

The Teaching of Reading: a Continuum from Kindergarten Through College



A Supplementary Textbook for College Education Majors
with Practical Classroom Diagnostic Tests and
Answers to the Phonics vs. Whole Language Controversy

and Especially for
College Reading Instructors
Willing to Try New Approaches to Old Problems

and for the Training of Adult Literacy Volunteer Tutors
and Parents Who Want to Homeschool Their Children

By

Don McCabe
Research Director
AVKO Educational Research Foundation
3084 W. Willard Road
Clio, MI 48420-7801

URL—<http://www.avko.org>
E-Mail: DonMcCabe@aol.com

Phone (810) 686-9283 FAX (810) 686-1101

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Section 4, Diagnostic and Prescriptive Tests, Chapter 29:

**The AVKO "Almost" Jargon-Free
Reading/Spelling I.E.P.
(Individual Educational Program)**

STATEMENT OF WHAT THE AVKO "ALMOST" JARGON-FREE
READING/SPELLING I.E.P. IS & IS NOT:

IS

a **tool** to help the I.E.P.C. (*Individual* Educational Program Committee) draw up an **effective** I.E.P. in and **ONLY** in the crucial areas of **reading** and **spelling**.

CONTAINS:

a clear statement of the child's present level of performance in reading and spelling. It also contains short term instructional objectives that can be **understood** by and **measured** by the **child** and **parent**.

IS NOT

a complete I.E.P. form to be filled in willy-nilly by the parents.

DOES NOT CONTAIN:

statements concerning the child's present level of performance in areas other than reading and spelling, annual goals and short term objectives for areas other than reading and spelling, the statement of the extent to which the child will be able to participate in the regular program, the statement of the specific educational services to be provided, the statement of appropriate criteria, evaluation procedures, and schedules to be used in verifying an annual review of instructional goals except in reading and spelling, and the projected date for initiation of services and the anticipated duration of such services. These all belong in the full I.E.P.

AVKO I.E.P. SAMPLE I.E.P.

Filled Out for a Mythical Student
Attending a
Mythical School

THE READING/SPELLING
Individual Educational Program (I.E.P.) for

Alfred E. Neumann 5
(Name) (Grade)

READING LEVEL: 2.3 Based on: WRAT⁴⁴

Date Test Given: : 9/18/98

SPELLING LEVEL: : 1.8 Based on: : WRAT

Date Test Given: : 9/20/98

These tests only tell us ABOUT how well or how badly your child is doing in school as compared to others of the same age. They do not tell us exactly where your child is having problems, what they are, or why.

In order to find out exactly which words are giving problems to your child, we gave him/her the following tests:

AVKO diagnostic spelling tests

After examining these tests, your child's : teacher, Mrs. Smith

has / have recommended that we adopt the following behavioral objectives (goals based upon your child's individual needs and goals which can be measured):

⁴⁴ WRAT stands for Wide Range Achievement Test. Our usage of this as an example is not an endorsement.

AVKO I.E.P. TYPE #1 Basic Words

(The words whose base has only one syllable
and that follow basic rules of phonics)

In the next 8 weeks, your child⁴⁵ will learn to read and spell 90% of all the basic words that belong to the following word families. Please note: Just because not many families are listed below doesn't mean that only a few words will be learned by your child. On the contrary, a word family such as the -ake family has over sixty words that belong to it, words such as:

bake	bakes	baked	baking	baker	bakers	bakery
take	takes		taking	taker	takers	bakeries
rake	rakes	raked	raking			
brake	brakes	braked	braking			
shake	shakes		shaking	shaker	shakers	

WORD FAMILIES SAMPLE WORDS that represent many, many other words.

in *win, tin, twin, begin*

at *cat hat rat sat bat chat*

ub *rub tub stub rubber cub flub*

all *tall stall install ball call*

ill *fill bill till still kill skill*

Note: Leave several blank lines to give the impression that the goal is achievable with reasonable effort — not maximum.

⁴⁵ Notice the effect of substituting the words "**my students**" for "your child." This IEP could be the basis for the reading component of language arts objectives for any elementary classroom.

AVKO I.E.P. TYPE #2 WORDS

(The words whose base contains more than one syllable and that often follow "FANCY" phonic patterns rather than the basic phonic rules.)

In the next 8 weeks, your child⁴⁶ will learn to read and spell 90% of all the basic words that belong to the following word families. Please note: Not many families are listed below because these words and the phonic patterns in them need a much greater amount of drill than the others.

FANCY PATTERN SAMPLE WORDS that represent many, many other words

on = "un" *London, apron, carbon,*

ion = "yun" *onion, union, million, billion*

ous = "us" *nervous, generous, famous,*

Note: Leave several blank lines to give the impression that the goal is achievable with reasonable effort — not maximum.

⁴⁶ Notice the effect of substituting the words "**my students**" for "your child." This IEP could be the basis for the reading component of language arts objectives for any elementary classroom.

AVKO I.E.P. TYPE #3 WORDS

("INSANE" or "OUTLAW" Words That Refuse to Follow Either Basic Rules or Fancy Rules of Phonics)

In the next 8 weeks, your child⁴⁷ will learn to read and spell 90% of all the following words. There aren't many of these words listed below because these words are very hard to learn to read and spell. However, we do expect that your child will learn them for life — not just for a single test on a given Friday.

does

doesn't

should

shouldn't

was

wasn't

NOTE: Both parents and children can sense more accomplishment if MASTERY takes place before the time limit and additional objectives are reached.

⁴⁷ Notice the effect of substituting the words "**my students**" for "your child." This IEP could be the basis for the reading component of language arts objectives for any elementary classroom.

AVKO I.E.P. TYPE #4 WORDS

(The "TRICKY" Words which we teachers usually refer to as homonyms)

In the next 8, weeks, your child will learn to read and spell 90% of the following words 90% of the time as measured by their compositions and tests.

be *,bee* , *Bea* ,

ant *,aunt* *Aunt Bea*

see *sea* *si*

A SUMMARY OF THE BEHAVIORAL OBJECTIVES

The goals of having your child⁴⁸ read and/or spell the words listed above are called behavioral objectives because they CAN BE MEASURED. In other words, you can easily check to see if your child achieved the goals we, as a team, have set for your child.

All you have to do is ask your child to read the words or to spell them.

When we report back to you at the end of next 8, weeks and tell you that your child has learned these words, what we mean is that we have tested your child not just once on these words, but many, many times, and that we are as positive as we can be that your child will never forget them.

⁴⁸ Notice the effect of substituting the words "my students" for "your child." This IEP could be the basis for the reading component of language arts objectives for any elementary classroom.

AVKO I.E.P. OTHER BEHAVIORAL OBJECTIVES

Because most educational researchers are in basic agreement that no one knows what reading comprehension really is and that reading comprehension objectives cannot truly be stated in behavioral terms, we list it as part of our non-behavioral objectives. See below:

NON-BEHAVIORAL OBJECTIVES

By non-behavioral objectives we mean those goals that we set for your child which cannot be truly measured. However, just because we can't measure them, it does NOT mean that they are unimportant. In fact, we believe that the following objectives are very important—even if we can't measure them and determine whether or not your child achieved the goals.

In the next _____ weeks we will try to help your child

- _____

- _____

- _____

AVKO I.E.P.

PARENTS — Please initial that which happened during this I.E.P.C.

_____ I read this I.E.P.

_____ I helped develop this I.E.P.

_____ I had this I.E.P. explained to me.

_____ I agreed with the objectives of this I.E.P.

_____ I did NOT agree with all the objectives of this I.E.P. because:

Additional paper to continue the reasons for your disagreement will be provided if you need more.

(Parents' or Guardians' signatures) Date

I.E.P.C. Member Signature - Title Date

I.E.P.C. Member Signature - Title Date

I.E.P.C. Member Signature - Title Date

Sample Informal Report Regarding

**The AVKO "Almost" Jargon-Free
_____th Week Report
to the Parents of:**

_____ (Name) _____ (Grade)

BASIC BEHAVIORAL OBJECTIVES

_____ can now recognize and spell any word belonging to the _____ families.

He is now in the process of learning the _____ family words.

OTHER BEHAVIORAL OBJECTIVES:

NON-BEHAVIORAL OBJECTIVES

PARENTS

We would appreciate your comments on your child's progress thus far and any suggestions you may have that may help your child improve at an even faster rate.

If you have any problem understanding this report or have any comments to make, please write or call:

Additional Comments

SAMPLE ONLY
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