

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT
 SPECIAL EDUCATION SERVICES
 INDIVIDUAL EDUCATION PLAN
 School Year _____ - _____

page ____ of ____

NAME _____ SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: LANGUAGE ARTS - READING (Transitional / Expanding 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:	Regressi
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reading Fluency The student is expected to <input type="checkbox"/> read silently for increasing periods of time <input type="checkbox"/> read regularly in independent-level materials (texts in which 1 in 20 words is difficult for the reader) <input checked="" type="checkbox"/> <u>read regularly in instructional-level materials</u> (texts in which 1 in 10 words is difficult for the reader) <input type="checkbox"/> orally read familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) <input type="checkbox"/> other: _____							
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Word Identification The student is expected to <input type="checkbox"/> use knowledge of word order (syntax) and content to support word identification and confirm word meaning <input type="checkbox"/> pronounce basic sight words (high frequency irregular words) instantly in isolation and in context <input checked="" type="checkbox"/> <u>pronounce the following and blend with adjacent elements with increased automaticity</u> _____ single final consonants (d, m, c, g, l, n, r, b, t, p) _____ final diagraphs and blends (th, ng, nd, ph) _____ phonograms (-at, -et, -it, -ot, -ut, -ar, -er, -ir, -or, -ur, -ack, -all, -an, -ick, -ill, -ind, -et, -eat, _____, _____, _____, _____, _____)							

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 _____

✓	<input type="checkbox"/> <u>blend the sound of the beginning consonant, consonant blend, or diagraph with</u> _____ the short vowel spelling pattern <u>_VC</u> (e.g. <i>cat</i>) to read in isolation and in context with increasing automaticity _____ the long vowel spelling pattern <u>VCe</u> (e.g. <i>bake</i>) to read in isolation and in context with increasing automaticity _____ the long vowel spelling pattern <u>VVC</u> (e.g. <i>bead</i>) to read in isolation and in context with increasing automaticity						
✓	<input type="checkbox"/> <u>read words in which vowels are modified by r (-ar car; -er her; -ir girl; -or storm; -ur hurt; -are care; -air hair; -ear hear; -oar roar)</u>						
✓	<input type="checkbox"/> <u>read words in which vowels are modified by l (-al ball; -el bell; -ul bull)</u>						
✓	<input type="checkbox"/> <u>read words in which vowels are modified by u and w (-au autumn; -aw draw; -ew new; -ow down, blow)</u>						
✓	<input type="checkbox"/> <u>read words with long and short oo (school, good)</u>						
✓	<input type="checkbox"/> <u>read words with oi and oy (boil, boy)</u>						
✓	<input type="checkbox"/> <u>find common root word (e.g. usually - usual)</u>						
✓	<input type="checkbox"/> <u>find parts in new compounds (e.g. every thing)</u>						
✓	<input type="checkbox"/> <u>pronounce contracted forms with increased automaticity in isolation and in context (I'm, I'll, I've, we're, you're, they're, isn't, let's, he's, don't, won't, can't)</u>						
✓	<input type="checkbox"/> <u>read endings s, ed, ing, er, est</u>						
✓	<input type="checkbox"/> <u>read prefixes in words (un-, re-, be-, dis-, com-, pre-, mis-, con-, pro- _____, _____, _____)</u>						
✓	<input type="checkbox"/> <u>read suffixes in words (-ly, -less, -ness, -en, -ful -ish, -est, -ment, -less, -ty, -able, -tion, _____, _____, _____)</u>						
✓	<input type="checkbox"/> read abbreviated forms for months						
✓	<input type="checkbox"/> read abbreviated forms for days of the week						
✓	<input type="checkbox"/> read abbreviated forms of roads/streets such as Ave., Blvd., St.						
✓	<input type="checkbox"/> read title abbreviations such as Mr., Ms., Mrs., Dr.						
✓	<input type="checkbox"/> demonstrate knowledge that every syllable has one and only one sounded vowel						
✓	<input type="checkbox"/> use the following generalizations to figure out an unknown word: _____ when the first vowel sound in a word is followed by two consonants, the first syllable usually ends with the first consonant (e.g. <i>bul let; pic ture</i>) _____ when a word ends in <i>-le</i> , the last syllable normally includes the consonant before the l, (e.g. <i>ta ble</i>) _____ when only one consonant separates adjacent vowels, divide after the first vowel (e.g. <i>fa tal, gro cer</i>)						
	<input type="checkbox"/> other:						
	Reading Comprehension The student is expected to						
✓	<input type="checkbox"/> use prior knowledge to anticipate meaning and to make sense of text						
✓	<input type="checkbox"/> establish purposes for reading, such as to be informed, to follow directions, and to be entertained						
✓	<input type="checkbox"/> <u>retell or act out the order of important events in stories</u>						
✓	<input type="checkbox"/> monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help						
✓	<input type="checkbox"/> draw and discuss visual images based on text descriptions						
✓	<input type="checkbox"/> make and explain inferences from texts (such as determining important ideas and causes and effects, making predictions, and drawing conclusions)						
✓	<input type="checkbox"/> identify similarities and differences across texts such as in topics, characters, and problems						

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✓	<input type="checkbox"/> produce summaries of text selections <input type="checkbox"/> represent text information in different ways, including story maps, graphs and charts <input type="checkbox"/> distinguish fact from opinion in various texts, including news stories and advertisements <input type="checkbox"/> practice different kinds of questions and tasks, including test-like comprehension questions <input type="checkbox"/> other:							
✓	Vocabulary The student is expected to <input type="checkbox"/> develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud <input type="checkbox"/> <u>develop vocabulary through reading</u> <input type="checkbox"/> use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words <input type="checkbox"/> demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying and identifying related words) <input type="checkbox"/> other:							
✓	Reading a Variety of Texts The student is expected to <input type="checkbox"/> read classic and contemporary works <input type="checkbox"/> <u>read from a variety of genres for pleasure and to acquire information from both print and electronic sources</u> <input type="checkbox"/> read to accomplish various purposes, both assigned and self-selected <input type="checkbox"/> other:							
✓	Literary Response The student is expected to <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"/> demonstrate understanding of informational text in a variety of ways (through writing, illustrating, developing demonstrations, and using available technology) <input type="checkbox"/> support interpretations or conclusions with examples drawn from text <input type="checkbox"/> connect ideas and themes across texts <input type="checkbox"/> other:							
✓	Reading / Text Structures The student is expected to <input type="checkbox"/> distinguish different forms of text, such as lists, newsletters, and signs and the functions they serve <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, myths, fables, tall tales, limericks, plays, biographies, and autobiographies <input type="checkbox"/> compare communications in different forms, including contrasting a dramatic performance with a print version of the same story <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:							

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<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>Inquiry and Research The student is expected to</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify relevant questions for inquiry such as “What Native American tribes inhabit(ed) Texas?” <input type="checkbox"/> use alphabetical order to locate information <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"/> use multiple sources, including print (such as encyclopedia), technology, and experts, to locate information that addresses questions <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"/> organize information in systematic ways, including notes, charts, and labels <input type="checkbox"/> demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations <input type="checkbox"/> use compiled information and knowledge to raise additional, unanswered questions <input type="checkbox"/> draw conclusions from information gathered <input type="checkbox"/> other: 								
<p>✓ ✓</p>	<p>Reading and Culture The student is expected to</p> <ul style="list-style-type: none"> <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: 								
	<p>Other:</p>								