

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: LANGUAGE ARTS - READING (BEGINNING READER)**

**Present Level of Performance:** \_\_\_\_\_

Fluency Goal: Current Level (wpm) \_\_\_\_\_ Goal for year (wpm) \_\_\_\_\_

**ANNUAL GOAL: The student is expected to attain an instructional reading**  **book level:** \_\_\_\_\_. (book leveling)  
 (check one box) **or**  
 **grade level text** \_\_\_\_\_.

For duration of  school year  \_\_\_\_\_ weeks  until anniversary ARD.

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	Reading Benchmarks (check appropriate boxes)	PROGRESS REVIEW							
			Date:	Date:	Date:	Date:	Date:	Date:	Date:	Regression:
✓		<b>Reading Fluency</b> <b>The student is expected to:</b> <input type="checkbox"/> read silently for short periods of time (at least ____ minutes) <input type="checkbox"/> read daily from independent level materials (texts in which 1 in 20 words are difficult for reader) <input type="checkbox"/> <u>read regularly in instructional level materials</u> (texts in which 1 in 10 words are difficult for reader) <input type="checkbox"/> orally read familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) <input type="checkbox"/> other:								
✓		<b>Word Identification</b> <b>The student is expected to</b> <input type="checkbox"/> rely on print more than illustrations when reading <input type="checkbox"/> increase sight word vocabulary (at least _____ words) <input type="checkbox"/> <u>read words in isolation and in context with consonant-vowel-consonant pattern (CVC), such as <i>cat, bit, not, net, nut</i></u> <input type="checkbox"/> <u>identify letter-sound relationships for consonant diagraphs (<i>th, ch, sh, wh</i>)</u> <input type="checkbox"/> <u>blend consonant diagraphs with common short vowel spelling patterns</u> <input type="checkbox"/> identify letter-sound relationships for consonant blends: <i>bl, fl, sl, st, br, cr, tr, str, qu, sm, sn, sw, pr, cl, g, tw, kn, wr, sp, spr, scr, sk, squ, thr</i> <input type="checkbox"/> <u>blend consonant blends with common short vowel spelling patterns to read words in isolation and context</u>								

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<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>blend the sound of the beginning consonant, consonant blend, or diagraph with</u></li> <li><input type="checkbox"/> long vowel spelling pattern <u>_VCE</u>, (e.g. <i>bake</i>) to read in isolation and in context</li> <li><input type="checkbox"/> long vowel spelling pattern <u>_VVC</u> (e.g. <i>bead</i>) to read in isolation and in context</li> <li><input type="checkbox"/> begin to use spelling pattern <u>VCCV</u> (e.g. <i>robber</i>) to help figure out an unknown word when reading</li> <li><input type="checkbox"/> begin to use syllable pattern <u>VCV</u> (e.g. <i>radar, begin</i>) to help figure out an unknown word when reading</li> <li><input type="checkbox"/> <u>read simple compound words</u> (e.g. <i>into, upstairs</i>)</li> <li><input type="checkbox"/> <u>read words with endings, -s, -ed, -ing, -es, -er</u></li> <li><input type="checkbox"/> <u>read words with prefixes, such as re- (replay)</u></li> <li><input type="checkbox"/> read contracted forms, ( <i>I'm, I'll, I've, we're, you're, they're, it's, let's, she's, we've, he's, isn't, don't, won't, can't</i>)</li> <li><input type="checkbox"/> note comparisons (e.g. <i>quick, quicker; thick, thicker</i>)</li> <li><input type="checkbox"/> read words with apostrophe s (possessive), e.g. <i>Mary's</i></li> <li><input type="checkbox"/> read words that drop final e (e.g. <i>ride, riding</i>)</li> <li><input type="checkbox"/> know that every syllable has a sounded vowel</li> <li><input type="checkbox"/> use knowledge of word order (syntax) and context to support word identification and confirm word meaning.</li> <li><input type="checkbox"/> other:</li> </ul>						
<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p><b>Reading Comprehension</b>  <b>The student is expected to</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge to anticipate meaning and to make sense of text</li> <li><input type="checkbox"/> establish purposes for reading, such as to be informed, to follow directions, and to be entertained</li> <li><input type="checkbox"/> <u>retell the order of important events in stories</u></li> <li><input type="checkbox"/> <u>monitor more consistently his/her own comprehension by</u> <ul style="list-style-type: none"> <li>_____ checking for meaning (Does it make sense?)</li> <li>_____ using own knowledge of oral language to read text (Does it sound right?)</li> <li>_____ checking a prediction by looking at letters (Does it look right?)</li> <li>_____ rereading to confirm meaning</li> <li>_____ asking for help as needed</li> </ul> </li> <li><input type="checkbox"/> draw and discuss visual images based on text descriptions</li> <li><input type="checkbox"/> make and explain inferences from texts (such as determining important ideas and causes and effects, making predictions, and drawing conclusions</li> <li><input type="checkbox"/> identify similarities and differences across texts such as in topics, characters, and problems</li> <li><input type="checkbox"/> other:</li> </ul>						
<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p><b>Vocabulary</b>  <b>The student is expected to</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>discuss meanings of words and develop vocabulary through meaningful and concrete experiences</u></li> <li><input type="checkbox"/> develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud</li> <li><input type="checkbox"/> identify words that name persons, places, or things, and words that name actions</li> <li><input type="checkbox"/> other:</li> </ul>						

NAME \_\_\_\_\_

✓	<b>Reading a Variety of Texts</b> <b>The student is expected to</b>						
✓	<input type="checkbox"/> read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information						
✓	<input type="checkbox"/> use graphs, charts, signs, captions, and other informational texts to acquire information						
	<input type="checkbox"/> other:						
	<b>Literary Response</b> <b>The student is expected to</b>						
✓	<input type="checkbox"/> participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud						
✓	<input type="checkbox"/> <u>respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art and drama</u>						
✓	<input type="checkbox"/> connect ideas and themes across texts						
	<input type="checkbox"/> other:						
	<b>Reading / Text Structures</b> <b>The student is expected to</b>						
✓	<input type="checkbox"/> distinguish different forms of text, such as lists, newsletters, and signs and the functions they serve						
✓	<input type="checkbox"/> understand simple story structure						
✓	<input type="checkbox"/> distinguish fiction from nonfiction, including fact and fantasy						
✓	<input type="checkbox"/> understand literary forms by recognizing and distinguishing among such types of texts as stories, poems, and information books						
✓	<input type="checkbox"/> analyze characters including their traits, feelings, relationships, and changes						
✓	<input type="checkbox"/> identify the importance of the setting to a story's meaning						
✓	<input type="checkbox"/> recognize the story problem(s) or plot						
	<input type="checkbox"/> other:						
	<b>Inquiry and Research</b> <b>The student is expected to</b>						
✓	<input type="checkbox"/> alphabetize words						
	<input type="checkbox"/> by first letter						
	<input type="checkbox"/> by second letter						
✓	<input type="checkbox"/> use alphabetical order to locate information						
✓	<input type="checkbox"/> identify relevant questions for inquiry such as "What do bugs eat?"						
✓	<input type="checkbox"/> use multiple sources, including print (such as encyclopedia), technology, and experts, to locate information that addresses questions						
✓	<input type="checkbox"/> draw conclusions from information gathered						
✓	<input type="checkbox"/> recognize and use parts of a book to locate information (table of contents, chapter titles, guide words, and indices)						
✓	<input type="checkbox"/> interpret and use graphic source of information such as maps, charts, graphs and diagrams						
✓	<input type="checkbox"/> locate and use important areas of the library media center						
	<input type="checkbox"/> other:						
	<b>Reading and Culture</b> <b>the student is expected to</b>						
✓	<input type="checkbox"/> connect his/her own experiences with the life experiences, language, customs, and cultures of others						
✓	<input type="checkbox"/> compare experiences of characters across cultures						
	<input type="checkbox"/> other:						
	<b>Other:</b>						

