Score Report

Student Name	Sample A. Student	Date of Report	8/17/2010
Student ID	1234	Grade	7
Date of Birth	6/17/1997	Home Language	English
Gender	Male	Handedness	Right
Race/Ethnicity	Hispanic	Examiner Name	Sample Examiner

|					
Test Administered	WISC–IV Core/Supplemental (8/17/2010)	Age at Testing	13 years 2 months	Retest?	No
	WIAT–III (8/17/2010)		13 years 2 months		No
	WISC–IV Process Approach (8/17/2010)		13 years 2 months		
WISC–IV Comments	Sample Comments.				
WIAT–III Comments	Sample Comments.				

WISC–IV Results

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	24	89	23	83-96	Low Average
Perceptual Reasoning (PRI)	31	102	55	94-109	Average
Working Memory (WMI)	19	97	42	90-105	Average
Processing Speed (PSI)	20	100	50	91-109	Average
Full Scale (FSIQ)	94	95	37	90-100	Average

WISC–IV Integrated Composite Score Profile
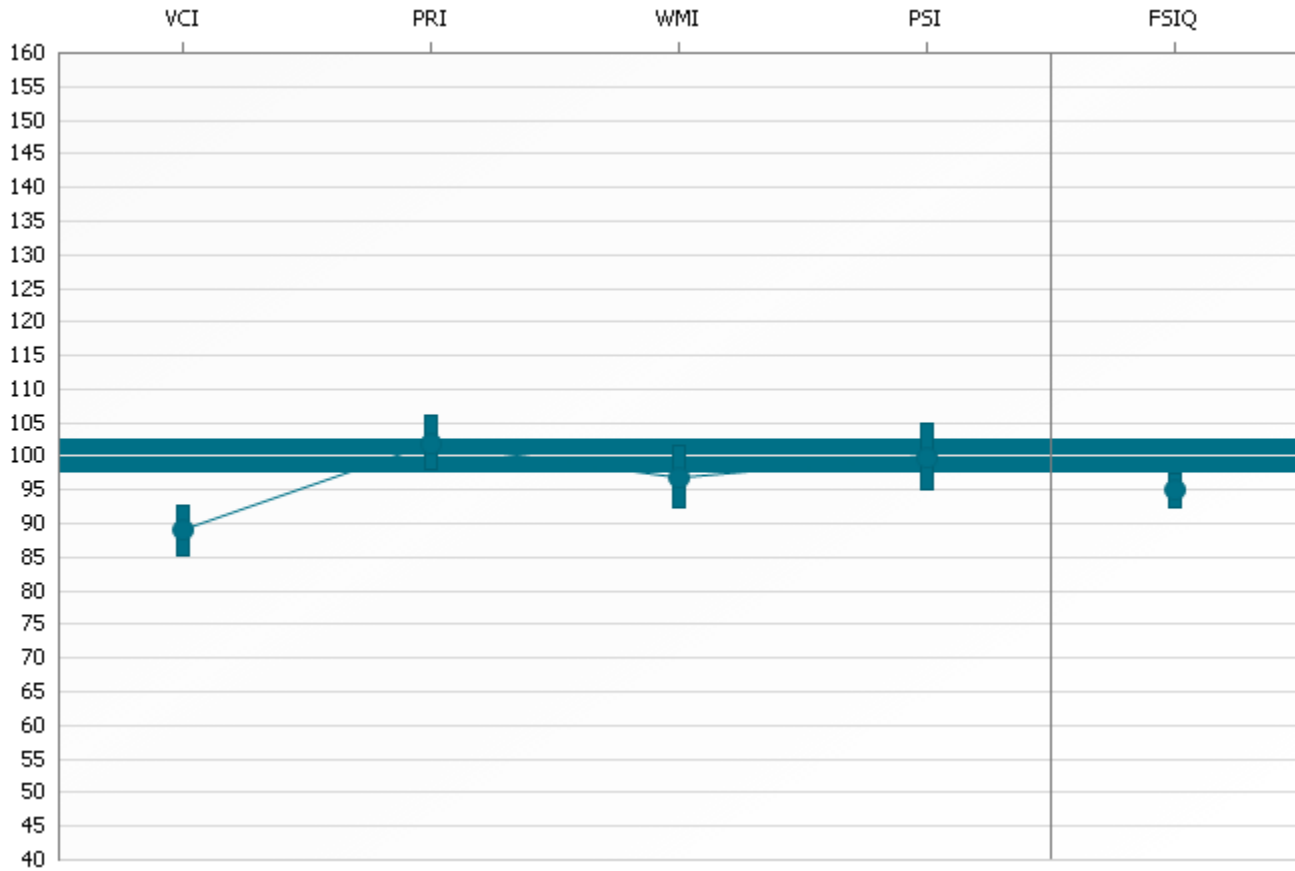
Note. Vertical bar represents the Standard Error of Measurement (*SEM*).

WISC–IV Integrated Composite Scores and Standard Error of Measurement

Composite	Score	SEM
VCI	89	3.67
PRI	102	3.97
WMI	97	4.5
PSI	100	4.97
FSIQ	95	2.6

Index Level Discrepancy Comparisons

Index Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
VCI - PRI	89	102	-13	10.6	Y	18.1%
VCI - WMI	89	97	-8	11.38	N	29.4%
VCI - PSI	89	100	-11	12.11	N	26.5%
PRI - WMI	102	97	5	11.76	N	39.4%
PRI - PSI	102	100	2	12.47	N	47%
WMI - PSI	97	100	-3	13.14	N	46.5%

Note. Base Rate by Overall Sample

Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff.	Critical Value	S / W	Base Rate
Block Design	11	9.4	1.60	3.01		>25%
Similarities	9	9.4	-0.40	3.01		>25%
Digit Span	10	9.4	0.60	2.87		>25%
Picture Concepts	10	9.4	0.60	3.39		>25%
Coding	10	9.4	0.60	3.17		>25%
Vocabulary	8	9.4	-1.40	2.70		>25%
Letter-Number Sequencing	9	9.4	-0.40	2.63		>25%
Matrix Reasoning	10	9.4	0.60	2.68		>25%
Comprehension	7	9.4	-2.40	3.44		10-25%
Symbol Search	10	9.4	0.60	3.56		>25%

Note. Overall: Mean = 9.40, Scatter = 4, Base Rate = 97.5%
Statistical Significance (Critical Values) at the .05 level

Subtest Level Discrepancy Comparison

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
Vocabulary - Comprehension	8	7	1	3.23	N	39.7%
Digit Span - Letter-Number Sequencing	10	9	1	2.83	N	39.1%
Coding - Symbol Search	10	10	0	3.55	N	
Similarities - Picture Concepts	9	10	-1	3.36	N	45.1%
Vocabulary - Matrix Reasoning	8	10	-2	2.76	N	30.6%

Note. Statistical Significance (Critical Values) at the .05 level

Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtest	Raw Score	Scaled Score	Percentile Rank
Similarities	22	9	37
Vocabulary	35	8	25
Comprehension	22	7	16

Perceptual Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	48	11	63
Picture Concepts	19	10	50
Matrix Reasoning	24	10	50

Perceptual Domain Process Score Summary (Total Raw Score to Scaled Score Conversions)

Process Score	Raw Score	Scaled Score	Percentile Rank
Block Design No Time Bonus (BDN)	35	9	37

Perceptual Domain Discrepancy Comparisons

Subtest / Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
BD - BDN	11	9	2	3.26	N	2.8%

Note. Statistical Significance (Critical Values) at the .05 level

Working Memory Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	17	10	50
Letter-Number Sequencing	17	9	37

Working Memory Domain Process Score Summary: Registration (Total Raw Score to Scaled Score Conversions)

Process Score	Raw Score	Scaled Score	Percentile Rank
Digit Span Forward (DSF)	9	10	50

Note. Statistical Significance (Critical Values) at the .05 level

Working Memory Domain Process Score Summary: Mental Manipulation (Total Raw Score to Scaled Score Conversions)

Process Score	Raw Score	Scaled Score	Percentile Rank
Digit Span Backward (DSB)	8	11	63

Working Memory Domain Discrepancy Comparisons: Mental Manipulation

Subtest / Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. DIff. Y / N	Base Rate
LN - DSB	9	11	-2	3.29	N	29.2%

Working Memory Domain Discrepancy Comparisons: Registration vs. Mental Manipulation

Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. DIff. Y / N	Base Rate
DSF - DSB	10	11	-1	3.62	N	45.4%

Note. Statistical Significance (Critical Values) at the .05 level

Working Memory Domain Process Score Summary: Longest Span (Raw Score to Base Rate Conversions)

Process Score	Raw Score	Base Rate
Longest Digit Span Forward (LDSF)	5	94%
Longest Digit Span Backward (LDSB)	4	78.5%

## Working Memory Domain Discrepancy Comparisons: Longest Spans

Process Score	Raw Score 1	Raw Score 2	Diff.	Base Rate
LDSF - LDSB	5	4	1	86.5%

Note. Statistical Significance (Critical Values) at the .05 level

Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Coding	57	10	50
Symbol Search	29	10	50

WISC–IV Integrated Subtest Scaled Score Profile
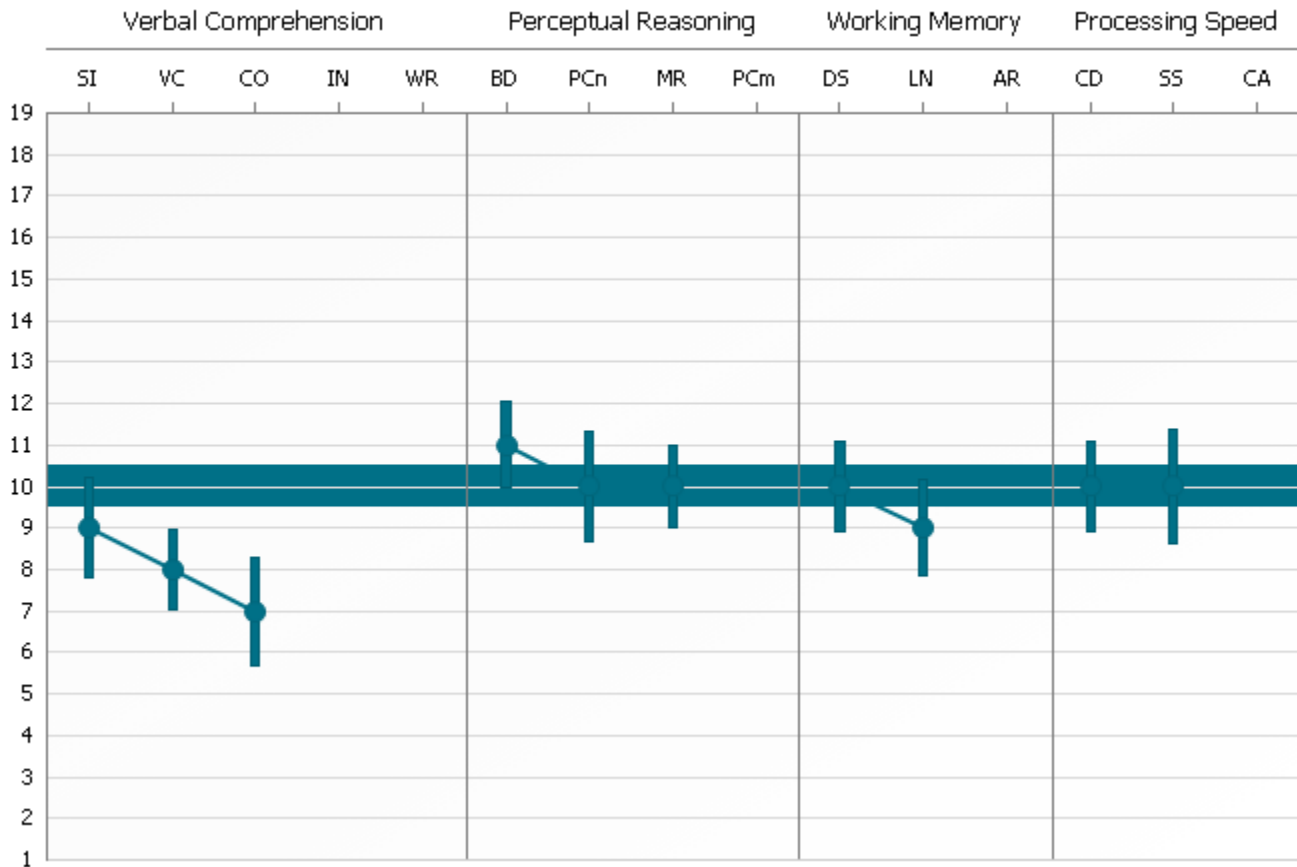
Note. Vertical bar represents the Standard Error of Measurement (*SEM*).

WISC–IV Integrated Subtest Scaled Scores and Standard Error of Measurement

Subtest	Score	*SEM*
Similarities (SI)	9	1.2
Vocabulary (VC)	8	0.95
Comprehension (CO)	7	1.31
Information (IN)		
Word Reasoning (WR)		
Block Design (BD)	11	1.04
Picture Concepts (PCn)	10	1.34
Matrix Reasoning (MR)	10	0.99
Picture Completion (PCm)		
Digit Span (DS)	10	1.08
Letter-Number Sequencing (LN)	9	1.16

Subtest	Score	*SEM*
Arithmetic (AR)		
Coding (CD)	10	1.08
Symbol Search (SS)	10	1.37
Cancellation (CA)		

WIAT–III Results

Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	—	93	80–106	32	40	4	6.2	11:2	530
Reading Comprehension	21*	85	74–96	16	29	3	2.5	8:0	493
Math Problem Solving	49	89	81–97	23	35	4	6.1	11:0	566
Sentence Composition	—	53	43–63	0.1	<1	1	1.0	6:0	457
Word Reading	35	77	71–83	6	18	2	3.2	8:8	503
Essay Composition	—	80	70–90	9	22	2	3.4	8:4	499
Pseudoword Decoding	29	92	87–97	30	39	4	5.4	10:0	519
Numerical Operations	35	96	87–105	39	44	4	7.2	12:4	610
Oral Expression	—	93	80–106	32	40	4	6.3	11:7	533
Oral Reading Fluency	150*	107	100–114	68	60	6	9.0	15:0	557
Spelling	25	83	76–90	13	26	3	4.7	9:8	554
Math Fluency—Addition	43	113	102–124	81	68	7	12.7	17:0-19:11	778
Math Fluency—Subtraction	42	120	110–130	91	78	8	>12.9	>19:11	855
Math Fluency—Multiplication	29	102	92–112	55	53	5	7.5	13:4	719

– Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

* Indicates a raw score that is converted to a weighted raw score (not shown).

† Indicates that a raw score is based on a below grade level item set.

Subtest Score Profile
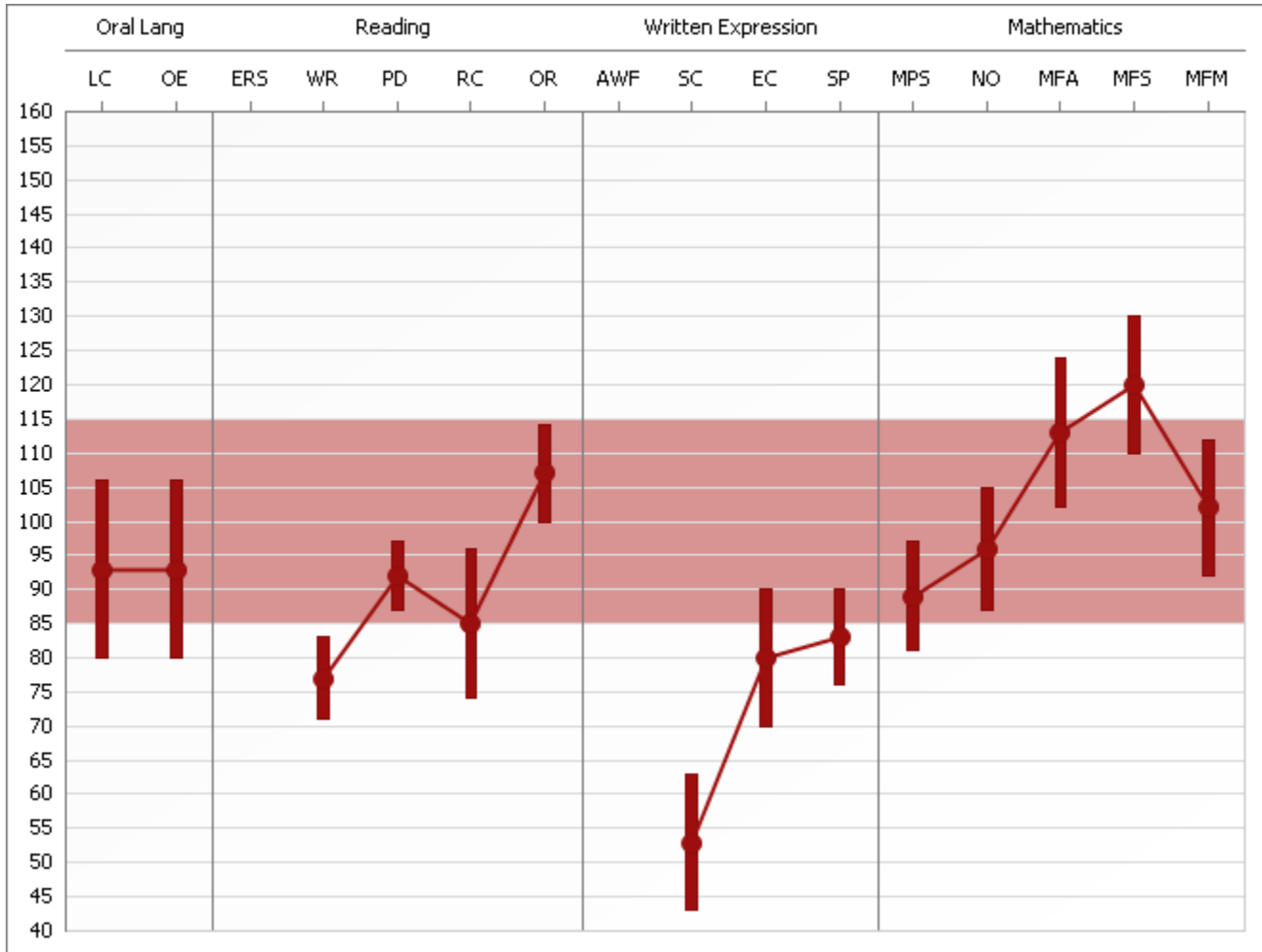
Note. The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

Score Name	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Oral Reading Accuracy	478*	86	73–99	18	30	3	5.1	10:8	N/A
Oral Reading Rate	197*	106	99–113	66	58	6	9.7	15:0	N/A

* Indicates a raw score that is converted to a weighted raw score (not shown).

Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	13	96	39	44	4	Average
Oral Discourse Comprehension	16	93	32	40	4	Average
Sentence Composition						

Sentence Combining	1	57	0.2	<1	1	Low
Sentence Building	3	51	<0.1	<1	1	Very Low
Essay Composition						
Word Count	39	80	9	22	2	Below Average
Theme Development and Text Organization	5	83	13	26	3	Below Average
Oral Expression						
Expressive Vocabulary	11	92	30	39	4	Average
Oral Word Fluency	33	102	55	53	5	Average
Sentence Repetition	18	89	23	35	4	Average

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	186	91	80–102	27	37	4	Average
Total Reading	361	87	82–92	19	32	3	Average
Basic Reading	169	84	80–88	14	28	3	Below Average
Reading Comprehension and Fluency	192	94	86–102	34	42	4	Average
Written Expression	216	69	62–76	2	6	1	Low
Mathematics	185	91	84–98	27	37	4	Average
Math Fluency	335	113	106–120	81	68	7	Average
Total Achievement	865	81	77–85	10	23	2	Below Average

Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	4	12.15	N	>15%
Oral Language vs. Basic Reading	7	11.74	N	>15%
Oral Language vs. Reading Comprehension and Fluency	-3	14.47	N	>15%
Oral Language vs. Written Expression	22	14.07	Y	≤15%
Oral Language vs. Mathematics	0	13.18	N	>15%
Oral Language vs. Math Fluency	-22	13.71	Y	>15%
Total Reading vs. Basic Reading	3	7.24	N	>15%
Total Reading vs. Reading Comprehension and Fluency	-7	11.13	N	>15%
Total Reading vs. Written Expression	18	10.61	Y	≤15%
Total Reading vs. Mathematics	-4	9.40	N	>15%
Total Reading vs. Math Fluency	-26	10.12	Y	≤10%
Basic Reading vs. Reading Comprehension and Fluency	-10	10.68	N	>15%
Basic Reading vs. Written Expression	15	10.13	Y	>15%
Basic Reading vs. Mathematics	-7	8.85	N	>15%
Basic Reading vs. Math Fluency	-29	9.62	Y	≤5%
Reading Comprehension and Fluency vs. Written Expression	25	13.20	Y	≤10%
Reading Comprehension and Fluency vs. Mathematics	3	12.24	N	>15%
Reading Comprehension and Fluency vs. Math Fluency	-19	12.81	Y	>15%
Written Expression vs. Mathematics	-22	11.77	Y	≤10%
Written Expression vs. Math Fluency	-44	12.36	Y	≤1%
Mathematics vs. Math Fluency	-22	11.33	Y	≤10%

Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

Ability–Achievement Discrepancy Analysis

Ability Score Type:	WISC–IV FSIQ	Ability Score:	95

Predicted Difference Method

	Predicted WIAT–III Score	Actual WIAT–III Score	Expected Difference	Critical Value .01	Significant Difference Y / N	Base Rate	Standard Deviation Discrepancy ≥1 SD
WIAT–III Subtest							
Listening Comprehension	97	93	4	16.46	N	>15%	N
Reading Comprehension	97	85	12	15.14	N	≤15%	N
Math Problem Solving	97	89	8	12.45	N	>15%	N
Sentence Composition	97	53	44	14.62	Y	≤1%	Y
Word Reading	97	77	20	8.11	Y	≤5%	Y
Essay Composition	98	80	18	13.71	Y	≤10%	Y
Pseudoword Decoding	97	92	5	7.59	N	>15%	N
Numerical Operations	97	96	1	11.00	N	>15%	N
Oral Expression	96	93	3	14.81	N	>15%	N
Oral Reading Fluency	97	107	-10	10.84	N	N/A	N/A
Oral Reading Accuracy	98	86	12	16.68	N	>15%	N
Oral Reading Rate	97	106	-9	10.91	N	N/A	N/A
Spelling	97	83	14	9.72	Y	≤15%	N
Math Fluency—Addition	98	113	-15	15.33	N	N/A	N/A
Math Fluency—Subtraction	97	120	-23	13.89	Y *	N/A	N/A
Math Fluency—Multiplication	98	102	-4	12.57	N	N/A	N/A
WIAT–III Composite							
Oral Language	96	91	5	12.65	N	>15%	N
Total Reading	97	87	10	8.11	Y	>15%	N
Basic Reading	97	84	13	6.91	Y	≤15%	N
Reading Comprehension and Fluency	97	94	3	11.13	N	>15%	N
Written Expression	97	69	28	10.52	Y	≤1%	Y
Mathematics	97	91	6	9.84	N	>15%	N
Math Fluency	97	113	-16	10.12	Y *	N/A	N/A
Total Achievement	96	81	15	7.76	Y	≤5%	Y

Note. Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability scores.
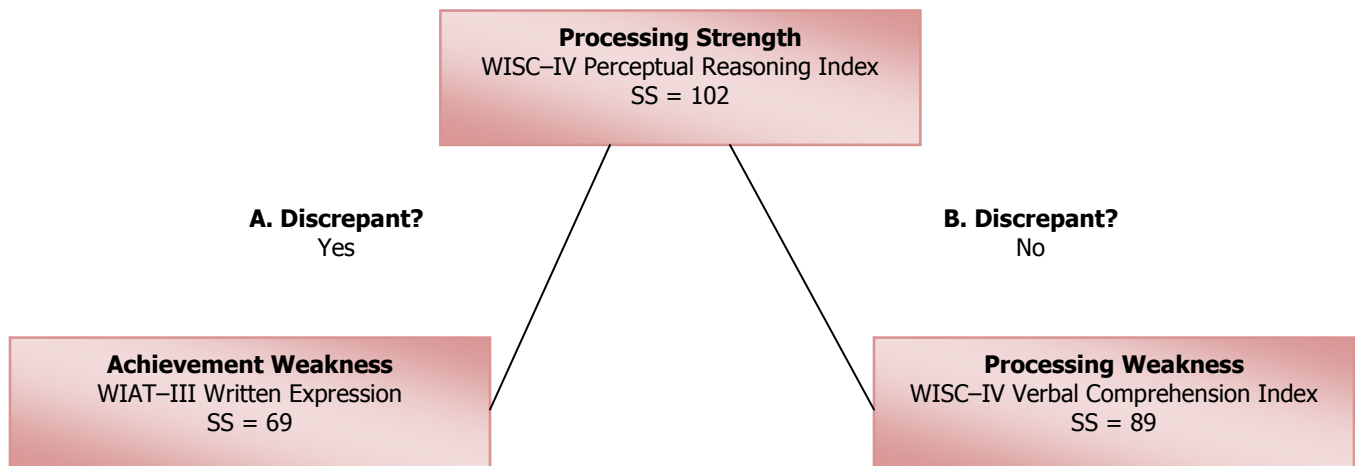
* Indicates that the achievement score exceeds the ability score.

Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT–III	Written Expression: 69					
Area of Processing Weakness	WISC–IV	VCI: 89					
Area of Processing Strength	WISC–IV	PRI: 102					
Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y / N	Supports SLD hypothesis? Yes / No
A Processing Strength / Achievement Weakness	102	69	33	13.41	Y	Yes
B Processing Strength / Processing Weakness	102	89	13	13.95	N	No

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. This analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model

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                    ┌─────────────────────────────────┐
                    │      Processing Strength         │
                    │ WISC–IV Perceptual Reasoning Index│
                    │            SS = 102              │
                    └─────────────────────────────────┘

   A. Discrepant?                            B. Discrepant?
       Yes                                        No

┌─────────────────────────┐        ┌──────────────────────────────────┐
│  Achievement Weakness    │        │       Processing Weakness        │
│ WIAT–III Written Expression│      │ WISC–IV Verbal Comprehension Index│
│        SS = 69           │        │             SS = 89              │
└─────────────────────────┘        └──────────────────────────────────┘
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WIAT-III Skills Analysis Report

Reading Comprehension
Grade 7 Item Set

Skill	Total Errors by Skill	Max. Errors by Skill	% Correct by Skill
Literal	4	11	64%
Inferential	5	11	55%

Word Reading

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Morphology Types	Common Prefixes/ Word Beginnings	0	8	100%	96%
	Common Suffixes/ Word Endings	1	19	95%	
Vowel Types	VCE Syllables	0	4	100%	96%
	Irregular Vowels	1	15	93%	
	Single Short Vowels	0	20	100%	
	Single Long Vowels	0	9	100%	
	Schwa Vowel Sounds	1	24	96%	
	Vowel Digraphs	1	10	90%	
	Diphthongs	1	3	67%	
	R-Controlled Vowels	0	5	100%	
	Silent Vowels	0	6	100%	
Consonant Types	Consonant Digraphs	0	13	100%	98%
	Single Consonants	2	82	98%	
	Double Consonants	0	1	100%	
	S as \z\ or \zh\	0	3	100%	
	T as \sh\ or \ch\	0	1	100%	
	C as \sh\	0	1	100%	
	R-Family Blends	0	4	100%	
	L-Family Blends	0	3	100%	
	S-Family Blends	0	5	100%	
	Consonant Blends/Clusters	1	12	92%	
	Silent Consonants	0	7	100%	
Other	Insertions	1			
	Mis-Sequence of Sounds	0			
	Whole Word Error	2			

Spelling

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Word Types	Homophones	1	4	75%	75%
Morphology Types	Common Prefixes/ Word Beginnings	0	8	100%	89%

	Common Suffixes/ Word Endings	2	11	82%	
Vowel Types	VCE Syllables	0	5	100%	
	Irregular Vowels	1	7	86%	
	Single Short Vowels	0	18	100%	
	Single Long Vowels	0	6	100%	
	Schwa Vowel Sounds	0	15	100%	93%
	Vowel Digraphs	0	1	100%	
	Diphthongs	1	1	0%	
	R-Controlled Vowels	0	3	100%	
	Silent Vowels	2	3	33%	
Consonant Types	C–le Syllables	-	-	-	
	Consonant Digraphs	0	5	100%	
	Single Consonants	0	59	100%	
	Double Consonants	2	5	60%	
	S as \z\ or \zh\	1	2	50%	
	T as \sh\ or \ch\	1	3	67%	91%
	R-Family Blends	0	3	100%	
	L-Family Blends	-	-	-	
	S-Family Blends	0	2	100%	
	Consonant Blends/Clusters	2	4	50%	
	Silent Consonants	2	4	50%	
Other	Insertions	0			
	Mis-Sequence of Sounds	0			
	Whole Word Error	0			

WIAT-III Intervention Goal Statements Report

Reading Comprehension

Literal

Items with Errors: 51, 56, 60, 66

Annual Goal

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions with _____ percent accuracy, looking back to the passage as needed to answer the questions.

Short-Term Objectives

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently), listen to each of _____ oral, open-ended literal comprehension questions, and then point to/read the part of the passage that explicitly provides the answer to each question with _____ percent accuracy.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about who, what, when, where, and why facts that were explicitly stated in the passage with _____ percent accuracy, looking back to the passage as needed to answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character that were explicitly stated in the passage with _____ percent accuracy, looking back to the passage as needed to answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then sequence _____ events that were explicitly stated in the passage by ordering cards that show pictures/words that describe each event with no more than _____ errors, looking back to the passage as needed to answer the questions.

Inferential

Items with Errors: 53, 58, 59, 63, 67

Annual Goal

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions with _____ percent accuracy, looking back to the passage as needed to help answer the questions.

  Note: Teachers may encourage students to provide support/evidence for their answers by reading aloud parts of the text that provide the basis for their inferences. In some cases,

students may tell about background information and personal experiences that led to an inference; students should be encouraged to apply such knowledge to the understanding of texts, but also to find text-based justification for their inferences.

Short-Term Objectives

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about who, what, when, where, and why information that was not explicitly stated in the passage with _____ percent accuracy, looking back to the passage as needed to answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character and not explicitly stated in the passage with _____ percent accuracy, looking back to the passage as needed to help answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then sequence _____ events, some of which were not explicitly stated in the passage, by ordering cards that show pictures/words that describe each event with no more than _____ errors, looking back to the passage as needed to answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then answer _____ oral, open-ended inferential questions about predicting events and outcomes based upon what the text implies with _____ percent accuracy.

  Note: The student may also read a portion of a passage/chapter, predict events/outcomes, and then continue reading for confirmation.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then identify (say/mark) whether a/an (circle: oral, written) statement is a main idea or a detail with no more than _____ errors, looking back to the passage as needed to answer the questions.

- Given a/an (circle: expository, narrative) passage at a _____ reading level, the student will read the passage (circle: aloud, silently) and then orally define _____ unfamiliar words, using context to help determine word meaning, with _____ percent accuracy.

Word Reading

Common Suffixes/Word Endings

Items with Errors: 40

Annual Goal

- Given a list of ____ words with suffixes/inflected word endings, the student will point to/identify the suffix/inflected word ending within each word with no more than ____ errors and read the list aloud with no more than ____ reading errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

List examples (present vertically): govern, governs, governed, governing, governance, government; manage, manages, managed, managing, management, managerial; technical, technically, technique

Note: To utilize vocabulary and syntax (word class) knowledge and encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

Short-Term Objectives

- Given a list of ____ sentences, each containing ____ different suffixes/inflected word endings, the student will read the sentences aloud with at least _____ percent of the words with the suffixes/inflected word endings read correctly.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing suffixes/inflected word endings, the student will read the passage aloud with at least _____ percent of the words with the suffixes/inflected word endings read correctly.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

Irregular Vowels

Items with Errors: 40

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, three, ____) - syllable words containing irregular vowel sounds, the student will read the list aloud with no more than ____ errors.

  Irregular vowel sounds will include (*circle/enter*): i sounds like \ē\; oi sounds like \ī\; a sounds like \i\; o sounds like \ô\; _____.

  Note: Some words with irregular vowel sounds may need to be taught as sight words (exceptions to pronunciation rules).

Short-Term Objectives

- Given _____ word cards, each containing a one-syllable word with one regular or irregular vowel sound, the student will read each word silently, sort the cards into rows according to the sound (not letter) of the vowel, and then read the words in each row/pile aloud, with no more than _____ sorting or reading errors.

  Irregular vowel sounds will include (*circle/enter*): i sounds like \ē\; oi sounds like \ī\; a sounds like \i\; o sounds like \ô\; _____.

  Word card examples in one row/pile (vowels that make the \ô\ sound): [wrong], [paw], [soft]

  Note: The student may be encouraged to select a target word for each vowel sound to keep at the top of each row while sorting.

- Given a list of ____ sentences, each containing ____ words with irregular vowel sounds, the student will read the sentences aloud with no more than ____ vowel sound errors.

  Irregular vowel sounds will include (circle/enter): i sounds like \ē\; oi sounds like \ī\; a sounds like \i\; o sounds like \ô\; _____.

- Given a/an *(circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing irregular vowel sounds, the student will read the passage aloud with at least _____ percent of the words with irregular vowel sounds read correctly.

  Irregular vowel sounds will include (*circle/enter*): i sounds like \ē\; oi sounds like \ī\; a sounds like \i\; o sounds like \ô\; _____.

Schwa Vowel Sounds

Items with Errors: 40

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, three, _____) -syllable words containing ____ schwa vowel sounds, the student will read the list aloud with no more than ____ schwa vowel errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

  Schwa vowel (a) examples: above, alone, disappoint

Short-Term Objectives

- Given a list of ____ sentences, each containing ____ words with schwa vowel sounds, the student will read the sentences aloud with no more than ____ schwa vowel sound errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing schwa vowel sounds, the student will read the passage aloud with at least _____ percent of the words with schwa vowels read correctly.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

Vowel Digraphs

Items with Errors: 41

Annual Goal

- Given a list of ____ (*circle:* one/two/three/four/five) - syllable words containing ____ vowel digraphs, the student will read the list aloud with no more than ____ vowel digraph errors.

  Vowel digraphs will include (*circle/enter*): ai, ay, ee, ea, eu, ew, ey, ie, oo, oa, oe, ue, ui, _____.

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ target words/nonwords containing vowel digraphs (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ errors.

  Vowel digraphs will include (*circle/enter*): ai, ay, ee, ea, eu, ew, ey, ie, oo, oa, oe, ue, ui, _____.

  (Card examples to form words/nonwords: [m] [ea] [t]; [m] [oa] [t]; [c] [oa] [t])

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences with _____ vowel digraphs per sentence, the student will read the sentences aloud with no more than ____ vowel digraph errors.

Vowel digraphs will include (*circle/enter*): ai, ay, ee, ea, eu, ew, ey, ie, oo, oa, oe, ue, ui, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing vowel digraphs, the student will read the passage aloud with at least ____ percent of the words with vowel digraphs read correctly.

  Vowel digraphs will include (*circle/enter*): ai, ay, ee, ea, eu, ew, ey, ie, oo, oa, oe, ue, ui, _____.

Diphthongs

Items with Errors: 39

Annual Goal

- Given a list of ___ words containing a diphthong, the student will read the list aloud with no more than ___ errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ target words/nonwords containing diphthongs (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

  Card examples: [p][aw], [p][ow], [n][ow], [m][ow], [t][ow], [t][oy]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

- Given a list of ____ sentences with ____ diphthongs per sentence, the student will read the sentences aloud with no more than ___ diphthong errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing diphthongs, the student will read the passage aloud with at least ___ percent of the words with diphthongs read correctly.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

Single Consonants

Items with Errors: 30, 40

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position single consonants, the student will read the list aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable words/nonwords containing single consonants (forming one word at a time and creating a new word by placing

a different letter card on top of one of the cards), and the student will read the words with no more than _____ single consonant errors.

Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Card examples: [n][i][p], [s][i][p], [l][i][p], [l][a][p], [t][a][p]

Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences from a _____ reading level text, the student will read the sentences aloud with no more than ___ (*circle:* initial/medial/final) single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level, the student will read the passage aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Consonant (Vowel) Blends/Clusters

Items with Errors: 38

Annual Goal

- Given a list of ___ words, each word containing a consonant (or a consonant-vowel) blend/cluster, the student will read the list aloud with no more than ___ errors.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

  Word examples: port, pond, pact, tact, twill, quick, strict

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ one-syllable target words/nonwords containing consonant (or consonant-vowel) blends/clusters (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ errors.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

  Card examples: [p][o][rt], [p][o][nd], [p][a][ct], [t][a][ct]; [tw][i][ll], [qu][i][ll], [qu][i][ck]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences from a _____ reading level text with at least _____ word(s) per sentence containing a consonant (or a consonant-vowel) blend/cluster in the (*circle:* initial, medial, final) position, the student will read the sentences aloud with at least _____ percent of the words read correctly.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing a consonant *(*or consonant-vowel) blend/cluster in the (*circle:* initial, medial, final) position, the student will read the passage aloud with at least _____ percent of the words with a consonant (vowel) blend/cluster read correctly.

   Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

Insertions

Items with Errors: 32

Annual Goal

- Given a list of _____ (*circle/enter:* one, two, _____) -syllable words, the student will read the list aloud with no more than ___ insertion errors.

Short-Term Objectives

- Given _____ (*circle:* one, two) - syllable words, with each word presented with a space between the letters/letter groups (or shown on separate cards), the student will read each phoneme separately, and then read the whole word with no more than _____ insertion errors.

   Letter card examples: [a][v][oi][d], [th][u][n][d][er], [t][i][m][i][d]

- Given _____ (*circle/enter:* one, two, three, _____) -syllable words, with each word presented with a space between the syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than _____ insertion errors.

   Syllable card examples: [for][est], [thun][der], [tim][id], [de][ci][sion], [mul][ti][pli][ca][tion]

Whole Word Error

Items with Errors: 38, 40

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, _____) -syllable words, the student will read the list aloud with no more than ___ whole word errors.

Short-Term Objectives

- Given a list of _____ visually similar words/nonwords that vary by only one (*circle:* morphology/vowel/consonant) feature at a time, the student will read the list aloud with no more than _____ errors.

   List examples: spark, sperk, spork; spark, stark, start

   Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a target word and a list of _____ visually similar words/nonwords that vary slightly from the target word (with one or more instances of the target word appearing in the list), the student will read the target word aloud and then silently read/scan the list of words and circle all instances of the target word within the list with no more than _____ errors.

   The target words will include (*circle:* one/two/three/four/five)-syllable words.

   Note: The student may also be challenged to decrease the time he/she takes to complete this task, as well as to improve his/her accuracy.

Spelling

Homophones

Items with Errors: 24

Annual Goal

- Given a list of _____ short sentences, each with a blank space where a homophone was omitted, the student will follow along as the entire sentence is read aloud (including the homophone), and then write the homophones in the blank spaces with no more than _____ spelling errors.

  Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek, days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no, knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

Short-Term Objectives

- Given _____ dictated short sentences, the student will listen to the sentence read aloud, and then write the sentences from dictation with no more than _____ spelling errors.

  Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek, days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no,

knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

- Given a list of ___ short sentences that each include one homophone and all alternate spellings, the student will silently read the sentence and circle the correct spelling of the homophone with no more than ___ errors.

Sentence example: I lost a (pear, pair, pare) of socks.

Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek. days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no, knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

Common Suffixes/Word Endings

Items with Errors: 21, 24

Annual Goal

- Given ____ words that the student can read, the student will listen to each word spoken aloud within the context of a sentence, and then spell (write) the list of words with no more than ____suffix errors.

Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

List examples: govern, governs, governed, governing, governance, government; manage, manages, managed, managing, management, managerial; technical, technically, technique

Short-Term Objectives

- Given _____ target words containing suffixes, each word printed on a word card and separated into two cards: the suffix and the rest of the word, the student will listen to each target word spoken aloud, and then select the two cards that spell each target word with no more than _____ errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  Card examples: [govern][ance]; [govern][ment]; [manage][ment]; [technic][al]

- Given _____ words that the student can read, the student will listen to each word spoken aloud and then write in the missing suffix of each word with no more than _____ errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  Suffix deletion examples: govern_____; manage_____

- Given a list of _____ short sentences, each containing words (that the student can read) with suffixes, the student will write the sentences from dictation with no more than _____ suffix errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ spelling (suffix) errors uncorrected.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

Irregular Vowels

Items with Errors: 30

Annual Goal

- Given a list of _____ (*circle/enter:* one, two, three, _____) words that contain irregular vowels (that the student can read), the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than _____ errors.

  Irregular vowel sounds will include (*circle/enter*): a sounds like \ô\ or \i\; i sounds like \ē\; o sounds like \ô\; oi sounds like \wī\; _____.

  Word examples: [ball, tall, small] [courage, bandage, damage] [happiness, loveliness, alias] [long, strong, dog, lost] [choir]

Short-Term Objectives

- Given a list of ____ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with irregular vowels, the student will write the sentences from dictation with no more than _____ irregular vowel spelling errors.

  Irregular vowel sounds will include (*circle/enter*): a sounds like \ô\ or \i\; i sounds like \ē\; o sounds like \ô\; oi sounds like \wī\; _____.

  Sentence examples: The dog is small. The ball is lost.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ irregular vowel spelling errors uncorrected.

  Irregular vowel sounds will include (*circle/enter*): a sounds like \ô\ or \i\; i sounds like \ē\; o sounds like \ô\; oi sounds like \wī\; _____.

Diphthongs

Items with Errors: 32

Annual Goal

- Given a list of _____ (*circle/enter:* one, two, three, _____) words that the student can read and that contain a diphthong in the (*circle*: initial, medial, final) position, the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than _____ errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

  List example: paw, pow, now, mow, tow, toy

Short-Term Objectives

- Given _____ target words (that the student can read) containing a diphthong, the student will listen to each target word spoken aloud, and then select and sequence letter cards to spell each target word with no more than _____ errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

  Card example: [l] [ou] [d]

- Given a list of _____ (*circle/enter:* one, two, three, _____) - syllable words that the student can read and that contain a diphthong in the (*circle:* initial, medial, final) position, with the diphthongs omitted and a blank space inserted, the student will listen to each word as it is read aloud, and then write in the missing diphthong with no more than ____errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

  List example: p_ _, p_ _, n_ _, m_ _, t_ _, t_ _

- Given a list of ____ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with diphthongs, the student will write the sentences from dictation with no more than _____ diphthong spelling errors.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ diphthong spelling errors uncorrected.

  Diphthongs will include (*circle/enter*): oi, oy, ou, ow, au, aw, _____.

Silent Vowels

Items with Errors: 21, 33

Annual Goal

- Given a list of _____ (*circle/enter:* one, two, three, _____) words that the student can read and that contain a silent vowel, the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than _____ errors.

  Silent vowels will include (*circle/enter*): **e** (VCE syllables), **u** (guess, guide), **ue** (technique), _____.

Short-Term Objectives

- Given a list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with silent vowel(s), the student will write the sentences from dictation with no more than _____ silent vowel spelling errors.

  Silent vowels will include (*circle/enter*): **e** (VCE syllables), **u** (guess, guide), **ue** (technique), _____.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ silent vowel spelling errors uncorrected.

  Silent vowels will include (*circle/enter*): **e** (VCE syllables), **u** (guess, guide), **ue** (technique), _____.

Double Consonants

Items with Errors: 25, 33

Annual Goal

- Given a dictated list of ___ (*circle*: one, two) -syllable words that the student can read and that contain double consonants, the student will spell (write) each word with no more than ___ double consonant errors.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, and zz.

  Word examples: mutt, off, roll, will, sell, butter, wobble

Short-Term Objectives

- Given a list of _____ (*circle:* closed/open), (*circle:* one/two/three) - syllable words (appropriate for the student's reading level) with double consonant(s) omitted in the (*circle:* initial/medial/final) position, the student will listen to each word as it is read aloud, and then write in the missing consonant(s) with _____ percent accuracy.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, and zz.

  Word examples: mu_ _, o_ _, ro_ _

- Given a dictated list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with double consonants, the student will write the sentences from dictation with no more than _____ double consonant spelling errors.

Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, and zz.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ double consonant spelling errors uncorrected.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, and zz.

S as \z\ or \zh\

Items with Errors: 31

Annual Goal

- Given a dictated list of ____ (*circle:* one, two) - syllable words that the student can read and that contain the letter *s* for the sound (*circle*: \z\, \zh\), the student will spell (write) each word with no more than ____ errors.

  Word examples: noise, rose, prism, raise, keys

Short-Term Objectives

- Given a dictated list of ____ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with the letter *s* for the sound (*circle:* \z\, \zh\), the student will write the sentences from dictation with no more than _____ errors in spelling the letter *s* for the sound (*circle:* \z\, \zh\).

- The student will respond to a/an (*circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ errors in spelling the letter *s* for the sound (*circle:* \z\, \zh\).

T as \sh\ or \ch\

Items with Errors: 30

Annual Goal

- Given a dictated list of ____ (*circle:* one, two) -syllable words that the student can read and that contain the letter *t* for the sound (*circle:* \sh\, \ch\), the student will spell (write) each word with no more than ____ errors.

  Word examples: actual, fiction, lotion, ambitious; question, digestion, fortune

Short-Term Objectives

- Given a dictated list of ____ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with the letter *t* for the sound (*circle:* \sh\, \ch\), the student will write the sentences from dictation with no more than _____ errors in spelling the letter *t* for the sound (*circle:* \sh\, \ch\).

- The student will respond to a/an (*circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ errors in spelling the letter *t* for the sound (*circle:* \sh\, \ch\).

Consonant (Vowel) Blends/Clusters

Items with Errors: 20, 21

Annual Goal

- Given a dictated list of _____ (*circle:* one, two) -syllable words that the student can read and that contain a consonant blend/cluster in the (*circle:* initial, medial, final) position, the student will spell (write) each word with no more than _____ errors.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

  Word examples: port, pond, pact, tact, twill, quick, strict

Short-Term Objectives

- Given a dictated list of _____ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with consonant blend/cluster in the (*circle:* initial, medial, final) position, the student will write the sentences from dictation with no more than _____ consonant blend/cluster spelling errors.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

- The student will respond to a/an (*circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ consonant blend/cluster spelling errors.

Silent Consonants

Items with Errors: 31, 32

Annual Goal

- Given a dictated list of _____ (*circle:* one, two) -syllable words that the student can read and that contain a silent consonant, the student will spell (write) each word with no more than _____ errors.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

  Word examples (presented with related word derivations): signature, signal, sign; clothes, clothing, cloth; condemnation, condemn; haste, hasten; crumble, crumb; soft, soften

  Note: Asking students to spell words with silent consonants along with any related words (e.g., signature, signal, sign), whenever possible, is helpful for teaching students that some silent consonants have a semantic purpose (showing word derivation). Similarly, presenting all words with silent consonants of French derivation (e.g., valet, buffet) together is helpful for teaching that some silent consonants reflect a language derivation.

Short-Term Objectives

- Given a dictated list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with silent consonants, the student will write the sentences from dictation with no more than _____ silent consonant spelling errors.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k

(knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

- The student will respond to a/an (*circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ silent consonant errors.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.