Winter / Spring mandatory 2025–26	School-administered per IDOE
Wonders Unit Assessments (K–5)	BOY Benchmark	Mid-Year	EOY Benchmark	—	Classroom Teacher
StudySync Unit Assessments (6–8)	BOY Baseline	Mid-Year	EOY Benchmark	—	Classroom Teacher
E.A.S.E. Sequence Checks (K–5)	Entry Assessment	Mid-Sequence	End-of-Sequence	—	Classroom Teacher

### ILEARN ELA — Structure and Domain Emphasis (Grades 3–8)

#### ILEARN ELA Is a Computer-Adaptive Test (CAT) — Grades 3–8, Spring + 3 Checkpoints

ILEARN ELA is a computer-adaptive test (CAT). Each checkpoint measures a subset of skills. The summative measures the full set of skills a student should achieve by end of year.

Students encounter passage-based questions and questions that stand alone without a passage.

ILEARN Individual Student Reports (ISRs) provide Lexile® measures (reading comprehension) for each student in Grades 3–8.

Three ILEARN Checkpoints per year (Fall, Winter, Spring) are mandatory beginning 2025–2026 for Grades 3–8 ELA. Use checkpoint data within 2 weeks of results to adjust instruction.

Source: IDOE ILEARN page at [secure.in.gov/doe/students/assessment/ilearn/](https://secure.in.gov/doe/students/assessment/ilearn/) | Contact:

INassessments@doe.in.gov | Phone: (317) 232-9050

### MTSS ELA Framework — Required by IC 20-32-5.1-20

Tier	Who	Instruction	Frequency	Data	Notify
1	All students	Wonders K–5 / StudySync 6–8 (core) + E.A.S.E. supplemental phonics (K–5); all five SOR components daily	Daily 90-min ELA (K–5) or 50-min ELA (6–8)	BOY/MOY/EOY screeners; unit assessments; ILEARN checkpoints	—
2	Below Benchmark (Acadience); < 25th %ile NWEA Fluency; ILEARN Level 1/2	+ 30-min targeted small group 4–5×/week; intensified E.A.S.E. sequences + Wonders/StudySync small group	Supplemental IN ADDITION TO Tier 1	Bi-weekly Acadience ORF probes	Specialist
3	Well Below Benchmark; Tier 2 non-responders; IREAD-3 at-risk (Gr. 3)	45-min daily intensive 1:1 or pairs; E.A.S.E. diagnostic sequences; reading specialist; MTSS documentation	Daily + Tier 1 core	Weekly probes	Principal + Parent

SECTION 2 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# KINDERGARTEN

Teacher: **Dou'a**

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Kindergarten ELA — At a Glance | Dou'a

Element	Details — Dou'a   Kindergarten   2025–2026
Teacher	Dou'a   Kindergarten   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: Big Books, Shared Reading, Interactive Read-Aloud)
Supplemental Programs	Laprea E.A.S.E. Sound Sequence + Readiness Sequence (locally vetted supplemental)   Laprea Developing Decoders (locally vetted decodable texts)   IDOE 2023 ELA Frameworks ( <a href="https://inlearninglab.com">inlearninglab.com</a> )
ILEARN ELA Assessment	Not assessed — ILEARN ELA begins Grade 3. IREAD-3 begins Grade 3. All Kindergarten ELA standards build the foundational skills tested on IREAD-3 and ILEARN.
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Kindergarten | Dou'a

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standar	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEAR
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d				N
K.RF.1	Reading Foundations	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	—	N/A
K.RF.2	Reading Foundations	Recognize that written words are made up of sequences of letters.	—	N/A
K.RF.3	Reading Foundations	<b>Identify and name all uppercase (capital) and lowercase letters of the alphabet.</b>		N/A
K.RF.4	Reading Foundations	Identify and produce rhyming words.	—	N/A
K.RF.5	Reading Foundations	<b>Orally pronounce, blend, and segment words into syllables.</b>		N/A
K.RF.6	Reading Foundations	<b>Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words.</b>		N/A
K.RF.7	Reading Foundations	<b>Use letter-sound knowledge to decode the sound of each consonant.</b>		N/A
K.RF.8	Reading Foundations	<b>Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends.</b>		N/A
K.RF.9	Reading Foundations	Orally read decodable texts with appropriate accuracy and automaticity.	—	N/A
K.RC.1	Reading Comprehension	<b>With support, ask and answer questions about main topics and key details in a text heard or read.</b>		N/A
K.RC.2	Reading Comprehension	<b>With support, retell familiar stories, poems, and nursery rhymes, including key details.</b>		N/A
K.RC.3	Reading Comprehension	<b>Identify important elements within a text (e.g., characters, settings, or events).</b>		N/A
K.RC.4	Reading Comprehension	With support, make predictions about what will happen in a text.	—	N/A
K.RC.5	Reading Comprehension	With support, retell the main idea and key details of a text.	—	N/A
K.RC.6	Reading Comprehension	<b>Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear.</b>		N/A
K.RC.7	Reading Comprehension	<b>Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions.</b>		N/A
K.W.1	Writing	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	—	N/A
K.W.2	Writing	Write by moving from left to right across the page and top to bottom.	—	N/A
K.W.3	Writing	<b>Use words and pictures to develop a main idea and provide information about a topic.</b>		N/A
K.W.4	Writing	<b>Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order.</b>		N/A
K.W.5	Writing	With support, apply the writing process to: (a) Plan by generating ideas through oral discussions and drawings; (b) Develop drafts in pictorial or written form; (c) Revise by adding details; (d) Use available technology to produce and publish writing.	—	N/A
K.W.6	Writing	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	—	N/A
K.W.7	Writing	Demonstrate command of English grammar and usage: (a) Nouns/Pronouns — singular and/or plural nouns; (b) Verbs — using sentences that include verbs; (c) Usage — recognizing different kinds of sentences.	—	N/A
K.W.8	Writing	Demonstrate command of capitalization, punctuation, and spelling: (a) Capitalize first word in a sentence and pronoun I; (b) Recognize and name end punctuation; (c) Spell simple words phonetically, drawing	—	N/A

		on phonemic awareness.		
K.CC.1	Communication & Collaboration	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		N/A
K.CC.2	Communication & Collaboration	Ask questions to seek help, obtain information, or clarify something that is not understood.	—	N/A
K.CC.3	Communication & Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		N/A
K.CC.4	Communication & Collaboration	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	—	N/A
K.CC.5	Communication & Collaboration	Follow simple two or three-step oral directions.	—	N/A

### Mandatory Daily ELA Schedule — Dou'a | Kindergarten

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Phonemic Awareness Warm-Up	Laprea E.A.S.E. (Supplemental)	Dou'a leads: phoneme blending, rhyming, initial sound sorting, subitizing sounds. Students respond with gestures, whiteboards, or Sound Wall.
8:10–8:30	E.A.S.E. Phonics Lesson	Laprea E.A.S.E. Sound/Readiness Seq.	Dou'a introduces letter-sound; models phoneme segmentation in Elkonin boxes; Sound Wall reference. Students practice on whiteboards; word mapping intro.
8:30–8:50	Shared Reading / Read-Aloud	Wonders Big Book (HQCM Core)	Dou'a reads Big Book with expression; pauses for vocabulary and comprehension questions. Students retell, discuss with partner, respond to prompts.
8:50–9:05	Interactive / Shared Writing	Wonders Writing (HQCM Core)	Dou'a models writing connected to Big Book; think aloud about sounds and letters. Students contribute letters/words; practice concept of word.
9:05–9:35	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Dou'a pulls targeted small group for phoneme/letter-sound E.A.S.E. practice. Centers: alphabet puzzles, decodable page, sound sort, word-building tiles.
9:35–9:50	Decodable Text Reading	Laprea Developing Decoders (Supp.)	Class or partners read decodable page aligned to current E.A.S.E. sequence. Dou'a monitors accuracy; echo-read then partner-read.
9:50–10:00	Vocabulary / Closure	Wonders (HQCM Core)	Review weekly vocabulary with pictures/gestures. Students use word in oral sentence. Decodable reader sent home Monday.

### Unit Pacing Guide — Dou'a | Kindergarten

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Stories & Families — Narrative	K.RF.3(E),K.RF.5(E),K.RF.6(E),K.RF.7(E)	Wonders Units 1–2 Big Books	8 wks	Observation; letter-sound check; phoneme seg. task
Q2 (Nov–Dec)	Animals & Nature — Informational	K.RC.1(E),K.RC.2(E),K.RC.6(E)	Wonders Units 2–3 Shared Reading	7 wks	Retell rubric; print concepts check
Q3	Community &	K.W.3(E),K.W.4(E),K.CC.	Wonders Units 3–5	8 wks	Writing

(Jan–Mar )	Helpers — Informational	1(E),K.CC.3(E)			sample; vocabulary assessment
Q4 (Apr–May)	Growing — Narrative + Informational	K.RF.8(E) fluency; K.RC.7(E); K.W.3–4	Wonders Units 5–6; E.A.S.E. Seq. 1 intro	7 wks	EOY phonics screener; NWEA MAP; oral reading check

### Writing Instruction — Dou'a | Kindergarten

Writing Type	Key Standards	Program	Skills & Expectations
Informative	K.W.3(E)	Wonders Big Book connection	Use words and pictures to develop a main idea and provide information about a topic
Narrative	K.W.4(E)	Wonders shared reading connection	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order
Writing Process	K.W.5	Wonders Writing Workshop	Plan (oral discussion/drawing); draft (pictures/words); revise (add details); use technology to publish
Grammar & Usage	K.W.7	Wonders Language	Singular/plural nouns; verbs; recognizing types of sentences (telling, asking)
Conventions	K.W.8	Wonders Language	Capitalize first word + pronoun I; recognize end punctuation; spell simple words phonetically

### Assessment Response Protocol — Dou'a | Kindergarten

If Student Shows...	Evidence	Dou'a Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Dou'a | Kindergarten

## Weekly ELA Fidelity Checklist — Dou'a | Kindergarten

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K-5 / 50-60 min 6-8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								
Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K-5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

## Monthly ELA Check-In Log — Dou'a | Kindergarten

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
Sign	Principal initials each month: _____				

## Quarterly ELA Data Review — Dou'a | Kindergarten

Complete at each data team meeting. Principal co-signs. Attach printed reports.

### Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**  
 Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**  
 Screener Window: ILEARN CK3 (Gr. 3-8) + IREAD-3 Final Prep (Gr. 3)

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Dou'a | Kindergarten**

<b>TEACHER — ELA PLAN</b>	<b>PRINCIPAL AUTHORIZATION</b>
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**Dou'a | Kindergarten | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025-2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 3 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 1

Teacher: Hana

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 1 ELA — At a Glance | Hana

Element	Details — Hana   Grade 1   2025–2026
Teacher	Hana   Grade 1   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: Shared Reading, Literature Anthology intro)
Supplemental Programs	Laprea E.A.S.E. Sequence 1 (CVC mastery) → Sequence 2 (digraphs, blends, VCe) — locally vetted supplemental   Laprea Developing Decoders Seq. 1–2   IDOE 2023 ELA Frameworks
ILEARN ELA Assessment	Not assessed — ILEARN ELA begins Grade 3. IREAD-3 begins Grade 3. All Grade 1 ELA standards are foundational for IREAD-3 and Grade 3 ILEARN.
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 1 | Hana

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standar	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEAR
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d				N
1.RF.1	Reading Foundations	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	—	N/A
1.RF.2	Reading Foundations	<b>Blend sounds, including consonant blends, to produce single- and multi-syllable words.</b>		N/A
1.RF.3	Reading Foundations	<b>Identify and produce beginning, middle (medial), and final sounds in single-syllable words.</b>		N/A
1.RF.4	Reading Foundations	<b>Segment individual phonemes in one-syllable words.</b>		N/A
1.RF.5	Reading Foundations	<b>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai), and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</b>		N/A
1.RF.6	Reading Foundations	<b>Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.</b>		N/A
1.RF.7	Reading Foundations	<b>Decode grade-appropriate base words and affixes, including common prefixes, plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't).</b>		N/A
1.RF.8	Reading Foundations	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	—	N/A
1.RC.1	Reading Comprehension	<b>Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.</b>		N/A
1.RC.2	Reading Comprehension	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	—	N/A
1.RC.3	Reading Comprehension	<b>Using key details, identify and describe the elements of plot, character, and setting.</b>		N/A
1.RC.4	Reading Comprehension	Make and confirm predictions about what will happen next in a story.	—	N/A
1.RC.5	Reading Comprehension	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	—	N/A
1.RC.6	Reading Comprehension	<b>Retell main ideas and key details of a text.</b>		N/A
1.RC.7	Reading Comprehension	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	—	N/A
1.RC.8	Reading Comprehension	<b>Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause-and-effect relationship.</b>		N/A
1.RC.9	Reading Comprehension	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	—	N/A
1.RC.10	Reading Comprehension	<b>Define and sort words into categories (e.g., antonyms, living things, synonyms).</b>		N/A
1.W.1	Writing	Write all uppercase (capital) and lowercase letters legibly and space letters, words, and sentences appropriately.	—	N/A
1.W.2	Writing	<b>Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered.</b>		N/A
1.W.3	Writing	<b>Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</b>		N/A
1.W.4	Writing	<b>Produce (when writing or speaking) narratives using precise</b>		N/A

		<b>words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</b>		
1.W.5	Writing	With support, apply the writing process to: (a) Plan by generating ideas through oral discussions and drawings; (b) Develop drafts; (c) Revise to add details; edit for conventions; (d) Use technology to produce and publish legible documents.	—	N/A
1.W.6	Writing	With support, conduct research on a topic: (a) Identify sources; (b) Organize information using graphic organizers; (c) Make informal presentations.	—	N/A
1.W.7	Writing	Demonstrate command of English grammar and usage: (a) Nouns/Pronouns — common/proper nouns, personal pronouns; (b) Verbs — past, present, future tense; (c) Usage — complete simple declarative, interrogative, imperative, exclamatory sentences.	—	N/A
1.W.8	Writing	<b>Demonstrate command of capitalization, punctuation, and spelling: (a) Capitalize first word, dates, names, pronoun I; (b) Period, question mark, exclamation mark; commas in dates and series; (c) Encoding — spell phonetically; spell common patterns; spell common irregularly-spelled grade-appropriate words correctly.</b>		N/A
1.CC.1	Communication & Collaboration	<b>Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</b>		N/A
1.CC.2	Communication & Collaboration	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	—	N/A
1.CC.3	Communication & Collaboration	Ask and answer questions about what a speaker says to clarify something that is not understood.	—	N/A
1.CC.4	Communication & Collaboration	<b>Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.</b>		N/A
1.CC.5	Communication & Collaboration	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	—	N/A
1.CC.6	Communication & Collaboration	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	—	N/A
1.CC.7	Communication & Collaboration	Give and follow oral directions with two or three steps.	—	N/A

### Mandatory Daily ELA Schedule — Hana | Grade 1

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:15	Phonemic Awareness / Phonics Warm-Up	Lapra E.A.S.E. Seq. 1–2 (Supp.)	Hana leads: phoneme addition/deletion drill; Sound Wall review of previous skill. Students respond on whiteboards; phoneme manipulation tasks.
8:15–8:40	E.A.S.E. Phonics Lesson	Laprea E.A.S.E. Seq. 1–2	Hana introduces new grapheme-phoneme; models word mapping; leads word chaining. Students encode on whiteboards; partner word chain.
8:40–8:55	Decodable Text Fluency	Laprea Developing Decoders (Supp.)	Students read decodable text with current skill. Hana models; students echo-read then partner-read; timed read 2x/week. Accuracy 90%+.
8:55–9:35	Wonders Core Lesson	Wonders K–5 (HQCM Core)	Hana teaches vocabulary (4–5 words); shared/close reading; comprehension strategy (key details, retell, story structure). Students annotate, discuss, respond.
9:35–10:05	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Hana pulls Tier 2 small group for targeted Seq. 1/2 E.A.S.E. phonics. Centers: decodable re-read, word sort,

			HFW practice, writing response.
10:05–10:20	Writing Lesson	Wonders Writing Workshop (Core)	Shared or guided writing: narrative or informative sentence/paragraph. Capital letters, ending punctuation, phonetic spelling.
10:20–10:30	Vocabulary / Closure	Wonders (HQCM Core)	Review vocabulary; students use words in oral sentences. Decodable reader sent home Monday.

### Unit Pacing Guide — Hana | Grade 1

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Community Stories — Narrative	1.RF.2(E), 1.RF.3(E), 1.RF.4(E), 1.RF.5(E)	Wonders Units 1–2	9 wks	Acadience BOY; phonics skills check; retell rubric
Q2 (Nov–Dec)	Animals — Informational + Narrative	1.RC.1(E), 1.RC.3(E), 1.RC.6(E), 1.RC.8(E)	Wonders Units 2–3	7 wks	MOY Acadience; comprehension check; story structure
Q3 (Jan–Mar)	Our World — Informational	1.W.2(E), 1.W.3(E), 1.W.4(E), 1.CC.1(E)	Wonders Units 3–5	8 wks	Writing sample; vocabulary assessment; NWEA MAP
Q4 (Apr–May)	Growing and Changing — Narrative + Info	1.RF.6(E), 1.RF.7(E) + 1.W.8c(E)	Wonders Units 5–6; E.A.S.E. Seq. 2 completion	6 wks	EOY Acadience; NWEA MAP; fluency check 60–80 WCPM

### Writing Instruction — Hana | Grade 1

Writing Type	Key Standards	Program	Skills & Expectations
Opinion / Proposal	1.W.2(E)	Wonders Writing	Write logically connected sentences to make a proposal to a particular audience and give reasons why it should be considered
Informative	1.W.3(E)	Wonders Writing	Produce topic sentence or main idea, provide facts or details, and provide a concluding statement
Narrative	1.W.4(E)	Wonders Writing	Produce narratives using precise words; temporal words for event order; organized into beginning, middle, and ending
Grammar	1.W.7	Wonders Language	Common/proper nouns; personal pronouns; verbs (past/present/future); complete simple declarative, interrogative, imperative, exclamatory sentences
Conventions	1.W.8c(E)	Wonders Language	Spell common irregularly-spelled grade-appropriate words correctly (e.g., said, does, gone) — ESSENTIAL

## Assessment Response Protocol — Hana | Grade 1

If Student Shows...	Evidence	Hana Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3-8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3-8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

## Tracking & Accountability — Hana | Grade 1

### Weekly ELA Fidelity Checklist — Hana | Grade 1

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K-5 / 50-60 min 6-8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								
Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K-5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

## Monthly ELA Check-In Log — Hana | Grade 1

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
Sign	Principal initials each month: _____				

### Quarterly ELA Data Review — Hana | Grade 1

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3-8)

**# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)**

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

<p><b># Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)</b></p>
<p><b>Key instructional adjustments next quarter:</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Teacher: Hana Signature: _____ Date: _____</p> <p>Principal Signature: _____ Date: _____</p>

### Plan Acknowledgment — Hana | Grade 1

<p><b>TEACHER — ELA PLAN</b></p> <p><b>Hana   Grade 1   Legacy Learning Center</b></p> <p><i>I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____</p> <p>Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b></p> <p><b>Principal — Legacy Learning Center</b></p> <p><i>This ELA plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____</p> <p>Date Issued: _____</p>
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SECTION 4 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 2

Teacher: Hafsa

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 2 ELA — At a Glance | Hafsa

Element	Details — Hafsa   Grade 2   2025–2026
Teacher	Hafsa   Grade 2   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: Literature Anthology introduction)
Supplemental Programs	Laprea E.A.S.E. Sequence 2 review → Sequence 3 (vowel teams, r-controlled, diphthongs, open/closed syllables, prefix/suffix intro) — locally vetted supplemental   Laprea Developing Decoders Seq. 3
ILEARN ELA Assessment	Not assessed — ILEARN ELA begins Grade 3. IREAD-3 begins Grade 3. All Grade 2 ELA standards directly prepare students for IREAD-3 and Grade 3 ILEARN. Flag below-benchmark students by January — they are at IREAD-3 risk.
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 2 | Hafsa

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
2.RF.1	Reading Foundations	Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words independent of context.		N/A
2.RF.2	Reading Foundations	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	—	N/A
2.RF.3	Reading Foundations	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.		N/A
2.RF.4	Reading Foundations	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	—	N/A
2.RC.1	Reading Comprehension	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.		N/A
2.RC.2	Reading Comprehension	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	—	N/A
2.RC.3	Reading Comprehension	Describe how characters in a story respond to major events and how characters affect the plot.	—	N/A
2.RC.4	Reading Comprehension	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		N/A
2.RC.5	Reading Comprehension	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	—	N/A
2.RC.6	Reading Comprehension	Identify the main idea of a multiparagraph text and the topic of each paragraph.	—	N/A
2.RC.7	Reading Comprehension	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	—	N/A
2.RC.8	Reading Comprehension	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship.		N/A
2.RC.9	Reading Comprehension	Describe how an author uses facts to support specific points in a text.	—	N/A
2.RC.10	Reading Comprehension	Compare and contrast the most important points presented by two texts on the same topic.	—	N/A
2.RC.11	Reading Comprehension	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	—	N/A
2.RC.12	Reading Comprehension	Identify relationships among words, including common synonyms and antonyms and simple, multiple-meaning words (e.g., change, duck).		N/A
2.W.1	Writing	Write legibly by forming letters correctly and spacing words and sentences properly.		N/A
2.W.2	Writing	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed.		N/A
2.W.3	Writing	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement.		N/A
2.W.4	Writing	Write narratives that: (a) Include a beginning; (b) Use temporal words to signal event order; (c) Provide details to describe actions, thoughts, and feelings; (d) Provide a middle and an ending.		N/A

2.W.5	Writing	Apply the writing process to: (a) Plan by drawing and brainstorming; with support, revise; edit for conventions; provide feedback; (b) Use available technology to produce and publish legible documents.	—	N/A
2.W.6	Writing	With support, conduct research on a topic: (a) Find information; (b) Identify visual and text reference sources; (c) Organize, summarize, and present the information.	—	N/A
2.W.7	Writing	<b>Demonstrate command of English grammar: (a) Nouns/Pronouns — common, proper, possessive, collective, irregular plural, personal/possessive pronouns; (b) Verbs — past tense irregular, action/linking verbs; (c) Adjectives/Adverbs — use in sentences; (d) Usage — complete simple and compound sentences correctly.</b>		N/A
2.W.8	Writing	<b>Demonstrate command of capitalization, punctuation, and spelling: (a) Capitalize greetings, months, days, titles, holidays, geographic names; (b) Period/question/exclamation; apostrophes; commas in letters, dates, series; (c) Spell words with short/long vowels, r-controlled, consonant-blend patterns; spell common irregularly-spelled words.</b>		N/A
2.CC.1	Communication & Collaboration	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		N/A
2.CC.2	Communication & Collaboration	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	—	N/A
2.CC.3	Communication & Collaboration	Ask for clarification and further explanation as needed about the topics and texts under discussion.	—	N/A
2.CC.4	Communication & Collaboration	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.		N/A
2.CC.5	Communication & Collaboration	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		N/A
2.CC.6	Communication & Collaboration	Give and follow oral directions with three or more steps.	—	N/A
2.CC.7	Communication & Collaboration	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		N/A

## Mandatory Daily ELA Schedule — Hafsa | Grade 2

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:15	Phonics Warm-Up	Laprea E.A.S.E. Seq. 2–3 (Supp.)	Hafsa leads Sound Wall review; quick phoneme drill; review previous vowel team or r-controlled pattern. Students whiteboard response.
8:15–8:40	E.A.S.E. Phonics Lesson	Laprea E.A.S.E. Seq. 3	Hafsa introduces new vowel team or r-controlled pattern; word mapping; word chaining (e.g., rain→rail→sail→said). Students encode; partner chain.
8:40–9:00	Decodable Text / Fluency	Laprea Developing Decoders (Supp.)	Timed reads 2–3×/week. Hafsa monitors accuracy; prompts with 'sound it out' — NEVER 'look at the picture.'
9:00–9:45	Wonders Core Lesson	Wonders K–5 (HQCM Core)	Hafsa teaches vocabulary (context clues); shared/close reading from Literature Anthology; comprehension (main idea, text structure). Students annotate, respond.
9:45–10:15	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Hafsa pulls Tier 2 — targeted Seq. 2/3 phonics; decodable re-read. Centers: word sort, vocabulary activity, writing response, independent decodable.

10:15–10:30	Writing Lesson	Wonders Writing Workshop (Core)	Opinion or informative paragraph with topic sentence, 2–3 details, closing. Correct spelling of decodable words and HFWs.
10:30–10:40	Closure / Vocabulary	Wonders (HQCM Core)	Prefix/suffix meaning discussion. Spell 3 words with current phonics pattern (exit ticket). Decodable reader home Monday.

## Unit Pacing Guide — Hafsa | Grade 2

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Animals — Informational + Narrative	2.RF.1(E),2.RF.3(E),2.RC.1(E),2.RC.4(E)	Wonders Units 1–2	8 wks	Acadience BOY; phonics check; comprehension retell
Q2 (Nov–Dec)	Community Helpers — Informational	2.RC.8(E),2.RC.12(E),2.W.1(E),2.W.2(E)	Wonders Units 2–3	7 wks	MOY Acadience; NWEA MAP; writing sample
Q3 (Jan–Mar)	Growth & Change — Narrative + Informational	2.W.3(E),2.W.4(E),2.W.8c(E),2.CC.1(E)	Wonders Units 3–5	8 wks	IREAD-3 readiness flag; NWEA MAP; fluency check
Q4 (Apr–May)	Explore & Discover — Mixed Genre	2.CC.4(E),2.CC.5(E),2.CC.7(E) + RF fluency	Wonders Units 5–6; E.A.S.E. Seq. 3 completion	7 wks	EOY Acadience; NWEA MAP; 90 WCPM target; writing portfolio

## Writing Instruction — Hafsa | Grade 2

Writing Type	Key Standards	Program	Skills & Expectations
Opinion	2.W.2(E)	Wonders Writing	Write pieces that introduce opinion, give supporting reasons, use linking words (because, and, also), include concluding statement — ESSENTIAL
Informative	2.W.3(E)	Wonders Writing	Write informative pieces on a main idea: introduce topic, provide facts and details, include concluding statement — ESSENTIAL
Narrative	2.W.4(E)	Wonders Writing	Write narratives: beginning; temporal words for order; details for actions/thoughts/feelings; middle and ending — ESSENTIAL
Grammar	2.W.7d(E)	Wonders Language	Use complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly — ESSENTIAL
Conventions	2.W.8c(E)	Wonders Language	Correctly spell words with short/long vowel sounds, r-controlled vowels,

			consonant-blend patterns; spell common irregularly-spelled words — ESSENTIAL
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### Assessment Response Protocol — Hafsa | Grade 2

If Student Shows...	Evidence	Hafsa Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Hafsa | Grade 2

#### Weekly ELA Fidelity Checklist — Hafsa | Grade 2

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								
Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K–5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

## Monthly ELA Check-In Log — Hafsa | Grade 2

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
Sign	Principal initials each month: _____				

## Quarterly ELA Data Review — Hafsa | Grade 2

Complete at each data team meeting. Principal co-signs. Attach printed reports.

### Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)**

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3-8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

<p><b># Students Tier 3 Intensive</b> (incl. IREAD-3 at-risk Gr. 3)</p>
<p><b>Key instructional adjustments next quarter:</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Teacher: Hafsa Signature: _____ Date: _____</p> <p>Principal Signature: _____ Date: _____</p>

### Plan Acknowledgment — Hafsa | Grade 2

<p><b>TEACHER — ELA PLAN</b></p> <p><b>Hafsa   Grade 2   Legacy Learning Center</b></p> <p><i>I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____</p> <p>Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b></p> <p><b>Principal — Legacy Learning Center</b></p> <p><i>This ELA plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____</p> <p>Date Issued: _____</p>
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SECTION 5 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 3

Teacher: Al Habib

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 3 ELA — At a Glance | Al Habib

Element	Details — Al Habib   Grade 3   2025–2026
<b>Teacher</b>	Al Habib   Grade 3   Legacy Learning Center   2025–2026
<b>Indiana ELA Standards</b>	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
<b>Standards Source</b>	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
<b>HQCM Core ELA Program</b>	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: Literature Anthology, genre study)
<b>Supplemental Programs</b>	Laprea E.A.S.E. Sequence 3 review → Sequence 4 (multisyllabic, Latin roots, morphology) — locally vetted supplemental   Laprea Developing Decoders Seq. 4   IDOE released ILEARN ELA Grade 3 items
<b>ILEARN ELA Assessment</b>	FIRST ILEARN ELA YEAR — Spring + 3 Checkpoints (mandatory 2025–26). Level 3+ = proficient. IREAD-3 mandatory Spring — all foundational literacy skills. Non-pass triggers Reading Improvement Plan + Tier 3 + summer program.
<b>ILEARN ELA Checkpoints (Gr. 3–8)</b>	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
<b>Screeners</b>	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
<b>IREAD-3</b>	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
<b>SOR Mandate</b>	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
<b>Three-Cueing Ban</b>	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
<b>Green Row = Essential (E)</b>	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 3 | Al Habib

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

<b>RF = Reading Foundations</b>	<b>RC = Reading Comprehension</b>	<b>W = Writing</b>	<b>CC = Communication &amp; Collaboration</b>
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<b>GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.</b>	<b>High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.</b>
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Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
3.RF.1	Reading Foundations	<b>Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</b>		High
3.RF.2	Reading Foundations	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing; changing -y to -ies).	—	Mod
3.RF.3	Reading Foundations	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	—	Low
3.RF.4	Reading Foundations	<b>Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</b>		High
3.RF.5	Reading Foundations	Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	—	Mod
3.RC.1	Reading Comprehension	<b>Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers.</b>		High
3.RC.2	Reading Comprehension	<b>Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</b>		High
3.RC.3	Reading Comprehension	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	—	Mod
3.RC.4	Reading Comprehension	Distinguish personal point of view from that of the narrator or those of the characters.	—	Low
3.RC.5	Reading Comprehension	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>		High
3.RC.6	Reading Comprehension	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	—	Mod
3.RC.7	Reading Comprehension	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	—	Mod
3.RC.8	Reading Comprehension	<b>Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</b>		High
3.RC.9	Reading Comprehension	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	—	Mod
3.RC.10	Reading Comprehension	Compare and contrast the most important points and key details presented in two texts on the same topic.	—	Mod
3.RC.11	Reading Comprehension	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	—	Mod
3.RC.12	Reading Comprehension	<b>Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</b>		High
3.RC.13	Reading Comprehension	Use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.	—	Mod
3.W.1	Writing	Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	—	Low
3.W.2	Writing	<b>Write persuasive compositions that: (a) State opinion in introductory statement; (b) Support opinion with reasons in organized way; (c) Connect opinion and reasons using words and phrases; (d) Provide a concluding statement or section.</b>		High
3.W.3	Writing	<b>Write informative compositions that: (a) State topic and main idea; group related information; (b) Develop topic with facts and details; (c) Connect ideas within categories; (d) Use text features when useful; (e) Provide a concluding statement.</b>		High

3.W.4	Writing	Write narrative compositions that: (a) Establish introduction; (b) Include specific descriptive details and clear event sequences; (c) Include dialogue; (d) Connect ideas using transition words; (e) Provide an ending.		High
3.W.5	Writing	Apply the writing process: (a) Generate draft; develop, select, organize; revise; edit for format and conventions; (b) Use available technology to produce and publish legible documents.	—	Mod
3.W.6	Writing	Conduct research on a topic: (a) Identify specific topic or question; (b) Locate information; (c) Recognize reliability of sources; (d) Record information in own words; (e) Present the information, choosing from a variety of formats.		Mod
3.W.7	Writing	Demonstrate command of English grammar: (a) Nouns — abstract nouns; (b) Verbs — regular/irregular and simple verb tenses; (c) Adjectives/Adverbs — comparative/superlative; (d) Usage — complete simple, compound, complex sentences using coordinating and subordinating conjunctions correctly.		High
3.W.8	Writing	Demonstrate command of capitalization, punctuation, and spelling: (a) Capitalize appropriate words in titles, historical periods; (b) Apostrophes; quotation marks; commas; (c) Correct spelling for irregularly spelled words; use spelling patterns and generalizations.		High
3.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		High
3.CC.2	Communication & Collaboration	Explore ideas under discussion by drawing on readings and other information.	—	Low
3.CC.3	Communication & Collaboration	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.		High
3.CC.4	Communication & Collaboration	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		High
3.CC.5	Communication & Collaboration	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	—	Mod
3.CC.6	Communication & Collaboration	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner.		High
3.CC.7	Communication & Collaboration	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	—	Mod
3.CC.8	Communication & Collaboration	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.		High

### Mandatory Daily ELA Schedule — Al Habib | Grade 3

This schedule is MANDATORY every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:15	Phonics / Morphology Warm-Up	Laprea E.A.S.E. Seq. 3–4 (Supp.)	Al Habib leads Sound Wall review; syllable tapping; prefix/suffix meaning drill. Students whiteboard response; word chain or syllable sort.
8:15–8:40	E.A.S.E. Multisyllabic Lesson	Laprea E.A.S.E. Seq. 4	Al Habib teaches syllable division; word mapping multisyllabic words; word chaining. Students divide, map, encode, chain.

8:40–9:00	Fluency — IREAD-3 Readiness	E.A.S.E. Decodables + Wonders	Timed reads 3×/week at grade level; monitor prosody and accuracy. Students self-graph WCPM. Target: 110+ WCPM by January for IREAD-3.
9:00–9:45	Wonders Core Lesson — IREAD-3 / ILEARN Aligned	Wonders K–5 (HQCM Core)	Al Habib teaches vocabulary (affixes, context clues, reference); close reading; comprehension (main idea, inference, text structure). Students annotate, write evidence-based responses.
9:45–10:15	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Al Habib pulls Tier 2/3 — targeted Seq. 3/4 + IREAD-3 skill focus. Centers: syllable sort, vocabulary morpheme activity, writing response, independent reading journal.
10:15–10:30	Writing — IREAD-3 / ILEARN Aligned	Wonders Writing Workshop (Core)	Multi-paragraph writing; text evidence responses; opinion + informative; grammar. Students produce evidence-based written responses in IREAD-3/ILEARN format.
10:30–10:40	IREAD-3 / ILEARN Practice / Closure	Wonders + Released Items	1 IREAD-3 / ILEARN style question daily from September; vocabulary review; skill mastery tracking.

### Unit Pacing Guide — Al Habib | Grade 3

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Life Cycles — Informational + Narrative	3.RF.1(E),3.RF.4(E),3.RC.1(E),3.RC.2(E),3.RC.5(E)	Wonders Units 1–2	9 wks	BOY Acadience; ILEARN CK1; IREAD-3 phonics pre-check
Q2 (Nov–Jan)	Earth and Nature — Informational	3.RC.8(E),3.RC.12(E),3.W.2(E),3.W.3(E),3.CC.1(E)	Wonders Units 2–4	8 wks	ILEARN CK2; MOY Acadience; NWEA MAP; writing sample
Q3 (Feb–Mar)	Inventions & Ideas — Informational + Argument	3.RC.1(E),3.RC.5(E),3.W.6e(E),3.W.7d(E),3.CC.3(E)	Wonders Units 4–5; IREAD-3 intensive	6 wks	ILEARN CK3; IREAD-3 final prep; fluency check 110+ WCPM
Q4 (Apr–May)	Our World — Narrative + Informational	3.W.8c(E),3.CC.4(E),3.CC.6(E),3.CC.8(E)	Wonders Units 5–6	7 wks	ILEARN ELA Summative (Spring); IREAD-3 (Spring); EOY Acadience; NWEA MAP

### Writing Instruction — Al Habib | Grade 3

Writing Type	Key Standards	Program	Skills & Expectations
Persuasive / Opinion	3.W.2(E)	Wonders Writing	State opinion in intro; support with reasons in organized way; connect using words/phrases; provide concluding statement — ESSENTIAL
Informative	3.W.3(E)	Wonders Writing	State topic; develop with facts and

			details; connect ideas; use text features; provide concluding statement — ESSENTIAL
<b>Narrative</b>	3.W.4(E)	Wonders Writing	Establish intro; specific descriptive details and clear event sequences; dialogue; transition words; provide ending — ESSENTIAL
<b>Research</b>	3.W.6e(E)	Wonders Research	Present the information, choosing from a variety of formats — ESSENTIAL
<b>Grammar</b>	3.W.7d(E)	Wonders Language	Write complete simple, compound, and complex sentences using coordinating and subordinating conjunctions correctly — ESSENTIAL
<b>Conventions</b>	3.W.8c(E)	Wonders Language	Use correct spelling for irregularly spelled words and studied words; use spelling patterns and generalizations — ESSENTIAL

### Assessment Response Protocol — Al Habib | Grade 3

If Student Shows...	Evidence	Al Habib Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3×/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Al Habib | Grade 3

#### Weekly ELA Fidelity Checklist — Al Habib | Grade 3

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								

Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K-5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly ELA Check-In Log — Al Habib | Grade 3

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly ELA Data Review — Al Habib | Grade 3

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q3 — Pre-Spring | February – March

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — %			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Al Habib | Grade 3

#### TEACHER — ELA PLAN

**Al Habib | Grade 3 | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 6 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 4

Teacher: Soraya

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 4 ELA — At a Glance | Soraya

Element	Details — Soraya   Grade 4   2025–2026
Teacher	Soraya   Grade 4   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: Literature Anthology, genre study, literary analysis)
Supplemental Programs	Laprea E.A.S.E. Sequence 4–5 (Latin/Greek roots, advanced morphology, multisyllabic) — locally vetted supplemental   IDOE released ILEARN ELA Grade 4 items   IDOE ELA Frameworks ( <a href="https://inlearninglab.com">inlearninglab.com</a> )
ILEARN ELA Assessment	ILEARN ELA Spring + 3 Checkpoints mandatory. Level 3+ = proficient. Key domains: Reading Comprehension (textual evidence, point of view, main idea, text structure), Writing (persuasive, informative, narrative), Vocabulary (figurative language, Greek/Latin roots, word relationships).
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 4 | Soraya

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.		High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.	

Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
4.RF.1	Reading Foundations	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	—	Mod
4.RF.2	Reading Foundations	<b>Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context.</b>		High
4.RF.3	Reading Foundations	Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	—	Mod
4.RC.1	Reading Comprehension	<b>Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</b>		High
4.RC.2	Reading Comprehension	<b>Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</b>		High
4.RC.3	Reading Comprehension	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	—	Mod
4.RC.4	Reading Comprehension	<b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>		High
4.RC.5	Reading Comprehension	<b>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>		High
4.RC.6	Reading Comprehension	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	—	Mod
4.RC.7	Reading Comprehension	<b>Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.</b>		High
4.RC.8	Reading Comprehension	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	—	Mod
4.RC.9	Reading Comprehension	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	—	Mod
4.RC.10	Reading Comprehension	Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	—	Mod
4.RC.11	Reading Comprehension	<b>Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</b>		High
4.RC.12	Reading Comprehension	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	—	Mod
4.RC.13	Reading Comprehension	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	—	Mod
4.W.1	Writing	<b>Write persuasive compositions: (a) In introductory statement, clearly state opinion to particular audience; (b) Support opinion with facts and details from various sources; (c) Use organizational structure; (d) Connect opinion and reasons; (e) Provide a concluding statement or section related to position presented.</b>		High
4.W.2	Writing	<b>Write informative compositions: (a) Introductory paragraph with clear main idea; (b) Supporting paragraphs with topic and summary sentences; (c) Facts, specific details, examples; (d) Connect ideas; (e) Text features and multimedia; (f) Language appropriate to audience; (g) Concluding statement.</b>		High

4.W.3	Writing	Write narrative compositions: (a) Establish introduction with context; (b) Organize events naturally using meaningful paragraphing and transitional words; (c) Use dialogue and descriptive details; (d) Employ vocabulary with sensory details; (e) Provide ending that follows narrated events.		High
4.W.4	Writing	Apply the writing process: (a) Generate draft; develop, select, organize; revise; edit for format and conventions; (b) Use technology to interact and collaborate.	—	Mod
4.W.5	Writing	Conduct research: (a) Identify specific question; (b) Use organizational features of digital sources; (c) Determine reliability; (d) Summarize in own words, giving credit; (e) Present research information, choosing from a variety of formats.		High
4.W.6	Writing	Demonstrate command of English grammar: (a) Relative/reflexive pronouns; (b) Progressive verb tenses; correct shifts; modal auxiliaries; (c) Relative adverbs; (d) Prepositions; (e) Complete simple, compound, complex sentences using coordinating and subordinating conjunctions correctly.		High
4.W.7	Writing	Demonstrate command of capitalization, punctuation, and spelling: (a) Capitalization — magazines, newspapers, works of art; (b) Apostrophes; quotation marks; commas; (c) Spelling patterns and generalizations in writing single and multisyllable words.		High
4.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		High
4.CC.2	Communication & Collaboration	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		High
4.CC.3	Communication & Collaboration	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		High
4.CC.4	Communication & Collaboration	Identify and use evidence a speaker provides to support particular points.	—	Mod
4.CC.5	Communication & Collaboration	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant descriptive details; speak at an understandable pace in a clear and concise manner.		High
4.CC.6	Communication & Collaboration	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	—	Mod
4.CC.7	Communication & Collaboration	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.		High

### Mandatory Daily ELA Schedule — Soraya | Grade 4

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:15	Morphology Warm-Up	Laprea E.A.S.E. Seq. 4–5 (Supp.)	Soraya leads root word drill (Greek/Latin); prefix+suffix combination meanings; word-of-day etymology. Students build words from morphemes; define using parts.
8:15–8:35	E.A.S.E. Phonics / Morphology Lesson	Laprea E.A.S.E. Seq. 4–5	Soraya introduces Greek/Latin root; word mapping 3–4 syllable words; spelling rule for suffix addition; word chaining. Students encode, map, chain.
8:35–8:50	Fluency Practice	Wonders (HQCM) + Locally Vetted Texts	Timed reads 3×/week from grade-level literary or informational text. Soraya focuses on prosody. Students

			self-graph WCPM; 130–150 WCPM target EOY.
8:50–9:40	Wonders Core Lesson — ILEARN Aligned	Wonders K–5 (HQCM Core)	Soraya teaches vocabulary (figurative language, roots, context); close reading; literary analysis (point of view, text structure, author’s purpose). Students annotate, write evidence-based responses.
9:40–10:10	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Soraya pulls Tier 2 — Seq. 4 morphology; vocabulary work. Centers: Greek/Latin root research, vocabulary activity, reading response journal, independent writing.
10:10–10:30	Writing — ILEARN Aligned	Wonders Writing Workshop (Core)	Multi-paragraph persuasive or informative essay with text evidence; literary analysis; grammar. Students produce evidence-based written responses.
10:30–10:40	Vocabulary / ILEARN Practice	Wonders + Released Items	ILEARN style question 2x/week; vocabulary review; identify root in unfamiliar word.

### Unit Pacing Guide — Soraya | Grade 4

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Courage and Challenges — Literary	4.RF.2(E),4.RC.1(E),4.RC.2(E),4.RC.4(E)	Wonders Units 1–2	9 wks	BOY Acadience; ILEARN CK1; NWEA MAP; point of view check
Q2 (Nov–Jan)	Discoveries — Informational	4.RC.5(E),4.RC.7(E),4.RC.11(E),4.W.2(E)	Wonders Units 2–4	8 wks	ILEARN CK2; MOY Acadience; NWEA MAP; informative writing sample
Q3 (Feb–Mar)	Turning Points — Literary + Argument	4.RC.1(E),4.W.1(E),4.W.5(E),4.CC.1(E)	Wonders Units 4–5	7 wks	ILEARN CK3; NWEA MAP; ILEARN prep review; persuasive writing
Q4 (Apr–May)	Wonders of Nature — Informational + Narrative	4.W.3(E),4.W.7e(E),4.CC.2(E),4.CC.3(E)	Wonders Units 5–6	6 wks	ILEARN ELA Summative (Spring); EOY Acadience; NWEA MAP; portfolio

### Writing Instruction — Soraya | Grade 4

Writing Type	Key Standards	Program	Skills & Expectations
Persuasive / Opinion	4.W.1(E)	Wonders Writing	Clearly state opinion; support with facts/details from texts; organize related ideas; connect opinion and reasons; provide concluding statement — ESSENTIAL
Informative	4.W.2(E)	Wonders Writing	Introductory paragraph with clear main idea; supporting paragraphs; facts, specific details, examples; text

			features; concluding statement — ESSENTIAL
<b>Narrative</b>	4.W.3(E)	Wonders Writing	Establish introduction with context; organize events naturally; use dialogue and descriptive details; sensory details; ending that follows events — ESSENTIAL
<b>Research</b>	4.W.5(E)	Wonders Research	Present research information choosing from a variety of formats; determine reliability; credit sources — ESSENTIAL
<b>Grammar</b>	4.W.6e(E)	Wonders Language	Write complete simple, compound, and complex sentences using coordinating and subordinating conjunctions correctly — ESSENTIAL
<b>Conventions</b>	4.W.7c(E)	Wonders Language	Use spelling patterns and generalizations in writing single and multisyllable words — ESSENTIAL

### Assessment Response Protocol — Soraya | Grade 4

If Student Shows...	Evidence	Soraya Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Soraya | Grade 4

#### Weekly ELA Fidelity Checklist — Soraya | Grade 4

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								

Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K-5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly ELA Check-In Log — Soraya | Grade 4

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly ELA Data Review — Soraya | Grade 4

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q3 — Pre-Spring | February – March

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — %			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Soraya | Grade 4

#### TEACHER — ELA PLAN

**Soraya | Grade 4 | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 7 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 5

Teacher: Dounia

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 5 ELA — At a Glance | Dounia

Element	Details — Dounia   Grade 5   2025–2026
<b>Teacher</b>	Dounia   Grade 5   Legacy Learning Center   2025–2026
<b>Indiana ELA Standards</b>	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
<b>Standards Source</b>	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
<b>HQCM Core ELA Program</b>	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — WITHOUT Leveled Readers (Units 1–6: complex literary and informational texts, argument writing, research)
<b>Supplemental Programs</b>	Laprea E.A.S.E. Sequence 5+ (Greek/Latin roots mastery, advanced morphology, etymology) — locally vetted supplemental   IDOE released ILEARN ELA Grade 5 items   IDOE ELA Frameworks
<b>ILEARN ELA Assessment</b>	ILEARN ELA Spring + 3 Checkpoints mandatory. Level 3+ = proficient. Key domains: Reading Comprehension (citing textual evidence, theme/central idea, organizational structure, author’s argument), Writing (persuasive, informative, narrative with complex techniques), Vocabulary (Greek/Latin roots, figurative language, word structure).
<b>ILEARN ELA Checkpoints (Gr. 3–8)</b>	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
<b>Screeners</b>	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
<b>IREAD-3</b>	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
<b>SOR Mandate</b>	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
<b>Three-Cueing Ban</b>	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
<b>Green Row = Essential (E)</b>	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 5 | Dounia

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

<b>RF = Reading Foundations</b>	<b>RC = Reading Comprehension</b>	<b>W = Writing</b>	<b>CC = Communication &amp; Collaboration</b>
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<b>GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.</b>	<b>High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.</b>
-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
5.RF.1	Reading Foundations	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context.		High
5.RF.2	Reading Foundations	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.	—	Mod
5.RC.1	Reading Comprehension	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		High
5.RC.2	Reading Comprehension	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		High
5.RC.3	Reading Comprehension	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they impact the plot.	—	Mod
5.RC.4	Reading Comprehension	Describe how a narrator's or speaker's point of view influences how events are portrayed.	—	Mod
5.RC.5	Reading Comprehension	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	—	Low
5.RC.6	Reading Comprehension	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		High
5.RC.7	Reading Comprehension	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	—	Mod
5.RC.8	Reading Comprehension	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.		High
5.RC.9	Reading Comprehension	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.		High
5.RC.10	Reading Comprehension	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	—	Mod
5.RC.11	Reading Comprehension	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	—	Mod
5.RC.12	Reading Comprehension	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	—	Mod
5.RC.13	Reading Comprehension	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).		High
5.RC.14	Reading Comprehension	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	—	Mod
5.W.1	Writing	Write persuasive compositions: (a) Clearly present position in introductory statement to identified audience; (b) Support with qualitative and quantitative facts from texts; (c) Organizational structure; (d) Language appropriate to audience; (e) Connect reasons using words, phrases, clauses; (f) Provide concluding statement or section.		High
5.W.2	Writing	Write informative compositions: (a) Introduce topic; organize sentences and paragraphs logically; (b) Sufficient examples, facts, quotations from texts; (c) Transition words; (d) Text features and multimedia; (e) Appropriate language, vocabulary, sentence variety; (f) Concluding statement or section.		High
5.W.3	Writing	Write narrative compositions: (a) Develop the exposition; (b) Event sequence with transitions; (c) Narrative techniques — dialogue, description, pacing; (d) Precise expressive vocabulary and figurative language; (e) Ending that follows from narrated		High

		<b>events.</b>		
5.W.4	Writing	Apply the writing process: (a) Generate draft; develop, select, organize; revise; edit for conventions; (b) Use technology to interact, collaborate, and publish legible documents.	—	Mod
5.W.5	Writing	<b>Conduct research:</b> (a) With support, formulate research question; (b) Identify reliable primary and secondary sources; (c) Summarize, paraphrase, include direct quotations, cite sources; (d) Avoid plagiarism; (e) Present research information, choosing from a variety of formats.		High
5.W.6	Writing	<b>Demonstrate command of English grammar:</b> (a) Verbs — perfect tenses; misused verbs; (b) Prepositions — prepositional phrases; (c) Usage — correctly write simple, compound, and complex sentences using correlative conjunctions (e.g., either/or, neither/nor).		High
5.W.7	Writing	<b>Demonstrate command of conventions:</b> (a) Capitalization — apply correct usage; (b) Punctuation — apostrophes/quotation marks; commas for appositives, yes/no, tag questions, direct address; (c) Spelling — apply correct spelling patterns and generalizations.		High
5.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		High
5.CC.2	Communication & Collaboration	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		High
5.CC.3	Communication & Collaboration	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		High
5.CC.4	Communication & Collaboration	Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant descriptive details; speak at an understandable pace in a clear and concise manner.		High
5.CC.5	Communication & Collaboration	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	—	Mod
5.CC.6	Communication & Collaboration	Review claims made in various types of media and evaluate evidence used to support these claims.	—	Mod
5.CC.7	Communication & Collaboration	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.		High

### Mandatory Daily ELA Schedule — Dounia | Grade 5

This schedule is MANDATORY every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:15	Morphology / Etymology Warm-Up	Laprea E.A.S.E. Seq. 5+ (Supp.)	Dounia leads Greek/Latin root family of the week; absorbed prefix analysis; etymology investigation. Students build words from root; use in sentences.
8:15–8:30	E.A.S.E. Advanced Morphology Lesson	Laprea E.A.S.E. Seq. 5+	Dounia teaches absorbed prefix (e.g., in+mobile=immobile); derivational suffix effects on part of speech; advanced spelling conventions. Students: word building, analysis, encoding.
8:35–8:50	Fluency — Complex Text	Wonders (HQCM) + Locally Vetted Texts	Timed reads from Wonders Literature Anthology 3x/week. Prosody emphasis. Students self-graph; identify challenging vocabulary for study.
8:50–9:04	Wonders Core	Wonders K–5 (HQCM)	Dounia teaches vocabulary (figurative language,

<b>5</b>	<b>Lesson — ILEARN Aligned</b>	<b>Core)</b>	connotation, academic); close reading complex text; literary analysis or argument analysis; author’s craft. Students annotate, write extended evidence-based responses.
<b>9:45–10:15</b>	<b>Small Group / Centers</b>	<b>E.A.S.E. (Supp.) + Wonders (Core)</b>	Dounia pulls Tier 2 — Seq. 5 morphology; fluency work. Centers: Greek/Latin root investigation, literary analysis journal, vocabulary connotation activity, independent research writing.
<b>10:15–10:35</b>	<b>Writing — ILEARN Argument / Research</b>	<b>Wonders Writing Workshop (Core)</b>	Argument essay or research report; thesis statement; text evidence with citations; counterargument; transition phrases; grammar. ILEARN aligned.
<b>10:35–10:45</b>	<b>ILEARN Practice / Middle School Readiness</b>	<b>Wonders + ILEARN Practice</b>	ILEARN practice question; vocabulary self-reflection; middle school reading readiness preview.

### Unit Pacing Guide — Dounia | Grade 5

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
<b>Q1 (Aug–Oct)</b>	<b>Meeting Challenges — Literary</b>	5.RF.1(E),5.RC.1(E),5.RC.2(E),5.RC.6(E)	Wonders Units 1–2	9 wks	BOY Acadience; ILEARN CK1; NWEA MAP; theme analysis check
<b>Q2 (Nov–Jan)</b>	<b>Take Action — Informational + Argument</b>	5.RC.8(E),5.RC.9(E),5.W.2(E),5.CC.1(E)	Wonders Units 2–4	9 wks	ILEARN CK2; MOY Acadience; NWEA MAP; informative writing
<b>Q3 (Feb–Mar)</b>	<b>Decisions — Literary + Research</b>	5.RC.1(E),5.W.1(E),5.W.5(E),5.CC.2(E)	Wonders Units 4–5	6 wks	ILEARN CK3; ILEARN prep review; argument writing; research
<b>Q4 (Apr–May)</b>	<b>Turning Points — Narrative + Informational</b>	5.W.3(E),5.W.7c(E),5.CC.3(E),5.CC.4(E)	Wonders Units 5–6; middle school readiness	6 wks	ILEARN ELA Summative (Spring); EOY Acadience; NWEA MAP; portfolio

### Writing Instruction — Dounia | Grade 5

Writing Type	Key Standards	Program	Skills & Expectations
<b>Persuasive / Argument</b>	5.W.1(E)	Wonders Writing	Clearly present position; support with qualitative/quantitative facts from texts; organize related ideas; connect reasons; concluding statement — ESSENTIAL
<b>Informative</b>	5.W.2(E)	Wonders Writing	Introduce topic; logically organized sentences/paragraphs; sufficient examples/facts/quotations; transition words; text features; appropriate

			vocabulary; concluding statement — ESSENTIAL
<b>Narrative</b>	5.W.3(E)	Wonders Writing	Develop exposition; event sequence with transitions; dialogue, description, pacing; precise expressive vocabulary; figurative language; ending that follows — ESSENTIAL
<b>Research</b>	5.W.5(E)	Wonders Research	Present research information choosing from a variety of formats; avoid plagiarism; cite sources — ESSENTIAL
<b>Grammar</b>	5.W.6c(E)	Wonders Language	Write correctly simple, compound, and complex sentences, using correlative conjunctions (e.g., either/or, neither/nor) — ESSENTIAL
<b>Conventions</b>	5.W.7c(E)	Wonders Language	Apply correct spelling patterns and generalizations in writing — ESSENTIAL

### Assessment Response Protocol — Dounia | Grade 5

If Student Shows...	Evidence	Dounia Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Dounia | Grade 5

#### Weekly ELA Fidelity Checklist — Dounia | Grade 5

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
Wonders HQCM core lesson taught (vocabulary, comprehension, writing)								

Laprea E.A.S.E. supplemental phonics/phonemic awareness taught (K-5)								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly ELA Check-In Log — Dounia | Grade 5

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly ELA Data Review — Dounia | Grade 5

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q3 — Pre-Spring | February – March

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — %			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Dounia | Grade 5

#### TEACHER — ELA PLAN

**Dounia | Grade 5 | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 8 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 6

Teacher: Hafsa

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 6 ELA — At a Glance | Hafsa

Element	Details — Hafsa   Grade 6   2025–2026
Teacher	Hafsa   Grade 6   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025 (Grades 6–8 core ELA program)
Supplemental Programs	Laprea E.A.S.E. Sequence 5+ (Greek/Latin roots, morphology — for flagged students only) — locally vetted supplemental   IDOE released ILEARN ELA Grade 6 items   IDOE ELA Frameworks ( <a href="https://inlearninglab.com">inlearninglab.com</a> )
ILEARN ELA Assessment	ILEARN ELA Spring + 3 Checkpoints mandatory. Level 3+ = proficient. Key domains: Reading Comprehension (citing textual evidence, theme/central idea analysis, author's purpose, argument evaluation), Writing (arguments with claims/evidence, informative, narrative with literary techniques), Language (grammar, punctuation, Greek/Latin roots).
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 6 | Hafsa

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
6.RC.1	Reading Comprehension	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.		High
6.RC.2	Reading Comprehension	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.		High
6.RC.3	Reading Comprehension	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.		High
6.RC.4	Reading Comprehension	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.	—	Mod
6.RC.5	Reading Comprehension	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	—	Mod
6.RC.6	Reading Comprehension	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	—	Mod
6.RC.7	Reading Comprehension	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.		High
6.RC.8	Reading Comprehension	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	—	Mod
6.RC.9	Reading Comprehension	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	—	Mod
6.RC.10	Reading Comprehension	Use context to determine or clarify the meaning of words and phrases.	—	Mod
6.RC.11	Reading Comprehension	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual words.	—	Mod
6.RC.12	Reading Comprehension	Distinguish among the connotations of words with similar denotations.	—	Low
6.RC.13	Reading Comprehension	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		High
6.W.1	Writing	Write arguments: (a) Introduce claim(s) using textual analysis, comparison/contrast, cause/effect; (b) Organizational structure; (c) Support with clear reasons and relevant evidence from credible sources; (d) Consistent style and tone; (e) Appropriate transitions; (f) Concluding statement or section that follows from argument.		High
6.W.2	Writing	Write informative compositions: (a) Introduce topic; organize using definition and classification; (b) Develop with relevant facts, definitions, concrete details, quotations, examples; (c) Use transitions; (d) Include formatting, graphics, multimedia; (e) Precise vocabulary; (f) Style appropriate to purpose and audience; (g) Concluding statement.		High
6.W.3	Writing	Write narrative compositions: (a) Engage and orient reader with exposition; (b) Organize event sequence naturally; use transitions for time shifts; (c) Narrative techniques — dialogue, pacing, description; (d) Precise words, descriptive details, sensory language; (e) Ending that follows from narrated events.		High
6.W.4	Writing	Apply the writing process: (a) Plan, draft, revise, rewrite, edit to produce and strengthen clear and coherent writing; (b) Use technology to interact, collaborate, produce, and publish writing.	—	Mod
6.W.5	Writing	Conduct research: (a) Formulate research question; (b) Gather from multiple sources, annotate; (c) Assess credibility; (d) Quote		High

		or paraphrase; (e) Avoid plagiarism; provide basic bibliographic information; (f) Present information, choosing from a variety of formats.		
6.W.6	Writing	Demonstrate command of English grammar: (a) Pronouns — variety including subject, object, possessive, reflexive; pronoun-antecedent agreement; correct vague pronouns; (b) Usage — write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.		High
6.W.7	Writing	Demonstrate command of conventions: (a) Punctuation — use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; use semicolons to connect main clauses and colons to introduce a list or quotation.		High
6.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		High
6.CC.2	Communication & Collaboration	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		High
6.CC.3	Communication & Collaboration	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		High
6.CC.4	Communication & Collaboration	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	—	Mod
6.CC.5	Communication & Collaboration	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	—	Mod
6.CC.6	Communication & Collaboration	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.	—	Mod
6.CC.7	Communication & Collaboration	Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays to clarify information.	—	Low
6.CC.8	Communication & Collaboration	Use evidence to evaluate the accuracy of information presented in multiple media messages.		High

## Mandatory Daily ELA Schedule — Hafsa | Grade 6

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Vocabulary / Word Study Warm-Up	StudySync (HQCM Core)	Hafsa introduces StudySync weekly vocabulary; morpheme analysis of academic words; connotation discussion. Students record in vocabulary log; use in oral sentence.
8:10–8:45	StudySync Core Lesson — Text Study	StudySync 6–8 (HQCM Core)	Hafsa introduces Blast or literary/informational text; first-read annotation protocol; text-based discussion using academic language frames. Students annotate; small-group discussion; written response.
8:45–9:05	Close Reading / Writing Response	StudySync (HQCM Core)	Hafsa guides second read with focus on textual evidence; comprehension question analysis; argument structure identification. Students: constructed response with citation.
9:05–9:25	Writing Workshop	StudySync Writing (HQCM Core)	Argument paragraph or essay draft; teacher mini-lesson on claim or evidence quality; grammar (6.W.6b Usage — sentence types; 6.W.7a Punctuation). Students draft and revise.

9:25–9:35	Vocabulary / Fluency Exit	StudySync + Acadience (flagged students)	Vocabulary review. Flagged students: bi-weekly Acadience ORF probe. E.A.S.E. Seq. 5+ intervention separately in intervention block.
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### Unit Pacing Guide — Hafsa | Grade 6

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Survival — Literary + Argument	6.RC.1(E),6.RC.2(E),6.RC.3(E),6.RC.7(E)	StudySync Units 1–2	9 wks	BOY Acadience; ILEARN CK1; NWEA MAP; textual evidence check
Q2 (Nov–Jan)	Heroes and Villains — Literary + Informational	6.RC.1(E),6.RC.13(E),6.W.1(E),6.CC.1(E)	StudySync Units 2–4	8 wks	ILEARN CK2; MOY Acadience; NWEA MAP; argument essay
Q3 (Feb–Mar)	Power of Words — Argument + Informational	6.RC.7(E),6.W.2(E),6.W.5(E),6.CC.2(E)	StudySync Units 4–5	7 wks	ILEARN CK3; NWEA MAP; ILEARN prep review; research presentation
Q4 (Apr–May)	Turning Points — Narrative + Literary Analysis	6.W.3(E),6.W.6b(E),6.W.7a(E),6.CC.3(E)	StudySync Units 5–6	6 wks	ILEARN ELA Summative (Spring); EOY Acadience; NWEA MAP; portfolio

### Writing Instruction — Hafsa | Grade 6

Writing Type	Key Standards	Program	Skills & Expectations
Argument	6.W.1(E)	StudySync Writing	Introduce claim(s); use organizational structure; support with clear reasons and relevant evidence from credible sources; consistent style/tone; appropriate transitions; concluding statement — ESSENTIAL
Informative	6.W.2(E)	StudySync Writing	Introduce topic; organize using definition and classification; relevant facts, definitions, concrete details, quotations from texts; transitions; formatting, graphics, multimedia; precise vocabulary; concluding statement — ESSENTIAL
Narrative	6.W.3(E)	StudySync Writing	Engage reader with exposition; organize event sequence naturally; narrative techniques (dialogue, pacing, description); precise words, descriptive details, sensory language; ending that follows from events — ESSENTIAL

<b>Research</b>	6.W.5(E)	StudySync Research	Present information choosing from a variety of formats; avoid plagiarism; basic bibliographic information — ESSENTIAL
<b>Grammar</b>	6.W.6b(E)	StudySync Language	Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons — ESSENTIAL
<b>Conventions</b>	6.W.7a(E)	StudySync Language	Use semicolons to connect main clauses; colons to introduce a list or quotation — ESSENTIAL

### Assessment Response Protocol — Hafsa | Grade 6

If Student Shows...	Evidence	Hafsa Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Hafsa | Grade 6

#### Weekly ELA Fidelity Checklist — Hafsa | Grade 6

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
StudySync HQCM core lesson taught								
Academic vocabulary / word study warm-up daily								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3								

days								
ILEARN ELA Checkpoint review / released item used (Gr. 3–8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly ELA Check-In Log — Hafsa | Grade 6

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3–8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
<b>Sign</b>	Principal initials each month: ___ ___ ___ ___ ___				

### Quarterly ELA Data Review — Hafsa | Grade 6

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_

3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3-8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Hafsa | Grade 6**

<p><b>TEACHER — ELA PLAN</b>  <b>Hafsa   Grade 6   Legacy Learning Center</b>  <i>I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____                  Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b>  <b>Principal — Legacy Learning Center</b>  <i>This ELA plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____                  Date Issued: _____</p>
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SECTION 9 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 7

Teacher: **Abdelmalek**

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 7 ELA — At a Glance | Abdelmalek

Element	Details — Abdelmalek   Grade 7   2025–2026
Teacher	Abdelmalek   Grade 7   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025
Supplemental Programs	Laprea E.A.S.E. Sequence 5+ (morphology — for flagged students only) — locally vetted supplemental   IDOE released ILEARN ELA Grade 7 items   IDOE ELA Frameworks ( <a href="https://inlearninglab.com">inlearninglab.com</a> )
ILEARN ELA Assessment	ILEARN ELA Spring + 3 Checkpoints mandatory. Level 3+ = proficient. Key domains: Reading Comprehension (multiple pieces of textual evidence, theme development, structural analysis, author's purpose and distinguishing position, evaluating argument with bias), Writing (arguments with claims/counterclaims, informative, narrative with reflection), Language (subject/verb agreement, misplaced modifiers, comma with subordinate clauses).
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 7 | Abdelmalek

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
7.RC.1	Reading Comprehension	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence.		High
7.RC.2	Reading Comprehension	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.		High
7.RC.3	Reading Comprehension	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.		High
7.RC.4	Reading Comprehension	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	—	Mod
7.RC.5	Reading Comprehension	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	—	Mod
7.RC.6	Reading Comprehension	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).	—	Mod
7.RC.7	Reading Comprehension	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others.		High
7.RC.8	Reading Comprehension	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.		High
7.RC.9	Reading Comprehension	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	—	Mod
7.RC.10	Reading Comprehension	Use context to determine or clarify the meaning of words and phrases.	—	Mod
7.RC.11	Reading Comprehension	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	—	Mod
7.RC.12	Reading Comprehension	Distinguish among the connotations of words with similar denotations.	—	Low
7.RC.13	Reading Comprehension	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).		High
7.W.1	Writing	Write arguments: (a) Introduce claim(s); acknowledge alternate or opposing claims; use appropriate organizational structures; (b) Support with logical reasoning and relevant evidence from credible sources; (c) Consistent style and tone; (d) Effective transitions for cohesion; (e) Concluding statement or section that follows and supports argument.		High
7.W.2	Writing	Write informative compositions: (a) Introduce topic clearly; preview; organize using definition and classification; formatting, graphics, multimedia; (b) Develop with relevant facts, definitions, details, quotations; (c) Transitions for cohesion; (d) Precise vocabulary; (e) Appropriate style; (f) Concluding statement.		High
7.W.3	Writing	Write narrative compositions: (a) Establish context and point of view; introduce narrator and/or characters; (b) Organize event sequence naturally; transitions for time shifts; (c) Narrative techniques — dialogue, pacing, description; (d) Precise words, descriptive details, sensory language; (e) Ending that follows and reflects on narrated events.		High
7.W.4	Writing	Apply the writing process: (a) Plan, draft, revise, rewrite, edit to produce and strengthen clear and coherent writing; (b) Use technology to interact, collaborate, produce, and publish writing and	—	Mod

		link to sources.		
7.W.5	Writing	Conduct research: (a) Formulate research question; (b) Gather from multiple sources effectively, annotate; (c) Assess credibility and accuracy; (d) Quote or paraphrase; (e) Avoid plagiarism; follow standard format for citation; (f) Present information, choosing from a variety of formats.		High
7.W.6	Writing	Demonstrate command of English grammar: (a) Verbs — recognize and correct subject/verb agreement problems; (b) Phrases and Clauses — recognize and correct misplaced and dangling modifiers; (c) Usage — write simple, compound, complex, and compound-complex sentences; recognize/correct fragments and run-ons; vary sentence patterns.		High
7.W.7	Writing	Demonstrate command of conventions: (a) Punctuation — use commas with subordinate clauses.		High
7.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		High
7.CC.2	Communication & Collaboration	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		High
7.CC.3	Communication & Collaboration	Acknowledge new information expressed by others and consider it in relation to one's own views.		High
7.CC.4	Communication & Collaboration	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.	—	Mod
7.CC.5	Communication & Collaboration	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	—	Mod
7.CC.6	Communication & Collaboration	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.	—	Mod
7.CC.7	Communication & Collaboration	Develop engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	—	Low
7.CC.8	Communication & Collaboration	Analyze the ways that the media use words and images to attract the public's attention.		High

## Mandatory Daily ELA Schedule — Abdelmalek | Grade 7

This schedule is **MANDATORY** every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Vocabulary / Etymology Warm-Up	StudySync (HQCM Core)	Abdelmalek introduces vocabulary from StudySync unit; etymology of 1–2 key academic words; analogy or word relationship activity. Students log; discuss connotation.
8:10–8:50	StudySync Core — Text Analysis	StudySync 6–8 (HQCM Core)	Abdelmalek introduces literary or informational text; annotation protocol; Socratic seminar preparation or structured discussion. Students annotate for theme, argument structure, author's craft; cite multiple pieces of textual evidence.
8:50–9:10	Close Reading / Argument Analysis	StudySync (HQCM Core)	Abdelmalek teaches structural element or author's distinguishing position; text analysis discussion. Students: written analytical response with textual evidence; peer discussion.
9:10–9:30	Writing Workshop	StudySync Writing (HQCM Core)	Argument essay development: acknowledging alternate/opposing claims; logical reasoning; evidence;

			cohesion and clarity. 7.W.7a — commas with subordinate clauses.
9:30–9:40	Vocabulary / Exit	StudySync + NWEA check	Vocabulary exit: morpheme analysis of new word; ILEARN practice question 2x/week. Flagged students: E.A.S.E. Seq. 5+ intervention block separately.

### Unit Pacing Guide — Abdelmalek | Grade 7

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
Q1 (Aug–Oct)	Fear and the Unknown — Literary	7.RC.1(E), 7.RC.2(E), 7.RC.3(E), 7.RC.7(E)	StudySync Units 1–2	9 wks	BOY Acadience; ILEARN CK1; NWEA MAP; theme development check
Q2 (Nov–Jan)	Survival — Informational + Argument	7.RC.7(E), 7.RC.8(E), 7.RC.13(E), 7.W.1(E)	StudySync Units 2–4	8 wks	ILEARN CK2; MOY Acadience; NWEA MAP; argument essay
Q3 (Feb–Mar)	What Matters — Literary + Research	7.RC.1(E), 7.W.2(E), 7.W.5(E), 7.CC.1(E)	StudySync Units 4–5	7 wks	ILEARN CK3; NWEA MAP; ILEARN prep; research presentation
Q4 (Apr–May)	Choices — Narrative + Literary Analysis	7.W.3(E), 7.W.6c(E), 7.W.7a(E), 7.CC.2(E)	StudySync Units 5–6	6 wks	ILEARN ELA Summative (Spring); EOY Acadience; NWEA MAP; portfolio

### Writing Instruction — Abdelmalek | Grade 7

Writing Type	Key Standards	Program	Skills & Expectations
Argument	7.W.1(E)	StudySync Writing	Introduce claim(s); acknowledge alternate or opposing claims; use appropriate organizational structures; logical reasoning and relevant evidence from credible sources; consistent style and tone; effective transitions for cohesion; concluding statement — ESSENTIAL
Informative	7.W.2(E)	StudySync Writing	Introduce topic clearly; organize using definition and classification; relevant facts, definitions, concrete details, quotations; transitions for cohesion; precise vocabulary; appropriate style; concluding statement — ESSENTIAL
Narrative	7.W.3(E)	StudySync Writing	Establish context and point of view; organize event sequence naturally; narrative techniques (dialogue,

			spacing, description); precise words, descriptive details, sensory language; ending that follows and reflects on narrated events — ESSENTIAL
<b>Research</b>	7.W.5(E)	StudySync Research	Present information choosing from a variety of formats; avoid plagiarism; follow standard format for citation — ESSENTIAL
<b>Grammar</b>	7.W.6c(E)	StudySync Language	Write simple, compound, complex, and compound-complex sentences; recognize and correct sentence fragments and run-ons; vary sentence patterns for meaning, reader interest, and style — ESSENTIAL
<b>Conventions</b>	7.W.7a(E)	StudySync Language	Use commas with subordinate clauses — ESSENTIAL

### Assessment Response Protocol — Abdelmalek | Grade 7

If Student Shows...	Evidence	Abdelmalek Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Abdelmalek | Grade 7

#### Weekly ELA Fidelity Checklist — Abdelmalek | Grade 7

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60 min 6–8) every school day								
StudySync HQCM core lesson taught								
Academic vocabulary / word study warm-up daily								
Small group differentiated instruction held ≥ 3								

days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used $\geq$ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3–8, when applicable)								
<b>Week of (date):</b> →	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___

### Monthly ELA Check-In Log — Abdelmalek | Grade 7

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3–8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
Sign	Principal initials each month: ___ ___ ___ ___ ___ ___ ___ ___ ___				

### Quarterly ELA Data Review — Abdelmalek | Grade 7

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screeners Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			

**# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive			

(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Abdelmalek | Grade 7

#### TEACHER — ELA PLAN

**Abdelmalek | Grade 7 | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 10 · Legacy Learning Center · ENGLISH / LANGUAGE ARTS · 2025–2026

# GRADE 8

Teacher: **Abdelmalek**

MANDATORY ELA PLAN | 2023 INDIANA ACADEMIC STANDARDS | SOR ALIGNED

## Grade 8 ELA — At a Glance | Abdelmalek

Element	Details — Abdelmalek   Grade 8   2025–2026
Teacher	Abdelmalek   Grade 8   Legacy Learning Center   2025–2026
Indiana ELA Standards	2023 Indiana Academic Standards for ELA — Four Domains: Reading Foundations (RF)   Reading Comprehension (RC)   Writing (W)   Communication & Collaboration (CC)
Standards Source	IDOE 2023 IAS Correlation Guides — adopted June 7, 2023 (SBOE) — <a href="https://secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/">secure.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/</a>
HQCM Core ELA Program	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025
Supplemental Programs	Laprea E.A.S.E. Sequence 5+ (morphology — for flagged students only) — locally vetted supplemental   IDOE released ILEARN ELA Grade 8 items   IDOE ELA Frameworks ( <a href="https://inlearninglab.com">inlearninglab.com</a> )   HS ELA bridge materials
ILEARN ELA Assessment	ILEARN ELA Spring — FINAL MIDDLE SCHOOL YEAR + 3 Checkpoints mandatory. Level 3+ = proficient. Level 4 = high school readiness. Results determine HS ELA track. Key domains: Reading Comprehension (strong and supportive textual evidence, theme/structural analysis, evaluating argument noting irrelevant evidence), Writing (arguments with counterclaims, informative, narrative with reflection), Language (verbals, active/passive voice, comma/ellipsis/dash for pause/break/omission).
ILEARN ELA Checkpoints (Gr. 3–8)	Three checkpoints per year — Fall, Winter, Spring — mandatory 2025–2026 — 20–25 questions each
Screeners	Acadience (DIBELS): BOY/MOY/EOY   NWEA Reading Fluency: BOY/MOY/EOY   NWEA MAP Growth ELA: BOY/MOY/EOY
IREAD-3	Mandatory Grade 3 Spring assessment — all foundational literacy skills — non-pass requires Reading Improvement Plan
SOR Mandate	All five SOR components (IC 20-18-2-17.5): Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension — addressed every day
Three-Cueing Ban	PROHIBITED by IC 20-26-12-24.5 — never prompt students to guess from pictures, meaning, or context — phonics-based decoding only
Green Row = Essential (E)	IDOE designation — mastery required by end of grade — highest ILEARN ELA weight — all standards must be taught

### 2023 Indiana ELA Standards — Grade 8 | Abdelmalek

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Green rows = Essential (E) standards per IDOE — mastery required. ILEARN emphasis shown for Grades 3–8.

RF = Reading Foundations	RC = Reading Comprehension	W = Writing	CC = Communication & Collaboration
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GREEN ROW + = Essential (E) Standard — IDOE designated; must be mastered by end of grade. Highest ILEARN ELA weight.	High   Mod   Low = ILEARN ELA emphasis (Grades 3–8 only). All standards taught; emphasis guides time allocation.
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Standard	Domain	2023 Indiana ELA Standard — Full Text (IDOE Source)	(E)	ILEARN
8.RC.1	Reading Comprehension	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence.		High
8.RC.2	Reading Comprehension	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.		High
8.RC.3	Reading Comprehension	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.		High
8.RC.4	Reading Comprehension	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	—	Mod
8.RC.5	Reading Comprehension	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	—	Mod
8.RC.6	Reading Comprehension	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		High
8.RC.7	Reading Comprehension	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	—	Mod
8.RC.8	Reading Comprehension	Use context to determine or clarify the meaning of words and phrases.	—	Mod
8.RC.9	Reading Comprehension	Distinguish among the connotations of words with similar denotations.	—	Low
8.RC.10	Reading Comprehension	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	—	Mod
8.RC.11	Reading Comprehension	Interpret figures of speech (e.g., verbal irony, puns) in context.	—	Mod
8.W.1	Writing	Write arguments: (a) Introduce claim(s); acknowledge AND distinguish claim(s) from alternate or opposing claims; organize reasons and evidence logically; (b) Logical reasoning and relevant evidence from credible sources; (c) Effective transitions for cohesion among claims, counterclaims, reasons, evidence; (d) Consistent style and tone; (e) Concluding statement or section that follows and supports argument.		High
8.W.2	Writing	Write informative compositions: (a) Introduce topic clearly; organize into broader categories; formatting, graphics, multimedia; (b) Relevant, well-chosen facts, definitions, details, quotations, examples; (c) Appropriate and varied transitions; (d) Precise vocabulary; (e) Appropriate style; (f) Concluding statement or section.		High
8.W.3	Writing	Write narrative compositions: (a) Establish context and point of view; introduce narrator and/or characters; (b) Organize event sequence naturally; transitions for time/setting shifts; (c) Narrative techniques — dialogue, pacing, description, reflection; (d) Precise words, descriptive details, sensory language; (e) Ending that follows and reflects on narrated events.		High
8.W.4	Writing	Apply the writing process: (a) Plan, draft, revise, rewrite, edit to produce and strengthen clear and coherent writing; (b) Use technology to interact, collaborate, produce, and publish writing and present information efficiently.	—	Mod
8.W.5	Writing	Conduct research: (a) Formulate research question; (b) Gather from multiple sources effectively, annotate; (c) Assess credibility		High

		and accuracy; (d) Quote or paraphrase; (e) Avoid plagiarism; follow standard format for citation; (f) Present information, choosing from a variety of formats.		
8.W.6	Writing	Demonstrate command of English grammar: (a) Verbs — explain function of verbals (gerunds, participles, infinitives); form and use active and passive voice; recognize and correct inappropriate shifts in verb voice.		High
8.W.7	Writing	Demonstrate command of conventions: (a) Punctuation — use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.		High
8.CC.1	Communication & Collaboration	Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		High
8.CC.2	Communication & Collaboration	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		High
8.CC.3	Communication & Collaboration	Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in reference to the evidence presented.	—	Mod
8.CC.4	Communication & Collaboration	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	—	Mod
8.CC.5	Communication & Collaboration	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.	—	Mod
8.CC.6	Communication & Collaboration	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	—	Mod
8.CC.7	Communication & Collaboration	Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	—	Low
8.CC.8	Communication & Collaboration	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.		High

### Mandatory Daily ELA Schedule — Abdelmalek | Grade 8

This schedule is MANDATORY every ELA block. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Academic Vocabulary / Rhetoric Warm-Up	StudySync (HQCM Core)	Abdelmalek introduces rhetorical term or literary device of the week; etymology of academic vocabulary; nuanced word choice. Students log; use term in analytical sentence.
8:10–8:50	StudySync Core — Complex Text Analysis	StudySync 6–8 (HQCM Core)	Abdelmalek introduces literary or informational text; annotation for argument structure, author's craft, point of view; Socratic seminar or structured academic discussion. Students: close annotation; text-based written response with strong textual evidence; peer critique.
8:50–9:10	Argument / Literary Analysis Writing	StudySync Writing (HQCM Core)	Abdelmalek teaches argument sophistication (counterarguments, warrants, irrelevant evidence recognition); literary analysis skills; revision strategies. Students refine essay draft.
9:10–9:30	Extended Research / ILEARN Intensive	StudySync Research + ILEARN Practice	Multi-source research synthesis; ILEARN practice passage + extended writing 3x/week from January; peer

	<b>Prep</b>		review. Abdelmalek: individual writing conferences.
<b>9:30–9:40</b>	<b>Closure / High School Readiness</b>	StudySync (HQCM Core)	Vocabulary reflection; self-assessment; high school readiness discussion; preview next unit. Flagged students: E.A.S.E. Seq. 5+ separately.

### Unit Pacing Guide — Abdelmalek | Grade 8

Quarter	Unit / Genre Focus	Key Standards	Wonders / StudySync	Weeks	Assessment
<b>Q1 (Aug–Oct)</b>	<b>Voices of Change — Literary + Argument</b>	8.RC.1(E),8.RC.2(E),8.RC.3(E),8.RC.6(E)	StudySync Units 1–2	9 wks	BOY Acadience; ILEARN CK1; NWEA MAP; structural analysis check
<b>Q2 (Nov–Jan)</b>	<b>Facing Adversity — Informational + Argument</b>	8.RC.6(E),8.W.1(E),8.W.5(E),8.CC.1(E)	StudySync Units 2–4	9 wks	ILEARN CK2; MOY Acadience; NWEA MAP; argument essay with counterclaims
<b>Q3 (Feb–Mar)</b>	<b>Justice — Literary + Research</b>	8.RC.1(E),8.W.2(E),8.CC.2(E)	StudySync Units 4–5	6 wks	ILEARN CK3; NWEA MAP; ILEARN intensive prep; research synthesis
<b>Q4 (Apr–May)</b>	<b>Transformations — Narrative + Literary Analysis</b>	8.W.3(E),8.W.6a(E),8.W.7a(E),8.CC.8(E)	StudySync Units 5–6; HS ELA readiness	6 wks	ILEARN ELA Summative (Spring) — FINAL MS YEAR; EOY Acadience; NWEA MAP; HS ELA portfolio

### Writing Instruction — Abdelmalek | Grade 8

Writing Type	Key Standards	Program	Skills & Expectations
<b>Argument (ILEARN Focus)</b>	8.W.1(E)	StudySync Writing	Introduce claim(s); acknowledge AND distinguish from alternate/opposing claims; organize reasons and evidence logically; logical reasoning from credible sources; effective transitions for cohesion; consistent style/tone; concluding statement — ESSENTIAL
<b>Informative</b>	8.W.2(E)	StudySync Writing	Introduce topic clearly; organize into broader categories; formatting, graphics, multimedia; relevant, well-chosen facts, definitions, details, quotations; varied transitions;

			precise vocabulary; appropriate style; concluding statement — ESSENTIAL
<b>Narrative</b>	8.W.3(E)	StudySync Writing	Establish context and point of view; organize event sequence naturally; narrative techniques (dialogue, pacing, description, reflection); precise words, descriptive details, sensory language; ending that follows and reflects on narrated events — ESSENTIAL
<b>Research</b>	8.W.5(E)	StudySync Research	Present information choosing from a variety of formats; avoid plagiarism; standard format for citation — ESSENTIAL
<b>Grammar</b>	8.W.6a(E)	StudySync Language	Explain function of verbals (gerunds, participles, infinitives); form and use active and passive voice; recognize and correct inappropriate shifts in verb voice — ESSENTIAL
<b>Conventions</b>	8.W.7a(E)	StudySync Language	Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission — ESSENTIAL

### Assessment Response Protocol — Abdelmalek | Grade 8

If Student Shows...	Evidence	Abdelmalek Must Do This
<b>Well Below Benchmark</b>	Acadience BOY/MOY/EOY	Same week: Tier 3. Notify reading specialist + principal + parents. Grade 3: initiate Reading Improvement Plan immediately.
<b>Below Benchmark</b>	Acadience BOY/MOY/EOY	Within 5 days: Tier 2 small group. Increase E.A.S.E. supplemental dosage. Bi-weekly ORF probes. Document in data binder.
<b>&lt; 25th percentile ORF</b>	NWEA MAP Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading. Monitor bi-weekly.
<b>Below RIT growth target</b>	NWEA MAP Growth ELA	Adjust Wonders/StudySync differentiation tier. Increase vocabulary + comprehension strategy instruction. Bring to data team.
<b>ILEARN ELA CK Level 1/2 (Gr. 3–8)</b>	ILEARN ELA Checkpoint	Analyze domain-level checkpoint report. Re-teach weakest Essential standards. Increase ILEARN item practice. Notify parents.
<b>Does not pass IREAD-3 (Gr. 3)</b>	IREAD-3 Spring	Immediately: Reading Improvement Plan + Tier 3 + summer program + MTSS conference + parent meeting. Per IC 20-32-5.1.
<b>ILEARN ELA Level 1/2 Summative</b>	ILEARN ELA (Gr. 3–8 Spring)	Review domain report. Adjust next semester/year instruction. Report to data team. Consider curriculum adjustment.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly probes	Escalate Tier 3. Specialist diagnostic. Initiate SPED referral if no response to multiple interventions.

### Tracking & Accountability — Abdelmalek | Grade 8

#### Weekly ELA Fidelity Checklist — Abdelmalek | Grade 8

Mark each week. Submit copy to principal at end of each month.

ELA Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Core ELA block delivered (90 min K–5 / 50–60)								

min 6-8) every school day								
StudySync HQCM core lesson taught								
Academic vocabulary / word study warm-up daily								
Small group differentiated instruction held ≥ 3 days								
Writing lesson explicitly taught this week								
ELA vocabulary explicitly taught and used by students in every lesson								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN ELA Checkpoint review / released item used (Gr. 3-8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly ELA Check-In Log — Abdelmalek | Grade 8

Complete monthly with principal or literacy coach. Attach ILEARN data (Gr. 3-8) when available.

Mo.	Acadience / MAP Fluency	ILEARN ELA CK % Proficient	NWEA MAP Growth Avg RIT	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___	___	
Sep	___	___%	___	___	
Oct	___	___%	___	___	
Nov	___	___%	___	___	
Dec	___	___%	___	___	
Jan	___	___%	___	___	
Feb	___	___%	___	___	
Mar	___	___%	___	___	
Apr	___	___%	___	___	
May	___	___%	___	___	
Sign	Principal initials each month: _____				

### Quarterly ELA Data Review — Abdelmalek | Grade 8

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q3 — Pre-Spring | February – March

Screener Window: ILEARN CK3 (Gr. 3–8) + IREAD-3 Final Prep (Gr. 3)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			

# Students Tier 3 Intensive  
(incl. IREAD-3 at-risk Gr. 3)

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP Fluency + NWEA MAP Growth + ILEARN ELA Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA MAP Fluency — Avg WCPM			
NWEA MAP Growth ELA — Avg RIT			
ILEARN ELA Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 ELA			
# Students Tier 3 Intensive (incl. IREAD-3 at-risk Gr. 3)			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Abdelmalek | Grade 8

#### TEACHER — ELA PLAN

**Abdelmalek | Grade 8 | Legacy Learning Center**

*I have read this mandatory ELA plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This ELA plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_





## Section 11: ELA Assessment Reference — ALL TEACHERS

Every LLC ELA teacher knows these assessments, administers them correctly, and responds within required timelines.

### Essential Standards Quick Reference — All Grades (IDOE Designation)

Grade	Teacher	Essential (E) Standards — Must Be Mastered by End of Grade (Source: IDOE 2023 IAS Correlation Guides)
K	Dou’ <i>a</i>	RF: K.RF.3 K.RF.5 K.RF.6 K.RF.7 K.RF.8   RC: K.RC.1 K.RC.2 K.RC.3 K.RC.6 K.RC.7   W: K.W.3 K.W.4   CC: K.CC.1 K.CC.3
1	Hana	RF: 1.RF.2 1.RF.3 1.RF.4 1.RF.5 1.RF.6 1.RF.7   RC: 1.RC.1 1.RC.3 1.RC.6 1.RC.8 1.RC.10   W: 1.W.2 1.W.3 1.W.4 1.W.8c   CC: 1.CC.1 1.CC.4
2	Hafsa	RF: 2.RF.1 2.RF.3   RC: 2.RC.1 2.RC.4 2.RC.8 2.RC.12   W: 2.W.1 2.W.2 2.W.3 2.W.4 2.W.7d 2.W.8c   CC: 2.CC.1 2.CC.4 2.CC.5 2.CC.7
3	Al Habib	RF: 3.RF.1 3.RF.4   RC: 3.RC.1 3.RC.2 3.RC.5 3.RC.8 3.RC.12   W: 3.W.2 3.W.3 3.W.4 3.W.6e 3.W.7d 3.W.8c   CC: 3.CC.1 3.CC.3 3.CC.4 3.CC.6 3.CC.8
4	Soraya	RF: 4.RF.2   RC: 4.RC.1 4.RC.2 4.RC.4 4.RC.5 4.RC.7 4.RC.11   W: 4.W.1 4.W.2 4.W.3 4.W.5 4.W.6e 4.W.7c   CC: 4.CC.1 4.CC.2 4.CC.3 4.CC.5 4.CC.7
5	Dounia	RF: 5.RF.1   RC: 5.RC.1 5.RC.2 5.RC.6 5.RC.8 5.RC.9 5.RC.13   W: 5.W.1 5.W.2 5.W.3 5.W.5 5.W.6c 5.W.7c   CC: 5.CC.1 5.CC.2 5.CC.3 5.CC.4 5.CC.7
6	Hafsa	RC: 6.RC.1 6.RC.2 6.RC.3 6.RC.7 6.RC.13   W: 6.W.1 6.W.2 6.W.3 6.W.5 6.W.6b 6.W.7a   CC: 6.CC.1 6.CC.2 6.CC.3 6.CC.8
7	Abdelmalek	RC: 7.RC.1 7.RC.2 7.RC.3 7.RC.7 7.RC.8 7.RC.13   W: 7.W.1 7.W.2 7.W.3 7.W.5 7.W.6c 7.W.7a   CC: 7.CC.1 7.CC.2 7.CC.3 7.CC.8
8	Abdelmalek	RC: 8.RC.1 8.RC.2 8.RC.3 8.RC.6   W: 8.W.1 8.W.2 8.W.3 8.W.5 8.W.6a 8.W.7a   CC: 8.CC.1 8.CC.2 8.CC.8

### IREAD-3 — Grade 3 Mandatory — Al Habib

#### IREAD-3 Facts Every Grade 3 Teacher and LLC Administrator Must Know

IREAD-3 is MANDATORY for ALL Grade 3 students. No exceptions except documented medical emergencies. IREAD-3 assesses all five statutory SOR components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension (IC 20-18-2-17.5).

Schools below 70% passing rate MUST use IDOE HQCM-approved curriculum (LLC uses Wonders K–5 ) and participate in Indiana Literacy Cadre.

Non-passing students require: (1) Reading Improvement Plan, (2) Tier 3 escalation, (3) summer literacy program referral, (4) family conference. See IC 20-32-8.5.

Al Habib: begin IREAD-3 released item practice in September. Use one IREAD-3 style item every school day from September onward.

Contact: INLitCenter@doe.in.gov | IDOE IREAD-3 released items: inlearninglab.com

### ILEARN ELA — Grades 3–8 Key Standards by Grade

Gr.	Teacher	ILEARN ELA High-Weight Essential Standards	Key ILEARN Writing Expectations	ILEARN Target
3	Al Habib	3.RC.1(E) textual evidence   3.RC.2(E) theme   3.RC.5(E) main idea   3.RC.8(E) text structure   3.RC.12(E) word relationships	3.W.2(E) persuasive   3.W.3(E) informative   3.W.4(E) narrative   3.CC.6(E) oral report	Level 3+ (Met)

4	Soraya	4.RC.1(E) textual evidence   4.RC.2(E) theme/summary   4.RC.4(E) point of view   4.RC.5(E) main idea   4.RC.7(E) text structure	4.W.1(E) persuasive   4.W.2(E) informative   4.W.3(E) narrative   4.CC.1–3(E) discussion/oral	Level 3+ (Met)
5	Dounia	5.RC.1(E) quote accurately   5.RC.2(E) theme   5.RC.6(E) main ideas   5.RC.8(E) org. structure   5.RC.9(E) author's argument	5.W.1(E) argument   5.W.2(E) informative   5.W.3(E) narrative   5.CC.1–4(E) discussion/oral	Level 3+ (Met)
6	Hafsa	6.RC.1(E) textual evidence   6.RC.2(E) theme   6.RC.3(E) structure   6.RC.7(E) author's purpose   6.RC.13(E) Greek/Latin roots	6.W.1(E) argument   6.W.2(E) informative   6.W.3(E) narrative   6.CC.1–3(E) discussion	Level 3+ (Met)
7	Abdelmalek	7.RC.1(E) several textual evidence   7.RC.2(E) theme development   7.RC.3(E) structure/subplots   7.RC.7(E) author's position   7.RC.8(E) argument with bias	7.W.1(E) argument w/ counterclaims   7.W.2(E) informative   7.W.3(E) narrative   7.CC.1–3(E)	Level 3+ (Met)
8	Abdelmalek	8.RC.1(E) strong textual evidence   8.RC.2(E) theme   8.RC.3(E) compare structures   8.RC.6(E) evaluate argument — irrelevant evidence	8.W.1(E) argument w/ counterclaims   8.W.2(E) informative   8.W.3(E) narrative   8.CC.1–2(E)	Level 3+ (Met); Level 4 = HS readiness

## Section 12: ELA Professional Development — ALL LLC TEACHERS

All Legacy Learning Center ELA teachers complete the following professional development requirements.

PD Requirement	Who at LLC	Timeline	How to Complete
<b>Early Literacy Endorsement — 80 Hours SOR PD + Licensure Exam</b>	All Pre-K–5 teachers: Dou'a, Hana, Hafsa (Gr.2), Al Habib, Soraya, Dounia; coaches at below-70% IREAD schools by July 2025	<b>New licenses: immediately. Current: at renewal ≥ July 1, 2027</b>	Keys to Literacy IDOE PD: <a href="https://keystoliteracy.com/idoe-literacy-endorsement-pd/">keystoliteracy.com/idoe-literacy-endorsement-pd/</a>   Apply via LVIS   <a href="mailto:INLitCenter@doe.in.gov">INLitCenter@doe.in.gov</a>
<b>Wonders K–5 Core Program Training</b>	Dou'a, Hana, Hafsa (Gr.2), Al Habib, Soraya, Dounia	<b>Before school year begins</b>	McGraw-Hill professional learning modules; Teacher Edition training; small-group differentiation WITHOUT Leveled Readers
<b>StudySync 6–8 Core Program Training</b>	Hafsa (Gr. 6), Abdelmalek (Gr. 7 & 8)	<b>Before school year begins</b>	McGraw-Hill StudySync professional learning; Blast implementation; text annotation protocols
<b>Laprea E.A.S.E. Supplemental Training</b>	All K–5 teachers; Gr. 6–8 if flagged students	<b>Before supplemental instruction begins</b>	<a href="https://structuredliteracy.com">structuredliteracy.com</a> + <a href="https://lapreaeducation.com">lapreaeducation.com</a> — written guides + video walkthroughs; local vetting rubric documentation
<b>Acadience (DIBELS) Administration</b>	All screener administrators — annually	<b>Before BOY screening</b>	<a href="https://acadiencelarning.org">acadiencelarning.org</a> official training; MTSS tier placement protocols; data team protocols
<b>NWEA MAP ELA + Fluency Training</b>	All K–8 ELA teachers	<b>Before BOY administration</b>	NWEA online learning center; MAP ELA reports; Lexile interpretation; growth target setting
<b>ILEARN ELA Checkpoint Admin + Data Interpretation</b>	All Gr. 3–8 teachers (Al Habib, Soraya, Dounia, Hafsa, Abdelmalek)	<b>Before Fall 2025–26 checkpoint</b>	IDOE ILEARN page: <a href="https://secure.in.gov/doe/students/assessment/ilearn/">secure.in.gov/doe/students/assessment/ilearn/</a>   domain-level report interpretation
<b>IREAD-3 Item Analysis + Reading Improvement Plan</b>	Al Habib (Gr. 3) + support team	<b>September (before IREAD-3 prep begins)</b>	IDOE IREAD-3 released items; Reading Improvement Plan template; student risk tracking protocol
<b>Indiana Literacy Cadre Participation</b>	All teachers at schools below 70% IREAD (required); others encouraged	<b>Ongoing — school year</b>	Contact <a href="mailto:INLitCenter@doe.in.gov">INLitCenter@doe.in.gov</a> ; school-based literacy coaching through Cadre
<b>IDOE 2023 ELA Frameworks — IN Learning Lab</b>	All K–8 ELA teachers — 10 hrs/year recommended	<b>Ongoing</b>	<a href="https://inlearninglab.com/collections/2023-ela-frameworks">inlearninglab.com/collections/2023-ela-frameworks</a>   Vertical Articulation Guides: <a href="https://inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides">inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides</a>
<b>MTSS Data Team Training</b>	All teachers — annually	<b>Before first data team meeting</b>	IC 20-32-5.1-20 MTSS guidance; tier placement protocols; Reading Improvement Plan documentation; parent communication
<b>Dyslexia Awareness Training</b>	All Pre-K–5 teachers	<b>Annual</b>	Marian University Center for Vibrant Schools; IDOE SOR & Dyslexia Toolkit at <a href="https://inlearninglab.com">inlearninglab.com</a>

**IDOE ELA Resources — Direct Links (Source: IDOE, accessed May 2026)**

Indiana ELA Standards (all grades K–8): [secure.in.gov/doi/students/indiana-academic-standards/englishlanguage-arts/](https://secure.in.gov/doi/students/indiana-academic-standards/englishlanguage-arts/)  
 IDOE 2023 ELA Correlation Guides (source of all standards in this handbook): [secure.in.gov/doi/files/2023-IAS-Correlation-Guide\\_-ELA-\[Grade\].pdf](https://secure.in.gov/doi/files/2023-IAS-Correlation-Guide_-ELA-[Grade].pdf)  
 IDOE 2023 ELA Frameworks (grade-by-grade instructional guidance): [inlearninglab.com/collections/2023-ela-frameworks](https://inlearninglab.com/collections/2023-ela-frameworks)  
 IDOE ELA Vertical Articulation Guides K–12: [inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides)  
 ILEARN ELA Assessment: [secure.in.gov/doi/students/assessment/ilearn/](https://secure.in.gov/doi/students/assessment/ilearn/) | ILEARN Contact: [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov) | Phone: (317) 232-9050  
 IDOE HQCM ELA Advisory List: [secure.in.gov/doi/students/high-quality-curricular-materials-advisory-lists/Literacy / Early Literacy Endorsement](https://secure.in.gov/doi/students/high-quality-curricular-materials-advisory-lists/Literacy%20Early%20Literacy%20Endorsement): [INLitCenter@doe.in.gov](mailto:INLitCenter@doe.in.gov) | Indiana Literacy Cadre: [INLitCenter@doe.in.gov](mailto:INLitCenter@doe.in.gov)  
 HQCM Questions: [hqcm@doe.in.gov](mailto:hqcm@doe.in.gov) | IDOE General: 1-317-232-6610 | [in.gov/doi/about/contact/](https://in.gov/doi/about/contact/)

**School-Wide ELA Plan Authorization**

*This handbook has been reviewed, approved, and issued to all Legacy Learning Center K–8 ELA teachers for 2025–2026. All teachers are required to implement this plan with fidelity.*

<p><b>Principal / Head of School</b></p> <p>Signature: _____                  Date: _____</p>	<p><b>Literacy Coordinator / Coach</b></p> <p>Signature: _____                  Date: _____</p>	<p><b>Plan Effective Date</b></p> <p>School Year: 2025–2026                  Standards: 2023 IAS ELA (SBOE June 7, 2023)</p>
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