

# IEP Goals

## For the Barton Reading & Spelling System

(Child's name here) will receive tutoring using the Barton Reading & Spelling System in a group of no more than 3 students in XX-minute sessions XX times a week in the Resource Room. The tutoring sessions will be conducted by (RSP's name here).

### Level 1 Phonemic Awareness

By (estimated date here), (child's name here) will have completed all of the lessons in Level 1, and will have acquired all seven essential Phonemic Awareness skills: segmenting, blending, comparing, adding, deleting, substituting, and rhyming.

Mastery will be demonstrated by completing the Level 1 posttest with 95% accuracy or higher.

### Level 2 Consonants, Short Vowels, and Digraphs

By (estimated date here), (child's name here) will have completed all of the lessons in Level 2. The student will be able to read a list of 50 randomly chosen real and nonsense CVC word that contains a short vowel. The student will consistently use the balloons-pigs and the balloons-or-not trick when reading or writing b's, p's, and d's. The student will consistently "tap the vowel" when reading word lists.

The student will be able to spell and write 30 not-studied-ahead-of-time real and nonsense CVC words using the finger spelling technique.

The student will know that sentences must contain more than one phrase, will be able to mark the phrases in a sentence, and will then be able to read the sentence out loud with accuracy and good phrasing.

Mastery will be demonstrated by completing the Level 2 posttest with 95% accuracy or higher.

### Level 3 Closed and Unit Syllables

By (estimated date here), (child's name here) will have completed all of the lessons in Level 3. The student will be able to read a list of 50 randomly chosen real and nonsense words that contains up to seven letters as long as they contain only a single vowel. The student will know the difference between a Closed syllable and a Unit syllable, and the impact that has on the vowel sound.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing up to 6 sounds with only a single vowel, and are either Closed or Unit words, or contractions. The student will know and be able to apply these spelling rules: Floss, Kiss the Cat, Milk Truck, and Catch Lunch.

Given a page of Who, Did What, Where, and Add-on Phrases, the student will be able to verbally create 4 complete sentences. When given a page of printed sentences from any lesson in Level 3, the student will be able to mark the phrases, and then read the sentences aloud accurately and with good phrasing.

When given a one-page story from any lesson in Level 3, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 3 posttest with 95% accuracy or higher.

#### **Level 4 Syllable Division and Vowel Teams**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 4. The student will be able to read a list of 50 randomly chosen real and nonsense multi-syllable words that consist of Open, Closed, Unit or Vowel Team syllables, or contain Schwas.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing multi-syllable words that have a combination of Open, Closed, Units or Vowel Team syllables. The student will know when and how to effectively use an electronic spell checker for the sound of Schwa and for vowel teams that make the same sound. The student will know and be able to apply these spelling rules without the spell checker: Cry Baby, Happy, Almost All, Picnic Chicken Basket, Music Trick, Banana, Confident, and Campus Confess.

Given a page of Who, Did What, Where, and Add-on Phrases, the student will be able to verbally create 4 complete sentences. When given a page of printed sentences from any lesson in Level 4, the student will be able to mark the phrases, and then read the sentences aloud accurately and with good phrasing.

When writing dictated sentences, the student will automatically capitalize the first letter and put punctuation at the end. The student will use a variety of double-checking techniques to proof the spelling of his written sentence.

When given a one-page story from any lesson in Level 4, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 4 posttest with 95% accuracy or higher.

## **Level 5 Prefixes and Suffixes**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 5. The student will be able to read a list of 50 randomly chosen real multi-syllable words that consist of basewords with prefixes and/or suffixes. The student will know the meaning of the prefixes and suffixes, and know which of the 3 sounds suffix ED will make in a specific word.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing multi-syllables that consist of a baseword with prefixes and/or suffixes. The student will be able to apply the Doubling and Change spelling rules. The student will know when to use TION versus SION, and will know the few times that it must be checked in the electronic spell checker.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 5, the student will be able read the sentence accurately and with good phrasing without having to mark the phrases.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 5, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 5 posttest with 95% accuracy or higher.

## **Level 6 Six Reasons for Silent-E**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 6. The student will be able to read a list of 50 randomly chosen real multi-syllable words that consist of Open, Closed, Silent-E, Consonant-LE, Units or Vowel Team syllables, contain Schwas, or consist of a Silent-E or Consonant-LE baseword with prefixes and/or suffixes.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing multi-syllable words that have a combination of Open, Closed, Silent-E, Consonant-LE, Unit or Vowel Team syllables. The student will know when and how to effectively use an electronic spell checker for the sound of Schwa, vowel teams or Silent-E Units that make the same sound, and words ending in the sound //l. The student will know how to use the electronic spell checker to double-check homonyms. The student will know and be able to apply these spelling rules without the spell checker: Dropping the Silent-E, Huge Bridge, Nature, Sprinkle Vehicle, Greek words with PH and medial-Y, and using a related word to determine whether to use TION or SION.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 6, the student will be able read the sentence accurately and with good phrasing without having to mark the phrases.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 6, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 6 posttest with 95% accuracy or higher.

### **Level 7 Vowel-R Syllables**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 7. The student will be able to read a list of 50 randomly chosen real multi-syllable words that consist of Open, Closed, Vowel-R, Silent-E, Consonant-LE, Units, Vowel Team syllables, Schwas, or consist of a baseword with prefixes and/or suffixes.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing multi-syllable words that have a combination of Open, Closed, Silent-E, Vowel-R, Consonant-LE, Unit or Vowel Team syllables. The student will know when and how to effectively use an electronic spell checker for the sound of Schwa, vowel teams or Silent-E Units that make the same sound, words containing /er/, /ear/, or /air/, and words ending in /ery/ or //l/. The student will know and be able to apply these spelling rules without the spell checker: Commodore Sailor, Edward the Lizard, and Bossy-W, and when to use TION versus SION after a Vowel-R syllable.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 7, the student will be able read the sentence accurately and with good phrasing without having to mark the phrases.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 7, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 7 posttest with 95% accuracy or higher.

## **Level 8 Advanced Vowel Teams**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 8. The student will be able to read a list of 50 randomly chosen real multi-syllable words that consist of Open, Closed, Vowel-R, Silent-E, Consonant-LE, Units, Vowel Team syllables, Schwas, or consist of a base word with prefixes and/or suffixes. The student will know the sounds made by all 24 vowel teams, when to split two vowels apart, the sound l makes when followed by a vowel, and the digraphs TI, CI and SI.

The student will be able to spell and write 30 not-studied-ahead-of-time words containing multi-syllable words that have a combination of Open, Closed, Silent-E, Vowel-R, Consonant-LE, Unit or Vowel Team syllables. The student will know when and how to effectively use an electronic spell checker for the sound of Schwa, vowel sounds that can be spelled using more than one vowel team, Silent-E Units that make the same sound, words containing /er/, /ear/, or /air/, and words ending in /ery/ or //l/. The student will know and be able to apply these spelling rules without the spell checker: India, Radio, Obvious, California, Million, Union, Industrial, and Immediate.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 8, the student will be able read the sentence accurately and with good phrasing without having to mark the phrases.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 8, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 8 posttest with 95% accuracy or higher.

## **Level 9 - Influence of Foreign Languages**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 9. The student will be able to correctly read a list of 50 randomly chosen real multi-syllable words of French, Spanish, Greek or Italian origin and identify the origin of each word.

The student will be able to spell and write 30 not-studied-ahead-of-time words of French Spanish, Greek or Italian origin - using a spell checker when necessary.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 9, the student will be able read the sentence accurately and with good phrasing -

without having to mark the phrases. The student will also be able to identify which words are of French, Greek, Spanish, or Italian origin.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 9, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 9 posttest with 95% accuracy or higher.

### **Level 10 - Greek Words & Latin Roots**

By (estimated date here), (child's name here) will have completed all of the lessons in Level 10. The student will be able to correctly read a list of 50 randomly chosen real multi-syllable words that contain Latin Roots or are Greek Combining Forms. If the word contains a Latin Root, the student will be able to identify the root. If it is a Greek Combining Form, the student will be able to state the meaning of each form and from that, derive the meaning of the entire word.

The student will be able to correctly spell and write 30 not-studied-ahead-of-time words that are Greek Combining Forms or that contain Latin Roots - using a spell checker only when necessary.

Given a page of random phrases, the student will be able identify each type of phrase, and then verbally combine them to create sentences with 5 or more phrases. When given a page of printed sentences from any lesson in Level 10, the student will be able read the sentence accurately and with good phrasing - without having to mark the phrases. The student will also be able to identify which words are Greek Combining Forms (and state the meaning of those words) and which contains Latin Roots.

When writing dictated sentences, the student will use a variety of double-checking techniques to proof their own spelling.

When given a one-page story from any lesson in Level 10, after reading the story to himself, the student will be able to read it out loud with no more than 3 errors and prove his comprehension by retelling the story in his own words.

Mastery of these skills will be demonstrated by completing the Level 10 posttest with 95% accuracy or higher.