



What is an IEP Goal?

IEP goals or objectives represent a part of a required fluency or list of skills that describe what a student should accomplish during the school year (IEP cycle). Each objective in the IEP goal progression moves the learner through previously unmastered skills and skill gaps that may span multiple grade levels or be more condensed to a specific grade or developmental range.

Teach Tastic IEP goals written to be SMART: Specific, Measurable, Attainable, Results-oriented and Time-bound.

Learning Standard

RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

Target Goal

By (date), when given exercises with print concepts, the student will recognize that spoken words are represented in written language by specific sequences of letters, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Put the sounds in order

- 1 By (date), when given sounds read aloud, the student will put the sounds in order, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify the second sound in a word

- 2 By (date), when given words read aloud, the student will identified the first, second and last sound in a word, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Word recognition: Choose the two words that are the same

- 3 By (date), when given 3-5 word choices, the student will choose the two words that are the same, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Find a word in a sentence

- 4 By (date), when given sentences with pictures in them and word selection list, the student will find a word in a sentence, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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Quarterly Progress Monitoring

Put the sounds in order

By (date), when given sounds read aloud, the student will put the sounds in order, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Identify the second sound in a word

By (date), when given words read aloud, the student will identified the first, second and last sound in a word, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Word recognition: Choose the two words that are the same

By (date), when given 3-5 word choices, the student will choose the two words that are the same, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Find a word in a sentence

By (date), when given sentences with pictures in them and word selection list, the student will find a word in a sentence, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10