

TEACHER SLG GOAL SETTING EXAMPLE – ELEMENTARY SPECIAL EDUCATION READING

Grade Level: 4-5



Elementary



Middle School



High School

Goal Type:



Individual Goal



Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>This goal is written around decoding and fluency for 2nd, 4th and 5th grade students having an IEP goal in this area.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.4.3.A</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>CCSS.ELA-LITERACY.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-LITERACY.RF.5.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.5.3.A</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>CCSS.ELA-LITERACY.RF.5.4</u> <u>Read with sufficient accuracy and fluency to support comprehension.</u></p>
Assessments	easyCBM passage reading fluency progress monitoring passages
Context/Students	All students are on an IEP and receive services in the area of reading. All students with a decoding and/or fluency goal in the area of reading.

<p>Baseline Data</p>	<p>4th grade</p> <p>JS progress monitored at the 3rd grade level CWPM = 45 = 12%ile DL progress monitored at grade level CWPM = 21 = 1%ile</p> <p>5th grade</p> <p>DP progress monitored at 2nd grade level CWPM = 79 = 68%ile MA progress monitored at 4th grade level CWPM = 62 = 6%ile JM progress monitored at 5th grade level CWPM = 93 = 10%ile</p>
<p>Student Growth Goal (Targets)</p>	<p>Given a one minute easyCBM reading timing all of the of existing ERC students with a reading decoding or fluency goal in 4th or 5th grades will improve their CWPM by 15 or more words at the level they are currently progress monitored at.</p>
<p>Rationale</p>	<p>Decoding skills are directly linked to reading comprehension. Students are expected to read and understand a variety of text in order to meet grade level expectations.</p> <p>All of these students have IEP goals in the area of reading decoding and/or fluency. Students with an IEP goal in this area have already been through several interventions at the Title I level prior to being placed into a special education intervention. For these students this is a rigorous goal as they have shown a widening of the gap over the years.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Teach and practice Dolch words • Students will practice reading and re-reading passages to improve fluency (and so that the students can hear what they sound like when reading fluently) • Phonemic awareness instruction, as appropriate • Provide the opportunity to read novels, which is something they rarely get to do at school due to their lower reading skills. Reading novels will help foster an enjoyment of reading • For some students I will provide them with access to ebooks so that they can participate with classroom peers in grade level reading instruction. (This is dependent on access to devices and to what services students are eligible for -- Bookshare.org is only available to those with a "qualifying print disability" and only some students with reading on their IEP also fall into this category.)
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Dolch word materials -- Dolch lists, sight word flashcards, stories made up of Dolch words. • Great Leaps curriculum • Novel sets

		<ul style="list-style-type: none">• ebooks from the library or Bookshare• devices to use in order to read the ebooks• Support from the AT specialist
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