

**LONG-TERM GOAL**

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

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

1. Given a list of VC and CVC words with the short-vowel sounds of /āāā/ and /īīī/, the student will be able to read the words with _____ accuracy. (Examples: *am, ran, in, lip*) **1–4**
2. Given a list of VC and CVC words with the short-vowel sound of /ōōō/, the student will be able to read the words with _____ accuracy. (Examples: *on, mop*) **5–7**
3. Given a list of VC and CVC words with the short-vowel sound of /ūūū/, the student will be able to read the words with _____ accuracy. (Examples: *up, rug*) **8–10**
4. Given a list of VC and CVC words with the short-vowel sound of /ēēē/, the student will be able to read the words with _____ accuracy. (Examples: *Ed, get*) **11–13**
5. Given a list of VCC and CVCC words with the final double consonants *ss, ll, ff, zz*, and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *miss, hill, off, jazz*) **14–16**
6. Given a list of CVCC words with the final digraphs *ck, th, sh*, and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *rock, path, dish*) **17–19**
7. Given a list of CVCC words with final blends and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *nest, task, send, sent, lamp*) **20–23**
8. Given a list of CCVC words with the initial digraphs *ch, wh, th, sh*, and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *chin, when, that, shop*) **24–26**
9. Given a list of CCVC words with initial blends and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *clam, fled, Glen, bran, crop, drip, Fred, grin, spot, twin*) **27–30**

**Multisyllabic Words****Lessons**

- 10.** Given a list of multisyllabic words with the short-vowel sounds of /āāā/ and /īīī/, the student will be able to read the words with _____ accuracy. (Examples: *admit, cabin*) **1–4**
- 11.** Given a list of multisyllabic words with the short-vowel sound of /ōōō/, the student will be able to read the words with _____ accuracy. (Examples: *cannot, fossil*) **5–7**
- 12.** Given a list of multisyllabic words with the short-vowel sound of /ūūū/, the student will be able to read the words with _____ accuracy. (Examples: *muffin, suntan*) **8–10**
- 13.** Given a list of multisyllabic words with the short-vowel sound of /ēēē/, the student will be able to read the words with _____ accuracy. (Examples: *upset, hectic*) **11–13**
- 14.** Given a list of multisyllabic words with syllables having double consonants and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *hilltop, sadness*) **14–16**
- 15.** Given a list of multisyllabic words with syllables having final digraphs *ck, th, sh*, and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *racket, bathtub, vanish*) **17–19**
- 16.** Given a list of multisyllabic words with syllables having final blends and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *insist, sandbox, absent*) **20–23**
- 17.** Given a list of multisyllabic words with syllables having initial digraphs *ch, wh, th, sh*, and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *chipmunk, whiplash, thickness, shipment*) **24–26**
- 18.** Given a list of multisyllabic words with syllables having initial blends and known vowels, the student will be able to read the words with _____ accuracy. (Examples: *snapshot, bobsled, planet, frantic, drumstick*) **27–30**

**INDIVIDUAL EDUCATION PLAN (IEP)**

Student:

Date Begun:

Date Completed:

Teacher:

Student's Age/Grade:

High-Frequency Words**Lessons**

19. Given the following high-frequency words, the student will be able to read the words with _____ accuracy.

1-30

to on the with my little and school
he her we water people are have see
was no go after from you of some
put they very she went saw into look
down where children said play be for long
work

Passage Reading

20. Given a passage in **Phonics for Reading, Level A**, the student will be able to read the words with _____ accuracy.

1-30