



Created by The Center for Literacy and Disability Studies  
Department of Allied Health Sciences, University of North Carolina  
Bondurant Hall, Suite 1100, CB #7335  
321 South Columbia St., Chapel Hill, NC 27599-7335  
(919) 966-8566 tel (919) 843-3250 fax  
[www.med.unc.edu/ahs/clds](http://www.med.unc.edu/ahs/clds)

## **Sample Emergent Literacy IEP Goals**

(From Erickson & Hanser, updated 2009)

### **Communication During Shared Reading**

During shared or guided reading activities, the student will use an "I have a question" display with partner assisted scanning to generate one or more questions on 4 out of 5 days.

During shared or guided reading activities, the student will use a X location voice output device to generate X or more <requests/questions/comments> on 4 out of 5 days.

When presented with <story related choices/questions/ideas> during shared reading activities, student will use a single message device programmed with "that's it!" to make 4 or more choices/requests, with <insert level of support>, on 3 out of 5 days.

When presented with <story related choices/questions/ideas> during shared reading activities, student will use two single message devices programmed with one affirmative and one negation comment, to make 4 or more requests or protests, with <insert level of support>, on 3 out of 5 days.

After shared or guided reading, student will communicate choices to complete a X question book response form with partner assisted scanning, with <insert level of prompt>, on 4 out of 5 days.

### **Self-Selected Reading**

Given daily opportunities to select from a regularly changing assortment of (print based or tactual) books, the student will successfully communicate a choice on 4 out of 5 days.

Given a changing assortment of tactualized books, when presented with a choice of X, the student will communicate a choice on 4 out of 5 days.

When observed during independent book interactions, the student will engage in browsing (or silent study or pretend reading) no more than 60% of the time.

During independent book interactions, using an adapted keyboard with a button to go forward and a 2<sup>nd</sup> button to go back, student will successfully explore an entire book X or more times, on 2 out of 5 days.

During independent book interactions, the student will explore X or more different tactile supports, on 2 out of 5 days.

During independent book interactions, the student will explore both Braille and tactuals on 2 out of 5 days.



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During independent book interactions, using 2 switch scanning on a 4-6 item array, student will successfully explore an entire book X or more times, on 2 out of 5 days.

### **Communication During Shared Writing**

When presented with ideas during brainstorming activities, student will independently use a single message device programmed with “that’s it,” to indicate X or more choices on 3 out of 5 days.

When presented with ideas during brainstorming activities, student will use two single message devices programmed with one affirmative and one negation comment, to make X or more choices or protests, with <insert level of support>, on 3 out of 5 days.

When presented with ideas during brainstorming activities, student will independently use a X location voice output device with to indicate X or more choices on 3 out of 5 days.

During brainstorming activities, student will independently use word banks on an AAC device to communicate X or more ideas on 3 out of 5 days.

During shared or guided writing activities, the student will use a "writing revision" display with partner assisted scanning to generate one or more questions/comments on 4 out of 5 days.

### **Self-Selected Writing**

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, student will choose a topic from his home/school log, photo journal, or other source, with <insert level of support>, 4 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by changes in letter combinations and spaces, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by X or more word-like groupings, 2 out of 5 days.

During writing with the full alphabet, student will activate a single message device programmed with “that’s it,” with <insert level of support>, X or more times, on 3 out of 5 days.

During writing with the full alphabet, student will independently activate two single message devices with “that’s it,” and “not that one,” with <insert level of support>, on X or more times, on 3 out of 5 days.



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Given daily opportunities to write about self-selected, personally meaningful topics, the student will demonstrate increased engagement with the Braille as demonstrated by participating with hand under hand facilitator support for 50% of the letter entries <insert level of support>, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics, the student will demonstrate increased engagement with the visual print as demonstrated by visual attention to 50% of the letter entries with <insert level of support>, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics, the student will visually attend to print four times, with each gaze for at least 5 seconds with <insert level of support>, on 2 out of 5 days.

### **Signing In:**

#### ***For students who aren't attending to print and are random:***

Given daily opportunities to sign in, after the student's writing attempt, the student will visually attend to the teacher model, for at least 3-5 seconds with <insert level of support>, on 2 out of 5 days.

#### ***For students who aren't attending to print and are random:***

Given daily opportunities to sign in, before the teacher model is provided, the student will visually attend to letter choices four times, with each gaze for at least 3-5 seconds with <insert level of support>, on 2 out of 5 days.

#### ***For students who are not as random and have some sense of what to do, but don't know enough about letters in their name:***

Given daily opportunities to sign in, before the teacher model is provided, the student will independently write/select one letter from his/her name on 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will independently use both core vocabulary (word banks) and letter-by-letter spelling to generate text, 2 out of 5 days.

### **Sound Awareness (Phonological awareness)**

During shared readings using poems, nursery rhymes, and repeated line books, the student will use a single message voice output device to say rhyme/repeated line at X or more appropriate times, with <insert level of support>, 3 out of 5 days.



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During shared readings using poems, nursery rhymes, and repeated line books, the student will use a X location voice output device to say rhyme/repeated line at X or more appropriate times, with <insert level of support>, 3 out of 5 days.



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