

LEGACY LEARNING CENTER

K-8 COMPREHENSIVE READING PLAN

MANDATORY TEACHER HANDBOOK

HQCM Core: McGraw-Hill Wonders K-5 | McGraw-Hill StudySync 6-8
 Supplemental (Locally Vetted): Laprea Education E.A.S.E. | Developing Decoders
 Screeners: Acadience (DIBELS) | NWEA Reading Fluency | NWEA MAP Growth
 State Assessments: IREAD-3 (Grade 3) | ILEARN ELA (Grades 3-8)
 School Year 2025-2026 | Indiana Academic Standards 2023 | IDOE HQCM Compliant

Grade	Teacher	Core Program	Supp. Program	Key Assessments
Kindergarten	Dou'a	Wonders K-5 (HQCM)	E.A.S.E. Seq. 0-1	Acadience NWEA Fluency NWEA MAP
Grade 1	Hana	Wonders K-5 (HQCM)	E.A.S.E. Seq. 1-2	Acadience NWEA Fluency NWEA MAP
Grade 2	Hafsa	Wonders K-5 (HQCM)	E.A.S.E. Seq. 2-3	Acadience NWEA Fluency NWEA MAP
Grade 3	Al Habib	Wonders K-5 (HQCM)	E.A.S.E. Seq. 3-4	Acadience NWEA Fluency NWEA MAP IREAD-3 ILEARN
Grade 4	Soraya	Wonders K-5 (HQCM)	E.A.S.E. Seq. 4-5	Acadience NWEA Fluency NWEA MAP ILEARN
Grade 5	Dounia	Wonders K-5 (HQCM)	E.A.S.E. Seq. 5+	Acadience NWEA Fluency NWEA MAP ILEARN
Grade 6	Hafsa	StudySync 6-8 (HQCM)	E.A.S.E. Seq. 5+ (flagged only)	Acadience NWEA Fluency NWEA MAP ILEARN
Grade 7	Abdelmalek	StudySync 6-8 (HQCM)	E.A.S.E. Seq. 5+ (flagged only)	Acadience NWEA Fluency NWEA MAP ILEARN
Grade 8	Abdelmalek	StudySync 6-8 (HQCM)	E.A.S.E. Seq. 5+ (flagged only)	Acadience NWEA Fluency NWEA MAP ILEARN

NON-NEGOTIABLE FOR ALL LLC TEACHERS

1. THREE-CUEING MODEL IS PROHIBITED (IC 20-26-12-24.5). Never prompt students to guess from pictures, meaning, or context. Phonics decoding only.
2. ALL FIVE SOR COMPONENTS must be addressed every day: Phonemic Awareness · Phonics · Fluency · Vocabulary · Comprehension.
3. Wonders K-5 and StudySync 6-8 are the HQCM-approved CORE programs. They must be taught with fidelity every day.
4. Laprea E.A.S.E. is a SUPPLEMENTAL program. It supports — never replaces — the core program.

5. Wonders Leveled Readers are NOT HQCM-approved. Use Laprea Developing Decoders and locally vetted texts for differentiation.
6. Every Pre-K-5 teacher must pursue the Indiana Early Literacy Endorsement. See Section 13.

Section 1: School-Wide Expectations — ALL TEACHERS

Every teacher at Legacy Learning Center reads this section. The five-component SOR mandate, curriculum roles, assessment calendar, and MTSS framework apply to all grades K-8.

Five Statutory SOR Components (IC 20-18-2-17.5) — Required Every Day

Component	Definition	Primary Delivery at LLC	Supplemental Delivery
(A) Phonemic Awareness	Hearing & manipulating individual sounds in spoken words	Laprea E.A.S.E. daily warm-up (K-3); embedded in Wonders phonics strand	Wonders shared reading; E.A.S.E. phoneme segmentation activities
(B) Phonics	Explicit, systematic letter-sound correspondences; decoding; encoding	Laprea E.A.S.E. (Seq. 1-5+) systematic lessons; word mapping; word chaining	Wonders phonics strand; Developing Decoders decodable texts
(C) Fluency	Reading with accuracy, appropriate rate, and expression	Wonders shared reading; decodable timed reads; NWEA Fluency monitoring	Acadience ORF probes; repeated reading with E.A.S.E. decodables
(D) Vocabulary	Word knowledge — academic, domain-specific, and morphological	Wonders vocabulary instruction — weekly word study, context clues, morphology	E.A.S.E. Seq. 4-5+ roots/affixes; StudySync academic vocabulary (6-8)
(E) Comprehension	Understanding and making meaning from text — literal and inferred	Wonders comprehension strategies — summarize, infer, question, monitor/clarify	E.A.S.E. explicit + inference comprehension; StudySync complex text analysis

Daily ELA Block Structure — All Grades

90-Minute Block (Grades K-5) — MANDATORY SEQUENCE

- Segment 1 — 20-30 min: Laprea E.A.S.E. Supplemental Phonics/Phonemic Awareness — components (A) & (B)
- Segment 2 — 10-15 min: Shared Reading / Fluency — E.A.S.E. decodable + Wonders shared text — component (C)
- Segment 3 — 30-40 min: Wonders HQCM Core — vocabulary, comprehension, read-aloud, genre study — (D) & (E)
- Segment 4 — 20-25 min: Small Group / Centers — targeted phonics or comprehension + independent practice — all 5
- Segment 5 — 10-15 min: Writing / Language — Wonders Writing Workshop — comprehension extension

50-60 Minute Block (Grades 6-8) — MANDATORY SEQUENCE

- Segment 1 — 10 min: Academic Vocabulary / Word Study Warm-Up — StudySync vocabulary + morphology — (D)
- Segment 2 — 25-30 min: StudySync HQCM Core — complex text, discussion, text evidence, annotation — (D) & (E)
- Segment 3 — 10-15 min: Writing Workshop — argument, narrative, informative; grammar — (E)
- Segment 4 — 10 min: Fluency / Exit / Progress Check — Acadience ORF bi-weekly for flagged students — (C)
- Intervention Block (separate 30 min): Laprea E.A.S.E. Seq. 5+ for flagged students only — NOT during core block

MTSS Tiers — LLC Framework

Tier	Who	Instruction	Frequency	Data Check	Notify
1	All students	Wonders/StudySync (core) + E.A.S.E. supplemental	Daily 90-min ELA	BOY/MOY/EOY	—
2	Below Benchmark; < 25th %ile Fluency	+ 30-min targeted small group 4-5x/week; intensified E.A.S.E.	Supplemental — in addition to Tier 1	Bi-weekly ORF	Specialist
3	Well Below BM; Tier 2 non-responders; IREAD-3 at-risk	45-min daily intensive 1:1 or pairs; E.A.S.E. diagnostic; specialist	Daily + Tier 1 core	Weekly probes	Principal + Parent

SECTION 2 · Legacy Learning Center · 2025-2026

KINDERGARTEN

Teacher: **Dou'a**

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Kindergarten — At a Glance | Dou'a

Element	Details — Dou'a Kindergarten 2025-2026
Teacher	Dou'a Kindergarten Legacy Learning Center 2025-2026
Indiana Standards Focus	RF.K.1 Print concepts RF.K.2 Phonological/Phonemic Awareness RF.K.3 Phonics & word recognition RF.K.4 Fluency RL/RI.K.1-10 L.K.4-6 Vocabulary
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K-5 (2023) — IDOE HQCM Approved 2024 — Units 1-6 Big Books & Shared Reading
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sound Sequence + Readiness Sequence
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A — IREAD-3 is Grade 3 only. All Kindergarten phonics instruction directly builds toward IREAD-3 readiness. ILEARN ELA: N/A — ILEARN begins Grade 3. Kindergarten standards are the foundation.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Dou'a | Kindergarten

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
8:00-8:10	Morning Meeting	Laprea E.A.S.E. (Supp.)	Dou'a leads phonemic awareness warm-up: phoneme blending, rhyming, sound sorting. Students repeat, clap syllables, respond with gestures.
8:10-8:30	E.A.S.E. Phonics Lesson	Laprea E.A.S.E. Sound/Readiness Seq.	Dou'a introduces letter-sound with Sound Wall; models phoneme segmentation in Elkonin boxes; 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; thinks aloud about sounds and letters. Students contribute phonetically spelled words; practice concept of word.
9:05-9:35	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Dou'a pulls below-benchmark group for targeted phoneme/letter-sound E.A.S.E. practice. Centers: alphabet puzzles, decodable page, sound sort, letter 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. Never prompt: 'look at the picture.'
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.

Phonics & Word Study Scope — Dou'a | Kindergarten

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY (Aug–Oct)	Sound Sequence: phoneme isolation, blending, segmenting (3-phoneme words); rhyme production; alliteration	Clapping syllables; Elkonin boxes (chip per sound); oral blending; phoneme sorting by initial sound	Pre-decodable books; alphabet books; teacher-made CVC card sets
MOY (Nov–Jan)	Readiness Sequence: alphabet mastery A–Z (upper + lower); letter-sound intro; concept of word in print; CVC onset-rime	Letter formation; sound-symbol matching; Elkonin boxes with letters; letter hunts in Big Books	Readiness Developing Decoders; class-made decodable sentences; simple CVC word cards
EOY (Feb–May)	Sequence 1 intro: short vowels a/i; CVC blending/segmenting; HFWs 1–10 mapped via sound boxes	Word mapping (grapheme-phoneme); word chaining (mat→man→pan); HFW sound-box practice	Seq. 1 Developing Decoders: CVC stories; repeated reading for fluency; 20–30 WCPM EOY target

Small Group Differentiation — Dou'a | Kindergarten

Small Group Priority for Dou'a | Kindergarten

Tier 2 (Dou'a's small group): Focus on Acadience ISF and PSF — phoneme isolation and segmentation. Use E.A.S.E. Sound Sequence intensively with Elkonin boxes.

Expected growth: measurable PSF improvement within 6 weeks of Tier 2. No growth → escalate to Tier 3 and notify reading specialist.

Above-benchmark students: Begin CVC decoding and Sequence 1 E.A.S.E. activities during small group time.

ELL students: Use E.A.S.E. picture-supported phonics cards; bilingual vocabulary support for Wonders Big Book read-alouds.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation

ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing
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Writing Instruction — Dou'a | Kindergarten

Writing Type	Program Connection	Skills Taught
Interactive Writing	Wonders Big Book connection	Co-compose with students; students supply sounds; practice left-to-right; spaces between words; letter formation
Shared Writing	Wonders vocabulary connection	Dou'a scribes while students compose orally; model sentence structure; high-frequency word use
Drawing + Label	Any Wonders unit	Students draw and label with phonetically spelled words; celebrate approximated spelling using known sounds

Assessment Response Protocol — Dou'a | Kindergarten

If Student Scores...	On Assessment	Dou'a Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Dou'a | Kindergarten

Weekly Instructional Fidelity Checklist — Dou'a | Kindergarten

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Dou'a | Kindergarten

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Dou'a | Kindergarten

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			

**ILEARN / State
Assessment Update**

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dou'a Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dou'a Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

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

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dou'a Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Dou'a | Kindergarten

<p>TEACHER ACKNOWLEDGMENT Dou'a — Kindergarten Legacy Learning Center <i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p>	<p>PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i></p> <p>Signature: _____</p>
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Signature: _____ Date: _____	Date Issued: _____
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SECTION 3 · Legacy Learning Center · 2025-2026

GRADE 1

Teacher: Hana

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 1 — At a Glance | Hana

Element	Details — Hana Grade 1 2025-2026
Teacher	Hana Grade 1 Legacy Learning Center 2025-2026
Indiana Standards Focus	RF.1.2 Phonemic awareness — add/delete/substitute phonemes RF.1.3 Phonics: blends, digraphs, VCe, vowel teams RF.1.4 Fluency 60-80 WCPM EOY RL/RI.1.1-10 L.1.4-6 Vocabulary
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K-5 (2023) — IDOE HQCM Approved 2024 — Units 1-6 Shared Reading & Literature Anthology intro
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 1 (CVC mastery) → Sequence 2 (digraphs, blends, VCe, syllable intro)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A. All Grade 1 phonics appears on IREAD-3. Begin readiness tracking. ILEARN ELA: N/A. Grade 1 standards are direct ILEARN Grade 3 foundations.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Hana | Grade 1

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
8:00-8:15	Phonemic Awareness Warm-Up	Laprea 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 target: 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). Students annotate, discuss, respond in writing.
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 connected to Wonders unit. Capital letters, ending punctuation, phonetic spelling.
10:20–10:30	Vocabulary Closure	Wonders (HQCM Core)	Review vocabulary with visual cards; students use words in oral sentences. Decodable reader sent home Monday.

Phonics & Word Study Scope — Hana | Grade 1

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY (Aug–Oct)	Seq. 1: CVC mastery (all short vowels); VC patterns; onset-rime; HFWs 1–20 via sound-box mapping	Word mapping all CVC; word chaining (cat→bat→bag→big); Elkonin box encoding	Seq. 1 Developing Decoders: CVC stories; repeated reading; 60 WCPM BOY target
MOY (Nov–Jan)	Seq. 2: Initial and final consonant blends (bl, cr, st, nd, lt); consonant digraphs (sh, ch, th, wh, ck)	Blend sorting; blend-to-word chaining; phoneme blending 4-phoneme words; digraph word mapping	Seq. 2 Developing Decoders: blend/digraph stories; fluency timing 2x/week
EOY (Feb–May)	Seq. 2 cont.: Vowel-consonant-e (VCe — late, bike, rope, cute); r-controlled intro (ar, er); HFWs 21–50	Silent-e mapping; contrast CVC/VCe pairs (cap/cape, pin/pine); r-controlled Elkonin boxes	Seq. 2 VCe Developing Decoders; partner reading; accuracy before rate; 80 WCPM EOY target

Small Group Differentiation — Hana | Grade 1

Small Group Priority for Hana | Grade 1

Hana's Tier 2 priority: NWF (Nonsense Word Fluency). Low NWF = phonics gap. Return to Seq. 1 CVC mastery before advancing to blends.

HFW instruction: always use sound-box mapping (E.A.S.E. protocol), never rote memorization flashcards.

Seq. 2 decodable texts (blends + digraphs) are the primary small group reading material for all groups at the appropriate level.

Flag any Grade 1 student below 50 WCPM by May for principal notification — high IREAD-3 risk.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Hana | Grade 1

Writing Type	Program Connection	Skills Taught
Narrative (2–3 sentences)	Wonders Units 1, 3, 5	Personal narrative with beginning, middle, end; complete sentences; capital letters; ending punctuation
Informative (2–3 sentences)	Wonders Units 2, 4, 6	Topic sentence + detail; label diagrams; use vocabulary from Wonders unit
Opinion (intro)	Wonders Units 4–6	My opinion is... Because... sentence frames; connect to Wonders shared text

Assessment Response Protocol — Hana | Grade 1

If Student Scores...	On Assessment	Hana Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3×/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Hana | Grade 1

Weekly Instructional Fidelity Checklist — Hana | Grade 1

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K–3 only; N/A for 4–8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Hana | Grade 1

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Hana | Grade 1

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hana Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hana Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
IREAD-3 Risk Count (Gr.3)			

only)

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hana Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Hana | Grade 1

<p>TEACHER ACKNOWLEDGMENT</p> <p>Hana — Grade 1 Legacy Learning Center</p> <p><i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p> <p>Signature: _____</p> <p>Date: _____</p>	<p>PRINCIPAL AUTHORIZATION</p> <p>Principal, Legacy Learning Center</p> <p><i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i></p> <p>Signature: _____</p> <p>Date Issued: _____</p>
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SECTION 4 · Legacy Learning Center · 2025-2026

GRADE 2

Teacher: Hafsa

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 2 — At a Glance | Hafsa

Element	Details — Hafsa Grade 2 2025-2026
Teacher	Hafsa Grade 2 Legacy Learning Center 2025-2026
Indiana Standards Focus	RF.2.3 Phonics: vowel teams, diphthongs, r-controlled, 6 syllable types intro RF.2.4 Fluency 90-110 WCPM EOY RL/RI.2.1-10 W.2.1-7 L.2.4-6 Vocabulary: prefixes/suffixes
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K-5 (2023) — IDOE HQCM Approved 2024 — Units 1-6 Literature Anthology introduction
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 2 review → Sequence 3 (vowel teams, r-controlled, diphthongs, open/closed syllables, prefix/suffix intro)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A. IREAD-3 READINESS BEGINS NOW. Flag any student below benchmark immediately — they are high risk for Grade 3 IREAD-3 non-pass. ILEARN ELA: N/A. Every standard taught in Grade 2 is directly assessed on Grade 3 ILEARN.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Hafsa | Grade 2

This schedule is MANDATORY every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
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 respond on whiteboards.
8:15-8:40	E.A.S.E. Phonics Lesson	Laprea E.A.S.E. Seq. 3	Hafsa introduces new vowel team/r-controlled pattern; word mapping; word chaining (e.g., rain→rail→sail). Students encode; partner chain.
8:40-9:00	Decodable Text / Fluency	Laprea Developing Decoders (Supp.)	Timed reading 2-3x/week. Hafsa monitors accuracy; prompts: '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 strategy); shared/close reading from Literature Anthology; comprehension (main idea, author's purpose). Students annotate, discuss, 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: topic sentence + 2–3 details + closing; transition words; correct spelling of decodable words.
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.

Phonics & Word Study Scope — Hafsa | Grade 2

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY Review (Aug–Sept)	Seq. 2 mastery check: blends, digraphs, VCe review; r-controlled ar/er/ir quick review; Acadience ORF BOY data drives grouping	Cumulative word chain; VCe vs. CVC sort; r-controlled Elkonin boxes	Seq. 2 Developing Decoders timed re-read for fluency baseline
MOY (Oct–Jan)	Seq. 3: Long vowel teams (ai/ay, ee/ea, oa/ow, ie/igh, ue/ew); diphthongs (oi/oy, ou/ow)	Vowel team sort; word mapping vowel teams; word chaining within vowel team families	Seq. 3 Developing Decoders vowel team stories; fluency timing 3×/week; partner reading
EOY (Feb–May)	Seq. 3 cont.: Open/closed syllables; prefix re-, un-, pre-; suffix -ed, -ing, -er, -est; HFWs 51–100	Syllable division practice; prefix/suffix meaning sort; spelling rules for -ed/-ing; morpheme analysis intro	Seq. 3 multisyllabic decodable texts; fluency rate + expression; accuracy 95%+; 100 WCPM EOY target

Small Group Differentiation — Hafsa | Grade 2

Small Group Priority for Hafsa | Grade 2

Hafsa's Tier 2 PRIORITY: Any Grade 2 student below benchmark on Acadience ORF at BOY must be in Tier 2 by Week 3. High IREAD-3 risk.

Vowel team confusion is the most common Grade 2 gap. Run targeted sorts: ai/ay vs. ee/ea vs. oa/ow. Use E.A.S.E. Seq. 3 word mapping for every vowel team word.

IREAD-3 pre-readiness: Any student below 75 WCPM by January needs immediate Tier 3 escalation and written parent notification.

Hafsa must notify principal by January of every student on track for IREAD-3 difficulty. Do not wait until Grade 3.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Hafsa | Grade 2

Writing Type	Program Connection	Skills Taught
Opinion Paragraph	Wonders Units 1, 3, 5	State opinion + 3 reasons + closing; 'I think... because...'; vocabulary from Wonders unit
Informative Paragraph	Wonders Units 2, 4, 6	Topic sentence + 3 facts + closing; text features; connect to informational Wonders text
Narrative Paragraph	Wonders Units 3, 5	Personal or fictional narrative; sequence transitions (first, next, then, finally); dialogue intro

Assessment Response Protocol — Hafsa | Grade 2

If Student Scores...	On Assessment	Hafsa Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Hafsa | Grade 2

Weekly Instructional Fidelity Checklist — Hafsa | Grade 2

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Hafsa | Grade 2

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Hafsa | Grade 2

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State			

Assessment Update

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hafsa Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hafsa Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hafsa Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Hafsa | Grade 2

<p>TEACHER ACKNOWLEDGMENT Hafsa — Grade 2 Legacy Learning Center <i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p> <p>Signature: _____ Date: _____</p>	<p>PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i></p> <p>Signature: _____ Date Issued: _____</p>
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SECTION 5 · Legacy Learning Center · 2025–2026

GRADE 3

Teacher: Al Habib

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 3 — At a Glance | Al Habib

Element	Details — Al Habib Grade 3 2025–2026
Teacher	Al Habib Grade 3 Legacy Learning Center 2025–2026
Indiana Standards Focus	RF.3.3 Phonics: multisyllabic words, Latin roots, all 6 syllable types RF.3.4 Fluency 110–130 WCPM RL/RI.3.1–10 W.3.1–7 L.3.4–6 Vocabulary: context clues, affixes, reference materials IREAD-3: all foundational literacy skills
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K–5 (2023) — IDOE HQCM Approved 2024 — Units 1–6 Literature Anthology, genre study, research
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 3 review → Sequence 4 (multisyllabic, advanced syllable division, Latin roots, morphology)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: MANDATORY Spring assessment. ALL students assessed. Non-pass → Reading Improvement Plan + Tier 3 + summer program + possible retention (IC 20-32-8.5). ILEARN ELA: FIRST ILEARN YEAR. Spring assessment. Level 3+ = proficient. Results inform school-level curriculum review.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Al Habib | Grade 3

This schedule is MANDATORY every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
8:00–8:15	Phonics/Morphology Warm-Up	Laprea E.A.S.E. Seq. 3–4 (Supp.)	Al Habib reviews previous skill (word chain or syllable sort); introduces today's morpheme or syllable pattern. Students: whiteboard; syllable tapping; prefix/suffix drill.
8:15–8:40	E.A.S.E. Multisyllabic Lesson	Laprea E.A.S.E. Seq. 4 (Supp.)	Al Habib teaches syllable division (VCCV/VCV); word mapping multisyllabic words; word chaining with syllable types. 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. Al Habib monitors prosody and accuracy. Students self-graph WCPM. Target: 110+ WCPM by January for IREAD-3.
9:00–9:45	Wonders Core — IREAD-3 Aligned	Wonders K–5 (HQCM Core)	Al Habib teaches vocabulary (affixes, context clues, reference); close reading; comprehension (main idea, inference, text structure, point of view). Students annotate, write evidence-based responses.
9:45–10:1	Small Group /	E.A.S.E. (Supp.) +	Al Habib pulls Tier 2/3 — targeted Seq. 3/4 + IREAD-3

5	Centers	Wonders (Core)	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 Practice / Closure	Wonders + Released Items	1 IREAD-3 style question daily from February onward; vocabulary review; skill mastery tracking.

Phonics & Word Study Scope — Al Habib | Grade 3

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY Review (Aug–Sept)	Seq. 3 mastery check: vowel teams, r-controlled, syllables, prefix/suffix review; Acadience ORF BOY drives grouping	Rapid syllable sort; cumulative word chain; IREAD-3 phonics pre-check; NWF/ORF analysis	Seq. 3 Developing Decoders timed re-read; IREAD-3 released items phonics section
MOY (Oct–Jan) — IREAD-3 Intensive	Seq. 4: VCCV/VCV syllable division; consonant-le; r-controlled in multisyllabic; Latin roots (port, struct, rupt, dict); homophones	Syllable division 3-syllable words; Latin root meaning sort; homophone context; IREAD-3 practice passages 3x/week	Seq. 4 Developing Decoders multisyllabic; grade-level IREAD-3 style passages; WCPM graphing
EOY (Feb–May) — IREAD-3 Final Push	Seq. 4 cont.: prefix/suffix combos (-tion, -sion, -ment, -ness, -ful, -less); irregular plurals; compound words; full IREAD-3 phonics coverage	Morpheme analysis; compound word sort; IREAD-3 phonics released item practice; error analysis per student	IREAD-3 preparation passages; Wonders Literature Anthology; ILEARN practice sets

Small Group Differentiation — Al Habib | Grade 3

Small Group Priority for Al Habib | Grade 3

Al Habib CRITICAL: Any student below 110 WCPM by January OR below Benchmark at MOY = HIGH RISK for IREAD-3 non-pass. MANDATORY: Tier 3, principal notification, family conference. IREAD-3 intervention group meets DAILY 45 min IN ADDITION to core. Use E.A.S.E. Seq. 3/4 diagnostic sequences to identify exact phonics gaps per student. IREAD-3 covers all 5 SOR components: use IDOE released items weekly from September to identify weak areas per student. Reading Improvement Plan document must be on file by February 1 for every below-benchmark student. Summer program referrals by April 1.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above	Above Benchmark;	Extended genre study;	Self-selected complex text; reading

Benchmark	MAP > 75th %ile	independent research; literary analysis; morphology enrichment	response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Al Habib | Grade 3

Writing Type	Program Connection	Skills Taught
Opinion Essay (5 paragraphs)	Wonders Units 1, 3, 5	Intro + 3 reasons + conclusion; text evidence; transition words; academic vocabulary; ILEARN format
Informative Report	Wonders Units 2, 4, 6	Research-based; text features (headings, bold); cite two sources; ILEARN extended response
Narrative Story	Wonders Unit 3	Plot structure; dialogue; sensory details; problem + resolution; sequence transitions
Reading Response (IREAD-3/ILEARN prep)	Wonders + Released Items	Restate question + text evidence + explanation; IREAD-3 style prompts 2x/week from September

Assessment Response Protocol — Al Habib | Grade 3

If Student Scores...	On Assessment	Al Habib Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Al Habib | Grade 3

Weekly Instructional Fidelity Checklist — Al Habib | Grade 3

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Al Habib | Grade 3

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Al Habib | Grade 3

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

Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			

**ILEARN / State
Assessment Update**

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Al Habib Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Al Habib Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency —			

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Al Habib Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP/Fluency + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Al Habib Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Al Habib | Grade 3

TEACHER ACKNOWLEDGMENT Al Habib — Grade 3 Legacy Learning Center	PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher</i>
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I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025-2026 school year.

Signature: _____
Date: _____

named above is authorized and required to implement this plan.

Signature: _____
Date Issued: _____

SECTION 6 · Legacy Learning Center · 2025-2026

GRADE 4

Teacher: Soraya

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 4 — At a Glance | Soraya

Element	Details — Soraya Grade 4 2025-2026
Teacher	Soraya Grade 4 Legacy Learning Center 2025-2026
Indiana Standards Focus	RF.4.3 Phonics: multisyllabic fluency, morphological analysis RF.4.4 Fluency 130-150 WCPM EOY RL/RI.4.1-10 W.4.1-7 L.4.4-6 Vocabulary: figurative language, word relationships, nuance
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K-5 (2023) — IDOE HQCM Approved 2024 — Units 1-6 Literature Anthology, genre study, literary analysis, research
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 4 (multisyllabic mastery, Latin roots, advanced morphology) → Sequence 5 Intro (Greek roots, advanced prefix/suffix)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: IREAD-3 remediation only (students who did not pass in Grade 3 continue their Reading Improvement Plan). ILEARN ELA: ILEARN ELA Spring. Level 3+ = proficient. Students demonstrate standards mastery: reading, writing, vocabulary, language.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Soraya | Grade 4

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
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 with morphological changes.
8:35-8:50	Fluency Practice	Wonders (HQCM) + Locally Vetted Texts	Timed reads 3x/week from grade-level literary or informational text. Soraya focuses on prosody (expression, phrasing). Students self-graph WCPM.
8:50-9:40	Wonders Core Lesson	Wonders K-5 (HQCM Core)	Soraya teaches vocabulary (figurative language, roots, context); close reading Literature Anthology; literary analysis (theme, conflict, author's craft). Students annotate, write evidence-based responses.
9:40-10:1	Small Group /	E.A.S.E. (Supp.) +	Soraya pulls Tier 2 — Seq. 4 multisyllabic phonics;

0	Centers	Wonders (Core)	vocabulary morpheme work. Centers: Greek/Latin root research, vocabulary activity, reading journal, independent writing.
10:10–10:30	Writing Lesson — ILEARN Aligned	Wonders Writing Workshop (Core)	Multi-paragraph opinion or informative essay with text evidence; literary analysis paragraph; research writing intro; grammar (complex sentences, comma use).
10:30–10:40	Vocabulary / ILEARN Practice	Wonders (HQCM Core)	ILEARN style question 2×/week; vocabulary review; identify root in unfamiliar word.

Phonics & Word Study Scope — Soraya | Grade 4

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY–MOY (Aug–Dec)	Seq. 4 mastery: VCCV/VCV syllable division in 3–4 syllable words; Latin roots (port, struct, dict, rupt, ject, vis); suffix -tion/-sion/-ment/-ness	Morpheme tree maps; Latin root meaning sort; 4-syllable word division; spelling rule drills	Seq. 4 Developing Decoders; Wonders Literature Anthology; Lexile 640–780L texts
MOY–EOY (Jan–May)	Seq. 5 intro: Greek roots (bio, geo, photo, tele, graph, auto, micro); advanced prefix/suffix combos; spelling rules -ed/-ing in multisyllabic words; etymology	Greek root word building; etymology dictionary project; morpheme analysis of domain vocabulary	Seq. 5 morphology materials; Wonders Anthology; ILEARN practice passages

Small Group Differentiation — Soraya | Grade 4

Small Group Priority for Soraya | Grade 4

Soraya's Tier 2 priority: Multisyllabic word reading. Use E.A.S.E. Seq. 4 VCCV/VCV syllable division daily in small group.
 IREAD-3 remediation students (did not pass Grade 3) continue Reading Improvement Plans. Soraya provides Tier 3 support DAILY.
 Fluency group: Students between 100–129 WCPM at BOY need dedicated fluency intervention 3×/week (repeated reading with decodable + grade-level texts).
 Above-benchmark: extend into Seq. 5 morphology; independent literary analysis projects; multi-source research writing.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language	ELL students at all	Pre-teach vocabulary; sentence	Bilingual vocabulary cards; picture-

Learners	Acadience levels	frames; visual supports; Wonders/StudySync ELL scaffolds	supported phonics; guided sentence writing
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Writing Instruction — Soraya | Grade 4

Writing Type	Program Connection	Skills Taught
Opinion Essay	Wonders Units 1, 3, 5	5-paragraph essay: intro + 3 body + conclusion; text evidence; transition words; academic vocabulary; ILEARN aligned
Informative/Research Essay	Wonders Units 2, 4, 6	Research question + 2 sources + organized draft + text features; MLA citation intro; ILEARN format
Literary Analysis Paragraph	Wonders Literature Anthology	Claim + evidence + analysis + theme connection; textual evidence in quotes; figurative language analysis

Assessment Response Protocol — Soraya | Grade 4

If Student Scores...	On Assessment	Soraya Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Soraya | Grade 4

Weekly Instructional Fidelity Checklist — Soraya | Grade 4

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Soraya | Grade 4

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Soraya | Grade 4

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			

**ILEARN / State
Assessment Update**

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Soraya Signature: _____ Date: _____
Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Soraya Signature: _____ Date: _____
Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

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

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Soraya Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP/Fluency + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Soraya Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Soraya | Grade 4

<p>TEACHER ACKNOWLEDGMENT Soraya — Grade 4 Legacy Learning Center <i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p>	<p>PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i> Signature: _____</p>
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Signature: _____ Date: _____	Date Issued: _____
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SECTION 7 · Legacy Learning Center · 2025-2026

GRADE 5

Teacher: Dounia

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 5 — At a Glance | Dounia

Element	Details — Dounia Grade 5 2025-2026
Teacher	Dounia Grade 5 Legacy Learning Center 2025-2026
Indiana Standards Focus	RF.5.3 Advanced phonics: morphological analysis mastery RF.5.4 Fluency 150-170 WCPM EOY RL/RI.5.1-10 W.5.1-7 L.5.4-6 Vocabulary: figurative, academic, domain Transition to middle school literacy
HQCM Core Program (IDOE Approved)	McGraw-Hill Wonders K-5 (2023) — IDOE HQCM Approved 2024 — Units 1-6 complex literary and informational texts, argument writing, research
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 5+ (Greek/Latin roots mastery, advanced morphology, etymology, complex spelling conventions)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: IREAD-3 remediation only (rare — any student still on file continues their Reading Improvement Plan). ILEARN ELA: ILEARN ELA Spring. Level 3+ = proficient. Grade 5 ILEARN includes complex passages and extended writing. Prepare all students for middle school literacy demands.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Dounia | Grade 5

This schedule is MANDATORY every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
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 4-6 words from root; use in sentences.
8:15-8:35	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 or informational text 3x/week. Prosody emphasis. Students self-graph; identify challenging vocabulary for study.
8:50-9:45	Wonders Core — ILEARN Aligned	Wonders K-5 (HQCM Core)	Dounia teaches vocabulary (figurative language, connotation, academic); close reading complex text; literary analysis or argument analysis; author's craft. Students annotate, write extended evidence-based

			responses.
9:45–10:15	Small Group / Centers	E.A.S.E. (Supp.) + Wonders (Core)	Dounia pulls Tier 2 — Seq. 5 morphology; fluency work. Centers: Greek/Latin root investigation, literary analysis journal, vocabulary connotation activity, independent research writing.
10:15–10:35	Writing — ILEARN Argument / Research	Wonders Writing Workshop (Core)	Argument essay or research report; thesis statement; text evidence with citations; counterargument intro; transition phrases; grammar (complex/compound sentences).
10:35–10:45	ILEARN Practice / Middle School Readiness	Wonders + ILEARN practice	ILEARN practice question; vocabulary self-reflection (3-2-1); middle school reading readiness preview.

Phonics & Word Study Scope — Dounia | Grade 5

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
BOY–MOY (Aug–Dec)	Seq. 5: Greek roots review + expansion (chron, dem, opt, therm, phon); absorbed prefixes (com/col/con/cor; in/im/ir/il); derivational suffixes (-ity, -ous, -ive, -tion)	Absorbed prefix visual sort; morpheme family web maps; Latin/Greek root etymology research; part-of-speech change with suffix	Complex informational texts; Wonders Anthology; ILEARN practice passages; domain-specific science/social studies texts
MOY–EOY (Jan–May)	Seq. 5 advanced: assimilated prefixes (sub/suf/sug/sup; ad/af/ag/ap); nuanced spelling conventions; multi-morpheme word analysis (5–6 morphemes); advanced etymology	Multi-morpheme word dissection; etymology dictionary; roots-to-vocabulary connections; ILEARN extended vocabulary preparation	Wonders complex texts; research sources for argument writing; ILEARN practice sets; Lexile 780–900L texts

Small Group Differentiation — Dounia | Grade 5

Small Group Priority for Dounia | Grade 5

Dounia's EOY target: ALL students reading 150+ WCPM with 95% accuracy at Lexile 780–900L — the middle school entry standard.

Tier 2 students still on basic multisyllabic decoding: continue E.A.S.E. Seq. 4 before advancing to Seq. 5. Do not rush.

Prepare ALL students for StudySync Grade 6: preview argument reading/writing skills; academic vocabulary for discussion (claim, evidence, counterclaim).

Above-benchmark: advanced morphology projects; student-created etymology dictionaries; cross-content vocabulary investigations.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response

Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Dounia | Grade 5

Writing Type	Program Connection	Skills Taught
Argument Essay	Wonders Units 1, 3, 5	Thesis + 3 evidence-based body + counterargument + conclusion; quotation and paraphrase; academic vocabulary; citation format
Research Report	Wonders Units 2, 4, 6	Multi-source research; annotated bibliography intro; organized argument; text features; ILEARN format; digital research skills
Literary Analysis Essay	Wonders Literature Anthology	Claim about theme/author's craft + textual evidence + analysis; figurative language; compare two texts; literary terminology

Assessment Response Protocol — Dounia | Grade 5

If Student Scores...	On Assessment	Dounia Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Dounia | Grade 5

Weekly Instructional Fidelity Checklist — Dounia | Grade 5

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

delivered every school day								
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Dounia | Grade 5

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Dounia | Grade 5

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

Q1 — Fall | August – October

Screener Window: BOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency —			

**ILEARN / State
Assessment Update**

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dounia Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dounia Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dounia Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q4 — End of Year | April – May

Screener Window: EOY Acadience + NWEA MAP/Fluency + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Dounia Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Dounia | Grade 5

TEACHER ACKNOWLEDGMENT
Dounia — Grade 5 | Legacy Learning

PRINCIPAL AUTHORIZATION
Principal, Legacy Learning Center

Center

I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025-2026 school year.

Signature: _____

Date: _____

This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.

Signature: _____

Date Issued: _____

SECTION 8 · Legacy Learning Center · 2025–2026

GRADE 6

Teacher: Hafsa

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 6 — At a Glance | Hafsa

Element	Details — Hafsa Grade 6 2025–2026
Teacher	Hafsa Grade 6 Legacy Learning Center 2025–2026
Indiana Standards Focus	RL/RI.6.1–10 W.6.1–7 Argument, informative, narrative L.6.4–6 Vocabulary: figurative, connotation, academic SL.6.1–6 Discussion and presentation ILEARN ELA: Grade 6 standards
HQCM Core Program (IDOE Approved)	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025 — Grade 6 units: argument, literary analysis, informational reading and writing
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 5+ — SUPPLEMENTAL for FLAGGED STUDENTS ONLY (Acadience below benchmark or NWEA MAP < 50th %ile)
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A. Any Grade 6 student with unresolved Reading Improvement Plan from Grade 3 continues Tier 3 intervention. ILEARN ELA: ILEARN ELA Spring. Level 3+ = proficient. Grade 6 ILEARN: complex reading, vocabulary, language conventions, extended writing.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Hafsa | Grade 6

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
8:00–8:10	Vocabulary / Word Study Warm-Up	StudySync (HQCM Core)	Hafsa introduces StudySync weekly vocabulary; morpheme analysis of academic words; discuss connotation. Students record in vocabulary log; use in oral sentence.
8:10–8:45	StudySync Core — 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 text evidence; argument structure identification; comprehension question analysis. Students: constructed response with textual 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. Students draft and revise.

9:25–9:35	Vocabulary / Fluency Exit	StudySync + Acadience (flagged)	Vocabulary review or morpheme reflection. Flagged students: bi-weekly Acadience ORF probe. E.A.S.E. Seq. 5+ intervention group meets in separate intervention block.
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Phonics & Word Study Scope — Hafsa | Grade 6

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
All Students — 10 min/day	Greek/Latin roots from StudySync vocabulary; absorbed prefixes in academic words; derivational suffix effects	Academic vocabulary morpheme sort; etymology investigation; root family web for StudySync unit words	StudySync texts; informational texts at Lexile 800–1000L; domain-specific content area texts
Flagged Students Only — Separate 30-min Block	Laprea E.A.S.E. Seq. 5: Greek/Latin roots, advanced morphology — for students with multisyllabic word reading difficulty	Morpheme analysis; word chaining with derivational forms; fluency with complex decodable and content texts	E.A.S.E. Seq. 5 materials; grade-appropriate decodable texts; StudySync scaffolded access texts

Small Group Differentiation — Hafsa | Grade 6

Small Group Priority for Hafsa | Grade 6

Hafsa's flagged students (Acadience ORF < 150 WCPM or MAP below 50th %ile): separate 30-min E.A.S.E. Seq. 5+ block DAILY in addition to StudySync core.

All students: StudySync discussion groups — structured academic controversy; claim-evidence-reasoning framework; academic sentence stems.

ILEARN preparation: argument reading analysis and extended writing response are highest-weighted. Practice both 2x/week using StudySync Blasts and writing tasks.

Above-benchmark: extension research projects; literary essay on StudySync novel units; cross-text synthesis tasks.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Hafsa | Grade 6

Writing Type	Program Connection	Skills Taught
Argument Essay	StudySync Argumentative Units	Thesis + evidence from 2+ sources + counterargument + rebuttal + conclusion; MLA citation; academic vocabulary; logical reasoning
Informative Essay	StudySync Informational Units	Domain-specific research; organized structure; text features; precise vocabulary; ILEARN extended response format
Narrative Writing	StudySync Narrative Units	Narrative techniques (dialogue, pacing, description); point of view; plot development; literary devices

Assessment Response Protocol — Hafsa | Grade 6

If Student Scores...	On Assessment	Hafsa Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Hafsa | Grade 6

Weekly Instructional Fidelity Checklist — Hafsa | Grade 6

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K–3 only; N/A for 4–8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Hafsa | Grade 6

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Hafsa | Grade 6

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			
Key instructional adjustments for next quarter:			

1. _____
 2. _____
 3. _____

Teacher: Hafsa Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
 2. _____
 3. _____

Teacher: Hafsa Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
IREAD-3 Risk Count (Gr.3 only)			

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Hafsa Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Hafsa | Grade 6

<p>TEACHER ACKNOWLEDGMENT</p> <p>Hafsa — Grade 6 Legacy Learning Center</p> <p><i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025-2026 school year.</i></p> <p>Signature: _____ Date: _____</p>	<p>PRINCIPAL AUTHORIZATION</p> <p>Principal, Legacy Learning Center</p> <p><i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i></p> <p>Signature: _____ Date Issued: _____</p>
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SECTION 9 · Legacy Learning Center · 2025–2026

GRADE 7

Teacher: Abdelmalek

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 7 — At a Glance | Abdelmalek

Element	Details — Abdelmalek Grade 7 2025–2026
Teacher	Abdelmalek Grade 7 Legacy Learning Center 2025–2026
Indiana Standards Focus	RL/RI.7.1–10 W.7.1–7 Argument, informative, narrative L.7.4–6 Vocabulary: figurative, word relationships, academic SL.7.1–6 ILEARN ELA: Grade 7 standards
HQCM Core Program (IDOE Approved)	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025 — Grade 7 units: extended research, debate, literary devices, complex informational text
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 5+ — SUPPLEMENTAL for FLAGGED STUDENTS ONLY; focus on etymology and cross-content morphology
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A. Continue Reading Improvement Plans for any students still on file from Grade 3. ILEARN ELA: ILEARN ELA Spring. Level 3+ = proficient. Grade 7 ILEARN increases complexity in reading passages and extended writing expectations.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Abdelmalek | Grade 7

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
8:00–8:10	Vocabulary / Etymology Warm-Up	StudySync (HQCM Core)	Abdelmalek previews vocabulary from StudySync unit; etymology of 1–2 key academic words; analogy or word relationship activity. Students log words; 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 text-based discussion. Students annotate for theme, argument structure, author's craft; cite evidence.
8:50–9:10	Close Reading / Argument Analysis	StudySync (HQCM Core)	Abdelmalek teaches rhetorical device (ethos/pathos/logos) or literary element; 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: thesis refinement, evidence evaluation, counterargument; writing craft mini-lesson. Students draft, revise, peer conference.

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 scheduled separately.
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Phonics & Word Study Scope — Abdelmalek | Grade 7

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
All Students — Word Study	Etymology and morphology woven into StudySync vocabulary: literary terms (allegory, rhetoric, allusion) and discipline-specific vocabulary	Vocabulary morpheme analysis log; etymology investigation assignments; precision word choice in writing revision	StudySync texts; informational articles at Lexile 970–1120L; primary source documents in social studies units
Flagged Students — Separate Block	Laprea E.A.S.E. Seq. 5+: advanced morphology for students flagged by Acadience or MAP below 50th %ile; fluency with complex texts	E.A.S.E. word building and analysis; fluency repeated reading with timed reads; StudySync below-level access texts	E.A.S.E. Seq. 5 materials; StudySync scaffolded texts; content-area vocabulary support

Small Group Differentiation — Abdelmalek | Grade 7

Small Group Priority for Abdelmalek | Grade 7

Abdelmalek’s flagged students: daily 30-min E.A.S.E. Seq. 5+ intervention block. Fluency target 160+ WCPM. MAP growth monitoring monthly.

All students: Socratic seminar preparation (read + annotate + prepare evidence-based claims) at least 2x/month using StudySync texts.

ILEARN preparation: argument evaluation (identify claim, assess evidence quality, evaluate reasoning) and extended writing response with evidence from two texts.

Above-benchmark: independent research essay; literary analysis of StudySync novel; cross-text synthesis on social issue.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Abdelmalek | Grade 7

Writing Type	Program Connection	Skills Taught
Argument Essay	StudySync Argumentative Units	Refined thesis; 3-source evidence synthesis; counterargument with rebuttal; logical fallacy awareness; formal academic voice; MLA citation
Literary Analysis Essay	StudySync Literary Units	Theme analysis with textual evidence; author's craft analysis; figurative language in context; compare two literary texts; extended paragraph structure
Informative Research Essay	StudySync Research Unit	Research question; annotated bibliography; organized argument; precise domain vocabulary; ILEARN extended response format

Assessment Response Protocol — Abdelmalek | Grade 7

If Student Scores...	On Assessment	Abdelmalek Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Abdelmalek | Grade 7

Weekly Instructional Fidelity Checklist — Abdelmalek | Grade 7

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week								

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Abdelmalek | Grade 7

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Abdelmalek | Grade 7

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State			

Assessment Update

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Abdelmalek Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Abdelmalek Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

- 1. _____
- 2. _____
- 3. _____

Teacher: Abdelmalek Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Abdelmalek | Grade 7

<p>TEACHER ACKNOWLEDGMENT Abdelmalek — Grade 7 Legacy Learning Center <i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p> <p>Signature: _____ Date: _____</p>	<p>PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i></p> <p>Signature: _____ Date Issued: _____</p>
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SECTION 10 · Legacy Learning Center · 2025–2026

GRADE 8

Teacher: Abdelmalek

MANDATORY READING PLAN — READ IN FULL BEFORE SCHOOL YEAR BEGINS

Grade 8 — At a Glance | Abdelmalek

Element	Details — Abdelmalek Grade 8 2025–2026
Teacher	Abdelmalek Grade 8 Legacy Learning Center 2025–2026
Indiana Standards Focus	RL/RI.8.1–10 W.8.1–7 L.8.4–6 Vocabulary SL.8.1–6 ILEARN ELA: Grade 8 standards High School Readiness: college-ready literacy, academic vocabulary, independent reading and writing
HQCM Core Program (IDOE Approved)	McGraw-Hill StudySync 6–8 (2021) — IDOE HQCM Approved 2025 — Grade 8 units: sophisticated argument, literary analysis, research synthesis, high school readiness
Supplemental Program (Locally Vetted)	Laprea E.A.S.E. — Sequence 5+ — SUPPLEMENTAL for FLAGGED STUDENTS ONLY; all others focus on academic vocabulary through StudySync
Decodable Texts (Supplemental)	Laprea Developing Decoders — aligned to current E.A.S.E. sequence; locally vetted per IDOE FAQ Q.7
State Assessments	IREAD-3: N/A. Any Grade 8 student with unresolved reading difficulties must have a high school transition support plan documented. ILEARN ELA: ILEARN ELA Spring — FINAL MIDDLE SCHOOL YEAR. Level 3+ = proficient. Grade 8 ILEARN results directly inform high school placement. This is Abdelmalek’s highest-stakes assessment year.
Universal Screeners	Acadience Reading (DIBELS) — BOY/MOY/EOY NWEA Reading Fluency — BOY/MOY/EOY NWEA MAP Growth — BOY/MOY/EOY
Three-Cueing Model	PROHIBITED by IC 20-26-12-24.5. Never teach students to guess words from pictures, meaning, or syntax. Phonics-based decoding ONLY.

Mandatory Daily Schedule — Abdelmalek | Grade 8

This schedule is **MANDATORY** every school day. Do not reorder, skip, or shorten segments without principal approval.

Time	Segment	Program	Teacher Actions / Student Activity
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 discussion. Students log in vocabulary journal; 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; peer critique.
8:50–9:10	Argument / Literary Analysis Writing	StudySync Writing (HQCM Core)	Abdelmalek teaches argument sophistication (counterargument, warrant, logical fallacy); literary analysis skills; revision strategies. Students refine essay draft; incorporate feedback.
9:10–9:30	Extended Research / ILEARN	StudySync Research + ILEARN practice	Multi-source research synthesis; ILEARN practice passage + extended writing response 3x/week from

	Preparation		January; peer review of argument essay. Abdelmalek: individual writing conferences.
9:30–9:40	Closure / High School Readiness	StudySync (HQCM Core)	Vocabulary reflection; self-assessment of reading and writing growth; high school readiness discussion; preview next unit. Flagged students: E.A.S.E. intervention scheduled separately.

Phonics & Word Study Scope — Abdelmalek | Grade 8

Follow this sequence in order. Do not skip levels. Use E.A.S.E. entry assessments to confirm student placement before beginning each sequence.

Period	Phonics Skills	Word Study Activities	Texts / Resources
All Students — Advanced Academic Vocabulary	No standalone phonics. Focus: advanced literary/rhetorical vocabulary from StudySync; cross-disciplinary Tier 3 vocabulary; precision word choice	Rhetorical devices analysis log; cross-content vocabulary research; etymology investigation; connotation/denotation revision activity	StudySync texts at Lexile 1050–1220L; primary source documents; literary novels; college-readiness reading passages
Flagged Students — Separate Block	Laprea E.A.S.E. Seq. 5+ for students with Acadience ORF < 150 WCPM or MAP below 40th %ile; fluency and multisyllabic word reading; high school transition plan	E.A.S.E. morphology; fluency repeated reading with complex texts; transition planning documentation	E.A.S.E. Seq. 5 materials; StudySync below-level texts; high school transition reading materials

Small Group Differentiation — Abdelmalek | Grade 8

Small Group Priority for Abdelmalek | Grade 8

ILEARN is the final middle school assessment. All instruction from January through testing must prioritize ILEARN ELA standards mastery.
 Extended writing preparation: ILEARN requires a 2-source argument essay AND a literary analysis response. Practice both genres 3x/week from January through April.
 Abdelmalek must document and submit a high school transition support plan for every flagged Grade 8 student by April 1.
 Above-benchmark: AP/honors readiness — literary analysis of complex novel; argument essay on social issue; cross-disciplinary research synthesis. College-readiness vocabulary list (100 Tier 3 words) completed before EOY.

Group	Who	Teacher Instruction	Independent Centers
Tier 2 — Below Benchmark	Acadience Below/Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. sequence targeting exact phonics gap; decodable repeated reading; word mapping	Decodable re-read for fluency; word sort with current pattern; HFW sound-box practice
Tier 1 — On Track	At Benchmark on all screeners	Core small group: Wonders/StudySync text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders/StudySync independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP > 75th %ile	Extended genre study; independent research; literary analysis; morphology enrichment	Self-selected complex text; reading response journal; vocabulary morphology investigation
ELL / Language Learners	ELL students at all Acadience levels	Pre-teach vocabulary; sentence frames; visual supports; Wonders/StudySync ELL scaffolds	Bilingual vocabulary cards; picture-supported phonics; guided sentence writing

Writing Instruction — Abdelmalek | Grade 8

Writing Type	Program Connection	Skills Taught
Argument Essay (ILEARN Focus)	StudySync Argumentative Units	Sophisticated thesis; 2-source synthesis; counterargument + rebuttal; warrant/backing; formal academic voice; 5+ paragraphs; MLA/APA citation
Literary Analysis Essay	StudySync Literary Units	Advanced literary analysis (irony, allegory, satire, symbolism); author's craft at sentence level; compare two complex texts; textual evidence with analysis
Research Synthesis Essay	StudySync Research Units	3+ source synthesis; annotated bibliography; research ethics; academic credibility evaluation; ILEARN extended writing format

Assessment Response Protocol — Abdelmalek | Grade 8

If Student Scores...	On Assessment	Abdelmalek Must Do This
Well Below Benchmark	Acadience	Same week: move to Tier 3. Notify reading specialist + principal. Call parents. Grade 3 only: start Reading Improvement Plan form immediately.
Below Benchmark	Acadience	Within 5 days: move to Tier 2 small group. Increase E.A.S.E. dosage. Run bi-weekly ORF probes. Document in data binder.
< 25th percentile	NWEA Fluency	Add fluency intervention 3x/week using E.A.S.E. decodable timed reads + repeated reading protocol. Monitor bi-weekly.
Below RIT growth target	NWEA MAP Growth	Adjust locally vetted leveled text. Increase Wonders/StudySync vocabulary instruction. Bring to monthly data team.
Does not pass (Grade 3)	IREAD-3	Immediately: complete Reading Improvement Plan. Escalate Tier 3. Refer for summer program. MTSS team conference. Notify family in writing.
Level 1 or 2	ILEARN ELA	Review weak strands. Adjust next Wonders/StudySync unit emphasis. Report findings to data team meeting.
No growth after 8 wks	Tier 2 bi-weekly probes	Escalate to Tier 3. Specialist diagnostic assessment. Initiate SPED referral process if no response to multiple interventions.

Tracking & Accountability — Abdelmalek | Grade 8

Weekly Instructional Fidelity Checklist — Abdelmalek | Grade 8

Mark when complete each week. Submit a copy to the principal at the end of each month.

Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
E.A.S.E. phonics / vocabulary warm-up taught every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonders / StudySync HQCM core lesson delivered every school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group differentiation held ≥ 3 days this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency practice (timed read / partner read) ≥ 3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decodable reader sent home this week (K-3 only; N/A for 4-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing lesson delivered this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data binder / observation notes updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 2/3 progress monitoring probe administered (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week of (date): →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

Monthly Check-In Log — Abdelmalek | Grade 8

Complete with your principal or literacy coach each month. Record key data points and any instructional adjustments.

Month	Acadience (% at/above BM)	NWEA Fluency Avg WCPM	NWEA MAP Avg RIT	# Students in Tier 2/3	Instructional Adjustment Made
Aug	___%	___	___	___	
Sep	___%	___	___	___	
Oct	___%	___	___	___	
Nov	___%	___	___	___	
Dec	___%	___	___	___	
Jan	___%	___	___	___	
Feb	___%	___	___	___	
Mar	___%	___	___	___	
Apr	___%	___	___	___	
May	___%	___	___	___	
Sign-off	Principal initials (each month): _____				

Quarterly Data Review Log — Abdelmalek | Grade 8

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

Q1 — Fall August – October			
Screener Window: BOY Acadience + NWEA MAP/Fluency			
Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			

**ILEARN / State
Assessment Update**

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Abdelmalek Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q2 — Winter | November – January

Screener Window: MOY Acadience + NWEA MAP/Fluency

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Abdelmalek Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Q3 — Spring | February – March

Screener Window: Pre-IREAD/ILEARN check

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

IREAD-3 Risk Count (Gr.3 only)

Key instructional adjustments for 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 + ILEARN

Data Point	Result	% Meeting Target	Action Taken
Acadience — % at/above Benchmark			
NWEA Reading Fluency — Avg WCPM			
NWEA MAP Growth — Avg RIT Score			
# Students Tier 2			
# Students Tier 3			
ILEARN / State Assessment Update			

Key instructional adjustments for next quarter:

1. _____
2. _____
3. _____

Teacher: Abdelmalek Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Plan Acknowledgment & Sign-Off — Abdelmalek | Grade 8

<p>TEACHER ACKNOWLEDGMENT Abdelmalek — Grade 8 Legacy Learning Center <i>I have read this mandatory reading plan in full and commit to implementing it with fidelity for the 2025–2026 school year.</i></p>	<p>PRINCIPAL AUTHORIZATION Principal, Legacy Learning Center <i>This plan has been reviewed and approved. The teacher named above is authorized and required to implement this plan.</i> Signature: _____</p>
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Signature: _____ Date: _____	Date Issued: _____
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Section 11: Assessment Reference — ALL TEACHERS

Every LLC teacher knows these tools, administers them correctly, and acts on results within the timelines below.

Grade-Level WCPM Fluency Targets

Assessment	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7–8
EOY WCPM Target	20–30	60–80	90–110	110–130	130–150	150–170	150+	160–170+
Teacher	Dou'a	Hana	Hafsa	Al Habib	Soraya	Dounia	Hafsa	Abdelmalek (7&8)

IREAD-3 — Every Grade 3 Teacher (Al Habib) Must Know

MANDATORY for ALL Grade 3 students — no exceptions except documented medical emergencies. Assesses all 5 SOR components: phonemic awareness, phonics, fluency, vocabulary, comprehension. Schools below 70% passing MUST use HQCM-approved curriculum (LLC uses Wonders K–5) AND participate in Indiana Literacy Cadre. Non-pass action: Reading Improvement Plan + Tier 3 + summer program + family conference + possible retention (IC 20-32-8.5). Al Habib: begin IREAD-3 released item practice in September. Use one item weekly from September through testing.

ILEARN ELA — Grades 3–8 Quick Reference

Gr.	Teacher	Key Reading Skills	Key Writing Skills	Proficiency Target	ILEARN Notes
3	Al Habib	Key details, character, text structure, main idea, vocab in context	Informative + opinion paragraphs, reading response	Level 3+ (Met)	First ILEARN year — high priority
4	Soraya	Theme, literary analysis, compare texts, author's purpose, figurative language	Multi-paragraph essay, text evidence, literary analysis	Level 3+ (Met)	Prepare for complex passages
5	Dounia	Author's craft, argument evaluation, synthesis, inference	Argument essay, research writing, extended response	Level 3+ (Met)	Transition year — HS readiness begins
6	Hafsa	Argument structure, text evidence quality, literary analysis	Argument essay, informative essay, narrative	Level 3+ (Met)	First StudySync ILEARN year
7	Abdelmalek	Rhetorical devices, cross-text synthesis, point of view and bias	Refined argument, literary analysis, research synthesis	Level 3+ (Met)	Increase ILEARN practice from January
8	Abdelmalek	Complex inference, advanced argument, author's craft	Sophisticated argument, literary analysis, 3-source synthesis	Level 3+ (Met)	FINAL middle school year — maximum priority

Section 12: Professional Development Requirements — ALL LLC TEACHERS

All Legacy Learning Center teachers have legally required PD obligations. Contact INLitCenter@doe.in.gov with questions.

PD Requirement	Who at LLC	Deadline	How to Complete
Early Literacy Endorsement — 80 hrs SOR PD + licensure exam	All Pre-K–5 teachers: Dou'a, Hana, Hafsa (Gr.2), Al Habib, Soraya, Dounia	New licenses: immediately. Current teachers: at renewal ≥ July 1, 2027	Keys to Literacy IDOE PD: keystoliteracy.com/idoe-literacy-endorsement-pd/ Apply via LVIS INLitCenter@doe.in.gov
Instructional Coach Endorsement	Literacy coach at LLC (if school IREAD-3 rate < 70%)	July 1, 2025	Same as above — coaches must hold endorsement before coaching literacy teachers
Indiana Literacy Cadre Participation	All teachers if IREAD-3 rate < 70% (required); others encouraged	Ongoing — school year	Contact INLitCenter@doe.in.gov school-based literacy coaching through Cadre
Wonders K–5 Core Program Training	Dou'a, Hana, Hafsa (Gr.2), Al Habib, Soraya, Dounia	Before first day of school	McGraw-Hill professional learning modules + Teacher Edition training
StudySync 6–8 Core Program Training	Hafsa (Gr.6), Abdelmalek (Gr. 7 & 8)	Before first day of school	McGraw-Hill StudySync professional learning; Blast implementation training
Laprea E.A.S.E. Supplemental Training	All K–5 teachers; Gr. 6–8 with flagged students	Before supplemental instruction begins	structuredliteracy.com + lapreaeducation.com — written guides + video walkthroughs
Acadience Administration Certification	All screener administrators — annually	Before BOY screening	acadiencelarning.org official training; district-level certified trainer
NWEA MAP & Fluency Training	All teachers	Before BOY administration	NWEA online learning center; MAP Growth reports training; growth target setting
SOR IN Learning Lab Modules	All K–8 ELA teachers — 20 hrs/year recommended	Ongoing	inlearninglab.com — free with account; SOR Modules, Dyslexia Toolkit, ELA Frameworks
IREAD-3 Item Analysis Training	Al Habib + Al Habib's support team	September (before IREAD-3 prep begins)	IDOE IREAD-3 released items; Reading Improvement Plan training; student tracking protocol
MTSS Data Team Training	All teachers — annually	Before first data team meeting	District-provided MTSS training; tier placement protocols; intervention documentation

IDOE Contacts — Legacy Learning Center Reference

Literacy / Early Literacy Endorsement: INLitCenter@doe.in.gov
 HQCM Advisory List / Curriculum Questions: hqcm@doe.in.gov | in.gov/doe/students/high-quality-curricular-materials-advisory-lists/
 Keys to Literacy (IDOE PD Partner): keystoliteracy.com/idoe-literacy-endorsement-pd/
 IDOE IN Learning Lab (Free PD resources): inlearninglab.com

IDOE General: 1-317-232-6610 | in.gov/doi/about/contact/

School-Wide Plan Authorization

This handbook has been reviewed, approved, and issued to all Legacy Learning Center teachers for the 2025-2026 school year. All teachers named below are required to implement this plan with fidelity.

Principal / Head of School Signature: _____ Date: _____	Literacy Coordinator / Coach Signature: _____ Date: _____	Plan Effective Date School Year: 2025-2026 Revision Date: _____
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