

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.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Target Goal

By (date), when given exercises with phonics and word recognition, the student will associate the long and short sounds with common spellings (graphemes) for the five major vowels, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Sort short and long vowel words

By (date), when given word sorting graphic organizer, the student will sort short and long vowel words, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Choose the word that has a different vowel sound

By (date), when given words read aloud and multiple-choice picture options, the student will choose the word that has a different vowel sound, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Spell the short vowel word

By (date), when given word read aloud and letter jumble, the student will spell the short vowel word, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Complete the word with the right short vowel

By (date), when given word read aloud, missing letter word and multiple-choice vowel options, the student will complete the word with the right short vowel, 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

Sort short and long vowel words

By (date), when given word sorting graphic organizer, the student will sort short and long vowel words, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

8/10 work sam	ples in te	n conse	cutive ti	rials.								
Date:												
Score:												
Proficiency:	□ 1-Beginning 0-5/10				□ 2-Practicing 6/10			□ 2.	□ 2.5-Emerging 7/10			
	\square 3-Proficient 8/10			\square 3.5-Advanced 9/10			☐ 4-Mastery 10/10					
Choose the we By (date), when the word that h samples out of	n given w nas a diffe	ords rea erent vo	ad aloud wel sou	l and mu nd, impr	ltiple-ch oving re	eading fo	oundatio	ns skills	from 0/			
Date:												
Score:												
Proficiency:	\square 1-Beginning 0-5/10			\square 2-Practicing 6/10				\square 2.5-Emerging 7/10				
	\square 3-Proficient 8/10			\square 3.5-Advanced 9/10			□ 4-Mastery 10/10					
improving read work samples i				om 0/10	work sa	mples of	ut of ten	consec	utive tri	als to 8/.	10	
Date:												
Score:												
Proficiency:	\Box 1-Beginning 0-5/10			□ 2-Practicing 6/10				\square 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10				□ 4-Mastery 10/10				
Complete the By (date), when student will con 0/10 work samp	n given w mplete th	ord rea ne word	d aloud, with the	missing right sl	letter v nort vow	el, impr	oving re	ading fo	oundatio	ns skills		
Date:												
Score:												
Proficiency:	□ 1-Be	□ 1-Beginning 0-5/10			□ 2-Practicing 6/10			□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10				☐ 4-Mastery 10/10				