

**LONG-TERM GOAL**

_____ will be able to read the phonetically regular and irregular words presented in **Phonics for Reading, Level C**, when those words are presented in lists or within passages.

SHORT-TERM OBJECTIVES**Single-Syllable Words****Lessons**

1. Given a list of words with *oo*, the student will be able to read the words with _____ accuracy. (Examples: *tooth, broom*) **1-3**
2. Given a list of words with *aw* and *au*, the student will be able to read the words with _____ accuracy. (Examples: *yawn, crawl, cause, haul*) **4-6**
3. Given a list of words with *oi* and *oy*, the student will be able to read the words with _____ accuracy. (Examples: *point, soil, toy, Floyd*) **7-9**
4. Given a list of words with *ew*, the student will be able to read the words with _____ accuracy. (Examples: *news, grew*) **10-12**
5. Given a list of words with *ou*, the student will be able to read the words with _____ accuracy. (Examples: *round, house*) **13-15**
6. Given a list of words with *kn, ph, qu,* and *wr* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *knight, phase, quote, wreck*) **16-18**
7. Given a list of words with *dge* and *tch* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *judge, sketch*) **19-21**
8. Given a list of words containing the two sounds of the letter *c* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *cell, peace, cone, couch*) **22-24**
9. Given a list of words containing the two sounds of the letter *g* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *cage, large, gust, gate*) **25-27**
10. Given a list of words containing the two sounds of the letters *ow*, the student will be able to read the words with _____ accuracy. (Examples: *down, crowd, glow, shown*) **28-30**



11. Given a list of words containing the two sounds of the letters *oo*, the student will be able to read the words with _____ accuracy. (Examples: *foot, shook, spoon, bloom*) **31–33**

12. Given a list of words containing the two sounds of the letters *ea*, the student will be able to read the words with _____ accuracy. (Examples: *spread, meant, meal, dream*) **34–36**

Multisyllabic Words**Lessons**

13. Given a list of multisyllabic words containing *oo* and other known vowels, the student will be able to read the words with _____ accuracy. (Examples: *raccoon, scooter*) **1–3**

14. Given a list of multisyllabic words containing *au* and *aw* and other known vowels, the student will be able to read the words with _____ accuracy. (Examples: *exhaust, author, sawmill, withdrawn*) **4–6**

15. Given a list of multisyllabic words containing *oi* and *oy* and other known vowels, the student will be able to read the words with _____ accuracy. (Examples: *turmoil, appointment, enjoy, oyster*) **7–9**

16. Given a list of multisyllabic words containing *ew* and other known vowels, the student will be able to read the words with _____ accuracy. (Examples: *screwdriver, withdrew*) **10–12**

17. Given a list of multisyllabic words containing *ou* and other known vowels, the student will be able to read the words with _____ accuracy. (Examples: *counter, without*) **13–15**

18. Given a list of multisyllabic words containing *kn, ph, qu,* and *wr* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *knapsack, dolphin, banquet, shipwreck*) **16–18**

19. Given a list of multisyllabic words containing *dge* and *tch* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *drawbridge, hodgepodge, patchwork, pitcher*) **19–21**

20. Given a list of multisyllabic words containing the two sounds of the letter *c* and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *citrus, absence, electric, kneecap*) **22–24**

**INDIVIDUAL EDUCATION PLAN (IEP)**

Student:

Date Begun:

Date Completed:

Teacher:

Student's Age/Grade:

- 21.** Given a list of multisyllabic words containing the two sounds of the letter *g* and known vowels, the student will be able to read the words with _____ accuracy. **25–27**
(Examples: *margin, urgent, target, grapevine*)
- 22.** Given a list of multisyllabic words containing the two sounds of the letters *ow* and other known vowels, the student will be able to read the words with _____ accuracy. **28–30**
(Examples: *chowder, sunflower, owner, rowboat*)
- 23.** Given a list of multisyllabic words containing the two sounds of the letters *oo* and other known vowels, the student will be able to read the words with _____ accuracy. **31–33**
(Examples: *bookkeeper, woodpile, scooter, teaspoon*)
- 24.** Given a list of multisyllabic words containing the two sounds of the letters *ea* and other known vowels, the student will be able to read the words with _____ accuracy. **34–36**
(Examples: *weather, headlight, mealtime, teacher*)

Words with Affixes**Lessons**

- 25.** Given a list of words with the word parts *un-*, *dis-*, *-able*, and *-ful*, the student will be able to read these words with _____ accuracy. (Examples: *unlock, distrust, teachable, handful*) **1–3**
- 26.** Given a list of words with the word parts *re-*, *pre-*, *-ness*, and *-less*, the student will be able to read these words with _____ accuracy. (Examples: *return, preheat, madness, helpless*) **4–6**
- 27.** Given a list of words with the word parts *de-*, *be-*, *-tion* and *-sion*, the student will be able to read these words with _____ accuracy. (Examples: *become, delay, fraction, vision*) **7–9**
- 28.** Given a list of words with the word parts *in-*, *ex-*, *-ly*, and *-y*, the student will be able to read these words with _____ accuracy. (Examples: *inspect, expand, badly, windy*) **10–12**
- 29.** Given a list of words with the word parts *con-* and *-ous*, the student will be able to read these words with _____ accuracy. (Examples: *contain, joyous*) **13–15**
- 30.** Given a list of words with the word parts *com-* and *-le*, the student will be able to read these words with _____ accuracy. (Examples: *complete, handle*) **16–18**
- 31.** Given a list of words with the word parts *pro-*, *-er*, and *-est*, the student will be able to read these words with _____ accuracy. (Examples: *provide, smaller, smallest*) **19–21**
- 32.** Given a list of words with the word parts *a-* and *-ment*, the student will be able to read these words with _____ accuracy. (Examples: *about, moment*) **22–24**



33. Given a list of words with the word parts *mis-* and *-ish*, the student will be able to read these words with _____ accuracy. (Examples: *misled*, *reddish*) **25–27**

34. Given a list of words with the word part *-al*, the student will be able to read these words with _____ accuracy. (Example: *final*, *several*) **28–30**

35. Given a list of words with the word part *-ive*, the student will be able to read these words with _____ accuracy. (Example: *active*, *positive*) **31–33**

High-Frequency Words

36. When shown the following high-frequency words, the student will be able to read these words with _____ accuracy. **1–36**

all	call	hall	ball	tall	now	how	some
many	because	your	who	through	also	about	fall
where	there	been	one	were	want	put	other
another	mother	brother	come	find	people	what	animals
care	why	would	could	should	from	good	old
cold	told	gold	sold	fold	hold	give	work
mind	kind	over	again	done	walk	talk	warm
machine	hour	woman	enough	even	word	women	learn
minute	live	two	sure	don't	both	father	only
four	most	does	by	my	try	cry	dry
move	their	any	among	every	heard	almost	friend
years	thought	something	somehow	sometime	somewhere	though	somewhat
someday	anything	anyone	anyhow	anywhere	anyway	anytime	although
always	throughout	already	altogether				

Passage Reading

37. Given a passage in **Phonics for Reading, Level C**, the student will be able to read the words with _____ accuracy. **1–36**