

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT
 SPECIAL EDUCATION SERVICES
 INDIVIDUAL EDUCATION PROGRAM
 School Year ____ - ____

NAME _____ SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: ENGLISH III

Present Level of Performance: _____

Annual Goal: The Learner will master ____ of the ____ targeted objectives at the specified mastery level.

Time in special education setting: _____ hours per week for duration of school year _____ weeks

Person(s) implementing: _____ special education teacher _____ special education aide
 _____ general education teacher _____ speech-language pathologist or licensed assistant
 _____ parent _____ other: _____

check one: A= progress toward general curriculum B= other educational needs related to disability

A	B	Objectives	Evaluation Criteria and Procedure Mastery Level	PROGRESS REVIEW							
				Date	Date::	Date	Date::	Date	Date::	Date	Regression
	✓	Reading - Vocabulary Development When reading selections at a _____ grade level, the learner will	_____ % accuracy on ___ tests ___ classwork ___ homework _____ _____								
✓	✓	a) <u>determine meaning of words through context (figurative language, idioms, connotation, technical language)</u>									
✓	✓	b) <u>use reference material to determine word meaning</u>									
✓	✓	c) <u>discriminate between connotative and denotative meanings</u>									
✓	✓	d) <u>understand and complete analogies</u> e)									
	✓	Reading - Comprehension When reading selections at a _____ grade level, the learner will	a) state purpose for _____ pieces b) demonstrated _____ # of times c) demonstrated _____ # of times d-f) ___% accuracy on ___ tests ___ classwork ___ homework _____ g) demonstrated _____ # of times								
✓	✓	a) <u>establish a purpose for reading</u>									
✓	✓	b) <u>modify reading strategy when understanding breaks down</u>									
✓	✓	c) <u>construct graphic organizers to represent text</u>									
✓	✓	d) <u>summarize reading in _____ paragraphs by including main idea and supporting details</u>									
✓	✓	e) <u>draw conclusions, generalizations or predictions</u>									
✓	✓	f) <u>identify cause and effect</u>									
✓	✓	g) <u>use study strategies to better understand texts</u> _____ note taking _____ outlining _____ study guide questions h)									

Progress Review Codes: S = satisfactory progress to achieve annual goal by year end U = unsatisfactory progress toward annual goal.
 M = mastered X = not yet addressed

NAME _____

<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>Reading - Analyzing Elements When reading selections at a _____ grade level, the learner will <u>a) compare themes, conflicts, allusions across books</u> <u>b) describe basic conflicts and how they are resolved</u> <u>c) identify characteristics of clearly written text (patterns of organization, word choice, syntax)</u> <u>d) evaluate credibility of information sources</u> <u>e) connect literature to</u> _____ historical context _____ current events _____ own experiences <u>f)</u></p>	<p>_____ % accuracy on ____ tests ____ classwork ____ homework ____ ____</p>								
<p>✓ ✓ ✓ ✓ ✓</p>	<p>Reading for a Purpose When reading selections at a _____ grade level, the learner will <u>a) read varied sources (diaries, newspapers, letters, world and American literature, etc.)</u> <u>b) locate information (with / without) assistance from appropriate print sources</u> <u>c) use text organizers (headings, graphic features, overviews) to locate information</u> <u>d) compare text or reviews with own experience</u> <u>e)</u></p>	<p>a) at least ____ different sources b,c) accurately locate ____ pieces d) at least ____ times</p>								
<p>✓ ✓ ✓ ✓ ✓ ✓</p>	<p>Listening and Speaking The learner will <u>a) prepare and present an effective talk (clear thesis; logical points, claims or arguments; appropriate appeals)</u> <u>b) use appropriate language and conventions for task</u> <u>c) use nonverbal strategies to improve speaking (pitch tone of voice, posture, eye contact, etc.)</u> <u>d) make relevant contributions to discussions</u> <u>e) identify aesthetic elements of literature</u> _____ character development _____ rhyme _____ imagery <u>f) present interpretations of literature</u> <u>g)</u></p>	<p>a) at least ____ times b-f) teacher observation</p>								
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>Viewing / Representing The learner will a) recognize genres of media and identify characteristics of each b) evaluate the persuasive techniques of media messages c) recognize how visual or sound techniques convey messages in media d) compare different media coverage of the same event e) recognize the purpose of various media forms (informative, entertaining, persuasive) f) identify the main idea of a media message g) discuss the effect of media on own perception of reality h) create media products of at least _____ (time) to communicate a message i) evaluate own media product j)</p>	<p>a-g) _____ % accuracy on ____ tests ____ classwork ____ homework ____ h) at least ____ pieces i) completion of self-evaluation</p>								

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Writing									
✓	<p>The learner will</p> <p>a) <u>Write in a variety of forms, with emphasis on business forms:</u></p> <p>_____ report length: _____</p> <p>_____ memo length: _____</p> <p>_____ procedure length: _____</p> <p>_____ summary length: _____</p> <p>_____ resume length: _____</p> <p>_____ other:</p>	a) at least ____ pieces of each							
✓	<p>b) <u>Use the five steps of the writing process</u></p> <p>_____ prewriting</p> <p>_____ rough draft</p> <p>_____ edit</p> <p>_____ collaboration</p> <p>_____ final draft / publish</p>	b) each step demonstrated in at least ____ pieces. No more than ____ errors in final draft							
✓	<p>c) <u>Edit own work for</u></p> <p>_____ punctuation ____% accuracy</p> <p>_____ spelling ____% accuracy</p> <p>_____ capitalization ____% accuracy</p> <p>_____ grammatical errors ____% accuracy</p> <p><input type="checkbox"/> subject-verb agreement</p> <p><input type="checkbox"/> pronoun - antecedent agreement</p> <p><input type="checkbox"/> verb forms</p> <p><input type="checkbox"/> parallelism</p> <p>_____ other:</p>	c) at determined level of accuracy for ____ pieces							
✓	<p>d) <u>Critique own writing and writing of others for mechanics and content</u></p>	d) at least ____ times							
✓	<p>e) <u>Respond to reading/discussion through writing</u></p>	e) at least ____ times							
✓	<p>f) <u>Produce a research project of _____length</u></p>	f) no more than ____ errors in final draft							
✓	<p>g) <u>Write a simple sentence.</u></p>	g-j) ____ out of 10 correct							
✓	<p>h) <u>Write a compound sentence.</u></p>								
✓	<p>i) <u>Write a complex sentence.</u></p>								
✓	<p>j) <u>Write a paragraph of _____ sentences</u></p> <p>h)</p>								
	<p>Other:</p>								

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