



Goal

In the special education classroom, given a list of up to 20 words that contain short vowels, digraphs, and welded teams, Student reads the words independently with 80% accuracy in 4 out of 5 trials by the end of the IEP year.

Objectives

Level 1

- In the special education classroom, given a list of words that contain short vowel a, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel i, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel o, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel u, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel e, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the digraph sh, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the digraph ch, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the digraph th, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the digraph wh, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the welded teams ang, ing, ong, ung, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the welded teams ank, ink, onk, unk, Student reads the words with 80% accuracy as determined by formative assessments by XX
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Goal

In the special education classroom, given a list of up to XX words that contain orthographic spelling patterns (ff, ll, ss, qu, ck, tch), short vowel exceptions (al, wa), and vowel-consonant-e syllables, Student reads the words independently with 80% accuracy in X out of X trials by the end of the IEP year.

Objectives

- In the special education classroom, given a list of words that contain orthographic spelling pattern ff, ll, ss, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel exception al, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain short vowel exception wa, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain orthographic spelling pattern qu, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain orthographic spelling pattern ck, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain orthographic spelling pattern tch, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain vowel-consonant-e syllables, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain vowel-s-e syllables, Student reads the words with 80% accuracy as determined by formative assessments by XX
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Level 2



Goal

In the special education classroom, given a list of up to 20 words that contain open syllables, closed syllable exceptions, vowel teams (ay, ou), common suffixes, syllable division, and the prefix a-, Student reads the words independently with 80% accuracy in 10 out of 10 trials by the end of the IEP year.

Objectives

Level 3

- In the special education classroom, given a list of words that contain open syllables (so, he, fly, etc.), Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain closed syllable exceptions ild, old, ind, ost, oll, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the vowel team ay, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the suffix ed, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the suffixes s, es, ing, er, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the suffixes est, en, ish, ly, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the suffixes y, ful, ness, less, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain twin-consonant syllable division (kitten, summer, etc.), Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain nontwin-consonant syllable division (napkin, velvet, etc.), Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain the four sounds of vowel team ou, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the special education classroom, given a list of words that contain prefix a-, Student reads the words with 80% accuracy as determined by formative assessments by XX
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Goal

In the general and special education classrooms, given a list of up XX words that contain short vowels, digraphs, and welded teams, Student reads the words independently with 80% accuracy in X out of X trials by the end of the IEP year.

Objectives

Level 1

- In the general and special education classrooms, given a list of words that contain short vowel a, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel i, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel o, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel u, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel e, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the digraph sh, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the digraph ch, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the digraph th, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the digraph wh, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the welded teams ang, ing, ong, ung, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain the welded teams ank, ink, onk, unk, Student reads the words with 80% accuracy as determined by formative assessments by XX
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Goal

In the general and special education classrooms, given a list of up XX words that contain orthographic spelling patterns (ff, ll, ss, qu, ck, tch), short vowel exceptions



(al, wa), and vowel-consonant-e syllables, Student reads the words independently with 80% accuracy in X out of X trials by the end of the IEP year.

Objectives

Level 2

- In the general and special education classrooms, given a list of words that contain orthographic spelling pattern ff, ll, ss, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel exception al, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain short vowel exception wa, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain orthographic spelling pattern qu, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain orthographic spelling pattern ck, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain orthographic spelling pattern tch, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain vowel-consonant-e syllables, Student reads the words with 80% accuracy as determined by formative assessments by XX
 - In the general and special education classrooms, given a list of words that contain vowel-s-e syllables, Student reads the words with 80% accuracy as determined by formative assessments by XX
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Goal

In the general and special education classrooms, given a list of up to 20 words that contain open syllables, closed syllable exceptions, vowel teams (ay, ou), common suffixes, syllable division, and the prefix a-, Student reads the words independently with 80% accuracy in 4 out of 5 trials by the end of the IEP year.

Objectives

Level 3

- In the general and special education classrooms, given a list of words that contain open syllables (so, he, fly, etc.), Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain closed syllable exceptions ild, old, ind, ost, oll, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the vowel team ay, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the suffix ed, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the suffixes s, es, ing, er, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the suffixes est, en, ish, ly, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the suffixes y, ful, ness, less, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain twin-consonant syllable division (kitten, summer, etc.), Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain nontwin-consonant syllable division (napkin, velvet, etc.), Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain the four sounds of vowel team ou, Student reads the words with 80% accuracy as determined by formative assessments by 20
 - In the general and special education classrooms, given a list of words that contain prefix a-, Student reads the words with 80% accuracy as determined by formative assessments by 20
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