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| **Area of Learning**English Language Arts (grades 1-3) | **Big Idea**Playing with language helps us to discover how language works (grades 1 + 2)Using language in creative and playful ways helps us understand how language works (grade 3)  |
| Type of Goal: Supplemental Replacement | Teacher Responsible: Mr. Black |
| **Goal (Curricular Competency):** I can read fluently at grade level |
| Objective (curricular content to access the goal) | Instructional Strategies |
| by using a variety of strategies to identify unknown words quickly (look for root words, prefixes, and suffixes in big words, read ahead for clues as to the unknown word, look at words on either side of the unknown word)  | * LSS teacher provide direct instruction and practice using reading strategies with instructional level text
* Class teacher direct instruction of root words, pre-fixes and suffixes using Words Their Way
* LSS & class teacher use visual(s) to prompt strategies
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| by using strategies to decode words I don’t know | * LSS teacher provide direct instruction of prefixes, roots, and suffixes
* LSS teacher teach the tapping technique for segmenting words
* use phonemic games (i.e. ‘Remove-a-part’)
* use Lexia for individualized practice
 |
| by increasing the number of words I can read quickly and accurately**Objectives** describe **what the STUDENT will do** Crafted to represent the **CONTENT** the student is using to explore the goal area. Write with specifics rather than as a general statement. Ask: is the objective(s) observable and measurable (what can be seen, heard)?Students are considered significantly adjusted if the majority of the content they are working on is over 2 years below their grade level by age | * repeated readings of text at independent reading level
* provide opportunities to read aloud: echo and choral reading
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**When creating Supplemental Curricular Competency Goals & Objectives ask:** *What is the ‘in addition to’ instruction that the student needs in order to be supported in closing the gap between their current achievement level and the achievement level expected at their grade level by age?*

Select **ONE** overarching **BIG IDEA** and **ONE Curricular Competency/Content** **from GRADE LEVEL** student is enrolled in. At times use a lower grade level.

**\*make NO changes to the statements\***

At **Secondary**: These come from the COURSE LEVEL not grade level (i.e. from Science 10 even if student is in grade 11 or 12 by age)

**Instructional Strategies** are **what the SUPPORT TEAM will do** (teaching / instruction / guidance) to support the student in exploring and developing the objective(s) – **use VERBS**

Specific resources to be utilized can be listed here as well i.e. Lexia, Words Their Way or

Manipulatives: 10 frames, Base 10 Blocks, Number line, Multiplication table

Supports may also be listed here as well as under SUPPORTS (universal/essential) if the student needs to be taught how to use them – i.e. text-to-speech (reader), voice-to-text (scribe)

**I can read fluently at grade level …**

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| Objective  | Instructional Strategies (examples only – **NOT** exhaustive) |
| by identifying beginning, middle and end sounds on words | * teach the tapping technique for segmenting words
* phonemic games – add a beginning sound to make a phoneme blend
 |
| by reading a passage orally with expression | * opportunities to read aloud together; choral reading
* teacher modeling reading more slowly or more quickly as appropriate
 |
| by paying attention to reading mechanics (punctuation) when I read | * model how to pause after a period, comma
* model voice inflection for question and exclamation marks
* opportunities to read aloud together; choral reading
 |
| by using illustrations and prior knowledge to predict the meaning | * teach meanings of prefixes, suffixes, and roots of words
* pre-teach new vocabulary in story/reading passage (using visual aids, analogies - pair illustrations with text when defining words)
* teach students to generate questions before, during and after reading
* model and practice making connections to a personal experience, knowledge and previous reading
 |
| by retelling the main parts of a story to a peer | * explicit teaching and modeling how to summarize important/main parts of a reading passage
* role play A/B partner sharing
* provide a cut-up version of the main parts to re-organize as a re-telling of the story
* provide and teach use of recording frames/graphic organizers
 |
| by using non-print features in the text to make predictions about the story  | * teach and role-play ‘Think-Pair-Share’ strategy
* direct instruction around use of contextual clues (illustrations and/or pictures)
* provide opportunities to make predictions about outcomes
 |

**Reading**

Assessments (i.e. Fountas & Pinnell, Jerry Johns, Bader, PM Benchmarks) are done to provide information about a child’s reading behaviours (strategies for word identification, fluency, comprehension strengths and stretches, etc.) and it will help with estimating the student’s instructional and independent text level. Any of these reading assessments along with other pieces of evidence from the classroom can help you to target reading interventions. These levels are information for teachers to be able to support their instructional planning for mini-lessons, guided reading, and individual reading conferences. The ‘reading level’ as determined using any of the above assessments would be used as a baseline indicator of the text level that would be used with the child to support them with text at their ‘instructional level’ that will allow them to work on and develop the targeted reading behaviours. These assessments can also be utilized to assess progress along with other evidence of learning (observation, conferences, etc.).

Assessment results can be recorded on the ***Record of Interventions (ROI)*** student form under current level. The current level noted should include *descriptions of the reading behaviours* rather than solely a single numeric referent.

The current level should describe what the student can do (strengths and stretches). **Where are they at and what are they working towards?** For example:

**Current level**: \_\_\_\_ is able to use letters and their sounds to figure out unknown words when reading text at his/her instructional level; \_\_\_\_ will often skip an unknown word.  \_\_\_\_\_ ‘s overreliance on phonics as a strategy for identifying unknown words impacts his/her reading fluency.

Knowing this information as well as information identified in Psycho-Educational, SLP and/or other relevant assessments, assists in determining what to target as ‘in addition to’ (i.e. supplemental) servicing needs (both curricular competency goal and coordinating objective(s). The geographical location where this ‘in addition to’ servicing happens is irrelevant as is the role of the person who is offering this service (i.e. can be Learning Services and/or Classroom teachers).

Select **ONE** overarching **BIG IDEA** and **ONE Curricular Competency/Content** **from GRADE LEVEL** student is enrolled in.

**\*make NO changes to the statements\***

At **Secondary**: These come from the COURSE LEVEL not grade level (i.e. from Science 10 even if student is in grade 11 or 12 by age)

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| **Area of Learning**Mathematics | **Big Idea**Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals (grade 6) |
| Type of Goal: Supplemental Replacement | Teacher Responsible: Mr. Black |
| **Goal (Curricular Competency):** I can demonstrate and apply mental math strategies |
| Objective (curricular content to access the goal) | Instructional Strategies |
| by developing computational fluency with multiplication facts to 20 using manipulatives.  | * direct instruction and practice using manipulative to calculate multiplication facts.
* direct instruction in writing multiplication sentences from a visual representation
* Direct instruction in how to layout a multiplication calculation on graph paper, aligning place values
* Teacher/EA prompting on next steps as needed
 |
| By identifying place value of numbers to thousandths using reference chart and recording numbers in a place value grid | * direct instruction of place value using a place value grid and base 10 blocks
* teach how to record numbers in a place value grid and repeat the number aloud
* direct instruction in writing numbers into a place value grid from a visual representation using base 10 blocks
 |

**Instructional**

**Strategies** are **what the SUPPORT TEAM will do** (teaching / instruction / guidance) to support the student in exploring and developing the objective(s) – **use VERBS**

Specific resources to be utilized can be listed here as well i.e. Lexia, Words Their Way or

Manipulatives: 10 frames, Base 10 Blocks, Number line, Multiplication table

Supports may also be listed here as well as under SUPPORTS (univsersal/essential) if the student needs to be taught how to use them – i.e. text-to-speech (reader), voice-to-text (scribe)

**Objectives** describe **what the STUDENT will do**

Crafted to represent the **CONTENT** the student is using to explore the goal area. Write with specifics rather than as a general statement. Ask: is the objective(s) observable and measurable (what can be seen, heard)?

Students are considered significantly adjusted if the majority of the content they are working on is over 2 years below their grade level by age