

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: SELF-EXTENDING READER (Intermediate to Specialized Reading)

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:
✓		Reading Fluency The student is expected to: <input type="checkbox"/> read silently with increasing ease for longer periods of time (at least _____ minutes) <input type="checkbox"/> read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) <input type="checkbox"/> read regularly in instructional-level materials (texts in which no more than approximately 1 in 10 words is difficult for the reader) <input type="checkbox"/> <u>demonstrate characteristics of fluent and effective reading</u> <input type="checkbox"/> read aloud in thought units or groups of words <input type="checkbox"/> observe punctuation marks when reading aloud <input type="checkbox"/> use good expression while reading orally <input type="checkbox"/> read with accuracy <input type="checkbox"/> enjoy reading aloud before an audience <input type="checkbox"/> engage the listener <input type="checkbox"/> adjust the reading rate based on purposes for reading <input type="checkbox"/> other:								
✓		Word Identification: The student is expected to: <input type="checkbox"/> identify all words on any basic sight word list <input type="checkbox"/> recognize most of the words encountered on an automatic basis during silent or oral reading <input type="checkbox"/> <u>recognize unfamiliar words using multiple strategies, such as knowledge of letter-sound correspondence, language structure and context</u>								

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✓	<input type="checkbox"/> <u>demonstrate use of a systematic approach to recognizing an unfamiliar word when reading, such as</u> <ul style="list-style-type: none"> <input type="checkbox"/> rereading (line, paragraph, etc.) to find a clue <input type="checkbox"/> looking for the largest structure in the word (root, syllable, etc.) <input type="checkbox"/> trying various pronunciations of the most likely word or syllable sounds <input type="checkbox"/> skipping the word and continuing on if it does not seem crucial to the meaning and does not appear often 						
✓	<input type="checkbox"/> use dictionary pronunciation key to sound out a word						
✓	<input type="checkbox"/> use a dictionary <ul style="list-style-type: none"> <input type="checkbox"/> to correctly locate words <input type="checkbox"/> to find meaning of words <input type="checkbox"/> to choose appropriate meaning of multi-meaning words <input type="checkbox"/> to find word origins and history 						
✓	<input type="checkbox"/> <u>use structural analysis to identify root words with</u> <ul style="list-style-type: none"> <input type="checkbox"/> prefixes, such as dis-, non-, in-, un-, mis-, anti-, com-, con-, pre-, sub-, tri-, post-, de-, pro-, ex-, un-, ir-, il-, super-, uni-, bi-, re-, semi-, trans-, micro-, mini-, _____, _____, _____, _____ <input type="checkbox"/> suffixes, such as -ness, -tion, -able, -ance, -ence, -ment, -ish, -ant, _____, _____, _____, _____ 						
✓	<input type="checkbox"/> pronounce new contracted forms: _____, _____, _____, _____						
✓	<input type="checkbox"/> other: _____						
Reading Comprehension The student is expected to:							
✓	<input type="checkbox"/> use his/her own knowledge and experience to comprehend appropriate level reading material						
✓	<input type="checkbox"/> demonstrate use of setting and adjusting purposes for reading (such as to find out information, to understand, to interpret, to solve problems)						
✓	<input type="checkbox"/> monitor comprehension while reading <ul style="list-style-type: none"> <input type="checkbox"/> asks, "Does this make sense?" <input type="checkbox"/> rereads when understanding breaks down 						
✓	<input type="checkbox"/> describe mental images that text descriptions evoke						
✓	<input type="checkbox"/> <u>determine a text's main / major ideas and how those ideas are supported with details</u>						
✓	<input type="checkbox"/> draw inferences, such as conclusions and generalizations, and support with text evidence and experience						
✓	<input type="checkbox"/> distinguish fact and opinion in various texts						
✓	<input type="checkbox"/> answer questions: <ul style="list-style-type: none"> <input type="checkbox"/> open ended <input type="checkbox"/> literal <input type="checkbox"/> interpretive <input type="checkbox"/> multiple choice or true/false <input type="checkbox"/> short-answer 						
✓	<input type="checkbox"/> <u>represent text information, (such as outline, timeline, graphic organizer)</u>						
✓	<input type="checkbox"/> <u>use study strategies to recall ideas from texts (such as preview, question, reread, record) _____ (6 - 8)</u>						
✓	<input type="checkbox"/> other: _____						

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✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	<p>Vocabulary Development The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>develop vocabulary by listening to selections read aloud</u> <input type="checkbox"/> use own experiences to bring meaning to words in context <input type="checkbox"/> <u>use multiple reference aids to clarify meanings and usage (thesaurus, dictionary, software, etc.)</u> <input type="checkbox"/> <u>determine meanings of derivatives by applying knowledge of the meanings of root words (like, pay, happy,) and affixes (dis-, pre-, un-)</u> <input type="checkbox"/> acquire word meanings related to current events <input type="checkbox"/> acquire word meanings related to content areas (6 - 8) <input type="checkbox"/> distinguish denotative and connotative meanings (6 - 8) <input type="checkbox"/> use word origins as an aid to understanding historical influences on English word meanings (6 - 8) <input type="checkbox"/> other: 					
✓ ✓ ✓	<p>Reading a Variety of Texts The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read classic and contemporary work at appropriate difficulty level <input type="checkbox"/> <u>read for varied purposes in appropriate level text, (such as to be informed, to be entertained, to appreciate writer's craft, and to discover models for his/her own writing</u> <input type="checkbox"/> read to take action, such as <ul style="list-style-type: none"> <input type="checkbox"/> fill out forms <input type="checkbox"/> make informed recommendations <input type="checkbox"/> write a response <input type="checkbox"/> other: 					
✓ ✓ ✓ ✓	<p>Literary Response The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offer observations, make connections, react, speculate, interpret and raise questions in response to text <input type="checkbox"/> interpret text ideas through varied means, such as journal writing, discussion, enactment, and media <input type="checkbox"/> support responses by referring to relevant aspects of texts and his/her own experiences <input type="checkbox"/> connect, compare and contrast ideas and themes across text <input type="checkbox"/> other: 					
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	<p>Text Structure and Literary Concepts The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>recognize the distinguishing features of genres (biography, historical fiction, informational texts, poetry)</u> <input type="checkbox"/> compare communication in different forms such as contrasting a dramatic performance with a print version of the same story <input type="checkbox"/> analyze characters (traits, motivations, conflicts, points of view, relationships, changes they undergo) <input type="checkbox"/> recognize and analyze story plot, setting, and problem solution <input type="checkbox"/> describe how the author's perspective or point of view affects the text <input type="checkbox"/> analyze author's presentation of ideas (cause/effect, compare/contrast, inductive, deductive, chronological) (6 - 8) <input type="checkbox"/> recognize and interpret literary devices (flashback, foreshadowing, symbolism) (6 - 8) <input type="checkbox"/> recognize how style, tone and mood contribute to the effect of the text (6 - 8) <input type="checkbox"/> understand and identify literary terms (playwright, theater, stage, act, dialogue, dialect, analogy, scene) (8) <input type="checkbox"/> understand literary forms (myth, fable, tall tale, limerick, play, biography, autobiography, tragedy and comedy) (8) <input type="checkbox"/> other: 					

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✓	<p>Inquiry/Research The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use text organizers (headings, graphic features, tables of contents) to locate and organize information <input type="checkbox"/> use multiple sources, (electronic texts, experts, print resources) to research information <input type="checkbox"/> interpret and use graphic sources of information (maps, graphs, timelines, tables) <input type="checkbox"/> summarize, record and organize information from multiple sources by taking notes, outlining ideas, and making charts <input type="checkbox"/> form and revise questions for investigations, including questions arising from readings, assignments and units of study (6 - 8) <input type="checkbox"/> <u>produce research projects and reports in effective formats for various audiences</u> (6 - 8) <input type="checkbox"/> present organized statements, reports, and speeches using visuals or media to support meaning (6 - 8) <input type="checkbox"/> other: 						
✓	<p>Reading / Cultures The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine distinctive and common characteristics of cultures through wide reading <input type="checkbox"/> other: 						
✓	<p>Compensatory Study Skills The student is expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> organize long-term assignments with short-term deadlines <input type="checkbox"/> develop learning strategies for test-taking and studying <input type="checkbox"/> develop / increase organizational skills <input type="checkbox"/> locate information in functional applications <ul style="list-style-type: none"> _____ telephone directories _____ catalogs _____ tables, charts, graphs _____ maps and globes _____ other: <input type="checkbox"/> identify types of information found in an <input type="checkbox"/>atlas <input type="checkbox"/> almanac <ul style="list-style-type: none"> <input type="checkbox"/> encyclopedia <input type="checkbox"/> vertical file <input type="checkbox"/> other: 						
	<p>Other:</p>						