

**INDIVIDUAL EDUCATION PLAN (IEP)**

Student:

Date Begun:

Date Completed:

Teacher:

Student's Age/Grade:

LONG-TERM GOAL

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

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

1. Given a list of words with *ai* and *ay*, the student will be able to read the words with _____ accuracy. (Examples: *grain, pail, play, may*) **1–3**
2. Given a list of words with *ee* and *ea*, the student will be able to read the words with _____ accuracy. (Examples: *beach, lean, beef, sheep*) **4–6**
3. Given a list of words with *oa* and *ow*, the student will be able to read the words with _____ accuracy. (Examples: *coach, toast, flown, show*) **7–9**
4. Given a list of words with *igh*, the student will be able to read the words with _____ accuracy. Examples: *night, sigh*) **10–12**
5. Given a list of CVCe words with *a*, the student will be able to read the words with _____ accuracy. (Examples: *bake, came*) **13–16**
6. Given a list of CVCe words with *i*, the student will be able to read the words with _____ accuracy. Examples: *white, time*) **17**
7. Given a list of CVCe words with *o*, the student will be able to read the words with _____ accuracy. (Examples: *robe, joke*) **18–20**
8. Given a list of words with *ar*, the student will be able to read the words with _____ accuracy. (Examples: *smart, farm*) **21–23**
9. Given a list of words with *er*, the student will be able to read the words with _____ accuracy. (Examples: *herd, serve*) **24–26**
10. Given a list of words with *or*, the student will be able to read the words with _____ accuracy. (Examples: *sport, horse*) **27–29**
11. Given a list of words with *ir* and *ur*, the student will be able to read the words with _____ accuracy. Examples: *girl, turn*) **30–32**

**INDIVIDUAL EDUCATION PLAN (IEP)**

Student:

Date Begun:

Date Completed:

Teacher:

Student's Age/Grade:

Multisyllabic Words**Lessons**

- 12.** Given a list of multistyllabic words with *ai* and *ay*, the student will be able to read the words with _____ accuracy. (Examples: *railway, raindrop, payday, crayon*) **1-3**
- 13.** Given a list of multistyllabic words with *ee* and *ea*, the student will be able to read the words with _____ accuracy. (Examples: *freeway, indeed, sunbeam, peanut*) **4-6**
- 14.** Given a list of multistyllabic words with *oa* and *ow*, the student will be able to read the words with _____ accuracy. (Examples: *window, elbow, oatmeal, rowboat*) **7-9**
- 15.** Given a list of multistyllabic words with *igh*, the student will be able to read the words with _____ accuracy. (Examples: *highway, brightness*) **10-12**
- 16.** Given a list of multistyllabic words with CVCe syllables with *a*, the student will be able to read the words with _____ accuracy. (Examples: *landscape, basement*) **13-16**
- 17.** Given a list of multistyllabic words with CVCe syllables with *i*, the student will be able to read the words with _____ accuracy. (Examples: *nineteen, reptile*) **17**
- 18.** Given a list of multistyllabic words with CVCe syllables with *o*, the student will be able to read the words with _____ accuracy. (Examples: *flagpole, hopeless*) **18-20**
- 19.** Given a list of multistyllabic words with *ar*, the student will be able to read the words with _____ accuracy. (Example: *artist, garden*) **21-23**
- 20.** Given a list of multistyllabic words with *er*, the student will be able to read the words with _____ accuracy. (Example: *perfect, whisper*) **24-26**
- 21.** Given a list of multistyllabic words with *or*, the student will be able to read the words with _____ accuracy. (Example: *morning, support*) **27-29**
- 22.** Given a list of multistyllabic words with *ir* and *ur*, the student will be able to read the words with _____ accuracy. (Examples: *birthday, whirlwind, further, Thursday*) **30-32**

**Words with Word Endings****Lessons**

- 23.** Given a list of words with the word ending *-ed*, the student will be able to read the words with _____ accuracy. (Examples: *sailed, painted*) **1–6**
- 24.** Given a list of words with both word endings *-ed* and *-ing*, the student will be able to read the words with _____ accuracy. (Examples: *crossed, crossing; lifted, lifting*) **7–12**
- 25.** Given a list of words with roots that are altered when *-ing* is added (the final *e* is dropped or the final consonant is doubled), the student will be able to read the words with _____ accuracy. (Examples: *taking, riding, batting, shopping*) **13–20**
- 26.** Given a list of words ending with *-ed* and *-ing*, some of which have altered roots, the student will be able to read the words with _____ accuracy. (Examples: *closed, spinning, barked, charming*) **21–23**
- 27.** Given a list of words with the word endings *-er, -ed, and -ing*, some of which have altered roots, the student will be able to read the words with _____ accuracy. (Examples: *farmer, twirled, shaving*) **24–32**

High-Frequency Words

- 28.** Given the following high-frequency words, the student will be able to read the words with _____ accuracy. **1–32**

were	you	of	said	have	after	from	because
people	they	are	look	was	some	how	my
put	saw	there	things	little	water	into	come
down	all	work	school	been	who	do	use
what	where	very	your	long	song	strong	my
by	why	try	to	fly	would	should	could
she	he	me	be	we	other	another	mother

Passage Reading

- 29.** Given a passage in **Phonics for Reading, Level B**, the student will be able to read the words with _____ accuracy. **1–32**