

Literacy practice:

DATA RECORDING CHECKLIST

name: _____

-s	-es	-ves	-ies	No change	oddball
<input type="checkbox"/> balls	<input type="checkbox"/> beaches	<input type="checkbox"/> calves	<input type="checkbox"/> babies	<input type="checkbox"/> bread	<input type="checkbox"/> cacti
<input type="checkbox"/> beds	<input type="checkbox"/> brushes	<input type="checkbox"/> hooves	<input type="checkbox"/> kitties	<input type="checkbox"/> deer	<input type="checkbox"/> children
<input type="checkbox"/> books	<input type="checkbox"/> buses	<input type="checkbox"/> elves	<input type="checkbox"/> cities	<input type="checkbox"/> dirt	<input type="checkbox"/> dice
<input type="checkbox"/> bowls	<input type="checkbox"/> dishes	<input type="checkbox"/> leaves	<input type="checkbox"/> ponies	<input type="checkbox"/> fish	<input type="checkbox"/> feet
<input type="checkbox"/> chips	<input type="checkbox"/> foxes	<input type="checkbox"/> loaves	<input type="checkbox"/> families	<input type="checkbox"/> grass	<input type="checkbox"/> geese
<input type="checkbox"/> cups	<input type="checkbox"/> glasses	<input type="checkbox"/> knives	<input type="checkbox"/> flies	<input type="checkbox"/> hair	<input type="checkbox"/> men
<input type="checkbox"/> cupcakes	<input type="checkbox"/> kisses	<input type="checkbox"/> scarves	<input type="checkbox"/> jellies	<input type="checkbox"/> ice	<input type="checkbox"/> mice
<input type="checkbox"/> dogs	<input type="checkbox"/> mailboxes	<input type="checkbox"/> shelves	<input type="checkbox"/> pennies	<input type="checkbox"/> moose	<input type="checkbox"/> oxen
<input type="checkbox"/> flowers	<input type="checkbox"/> peaches	<input type="checkbox"/> thieves	<input type="checkbox"/> puppies	<input type="checkbox"/> sheep	<input type="checkbox"/> teeth
<input type="checkbox"/> hats	<input type="checkbox"/> sandwiches	<input type="checkbox"/> wolves	<input type="checkbox"/> berries	<input type="checkbox"/> shrimp	<input type="checkbox"/> women

Speech practice:

Ending sounds like -z	Ending sounds like -s	Ending sounds like -iz
<input type="checkbox"/> babies	<input type="checkbox"/> books	<input type="checkbox"/> brushes
<input type="checkbox"/> ponies	<input type="checkbox"/> hats	<input type="checkbox"/> buses
<input type="checkbox"/> dogs	<input type="checkbox"/> cups	<input type="checkbox"/> glasses
<input type="checkbox"/> families	<input type="checkbox"/> cupcakes	<input type="checkbox"/> peaches
<input type="checkbox"/> flowers	<input type="checkbox"/> dice	<input type="checkbox"/> beaches
<input type="checkbox"/> berries	<input type="checkbox"/> geese	<input type="checkbox"/> sandwiches
<input type="checkbox"/> cities	<input type="checkbox"/> ice	<input type="checkbox"/> dishes
<input type="checkbox"/> pennies	<input type="checkbox"/> mice	<input type="checkbox"/> foxes
<input type="checkbox"/> scarves	<input type="checkbox"/> moose	<input type="checkbox"/> kisses
<input type="checkbox"/> calves	<input type="checkbox"/> chips	<input type="checkbox"/> mailboxes

Sample IEP Goals and Objectives

Student will demonstrate an increase in decoding skills by identifying singular and plural nouns.

(objective) Given 25 singular nouns, student will correctly match their plural endings with _____% accuracy as measured by teacher/therapist record keeping.

(objective) Given 25 singular words, student will write their correct plural endings with _____% accuracy as measured by teacher/therapist record keeping.

Student will demonstrate the ability to articulate the ending sounds of plural nouns given a list of 25 plural nouns with regular and irregular endings.

(objective) Given 25 plural nouns with -s, -z, and -iz ending sounds, student will correctly identify the number of syllables in each word with _____ % accuracy as measured by therapist record keeping.

(objective) Given 25 plural nouns with -s, -z, and -iz endings, student will intelligibly produce each syllable in the plural noun with ___% accuracy as measured by therapist record keeping.