

IEP GOALS

SPELLING SKILLS

- The student will correctly spell at least a certain decided-upon percentage of words, for example, 75 percent, in a spelling test.
- The student will engage in learning how to spell a certain amount of new words, for example, 20 new words, every week.
- The student will learn how to generalize their knowledge of spelling words that sound the same, for example, spelling the word call based on the learned spelling of the word ball.
- The student can use an online tool that marks incorrect spelling or grammar usage while writing assignments but will correct the spelling themselves.
- The student will use similar-looking letters like 'p', 'd', 'q', and 'b' correctly most of the time without the need for software to point them out for them.
- The student will use suffixes that are appropriate according to the tense. For example, they won't use learned instead of learned in the sentence "Larry has learned the art of music from the best".
- The student will make an effort to learn & correctly use words with different vowel & consonant patterns. For e.g., words like cat, bat, & rat follow the CVC pattern but words like pea, tie, & bee follow the CVV pattern.
- The student will develop a personalized dictionary based on the things that they often tend to struggle with. The goal of this dictionary would be to come in handy in times of emergencies when all else has failed and slowly make the individual an independent speller.
- The student will be able to sort lowercase jumbled letters into comprehensible words about 80 to 90 percent of the time. For example, rearranging the letters o, a, t, and g to form the word goat.
- The student will be able to pick out the correct spelling from a pair or group of similar-looking but incorrect spellings. For example, the student will be able to pick out the correct spelling of parrot from the group of words containing perret, porrat, parrot and barrot.