**Teacher slg Goal Setting SAMPLE – 3RD GRADE WRITING**

**Grade Level: [x]  Elementary [ ]  Middle School [ ]  High School**

**Goal Type:** **[x]  Individual Goal [ ]  Team Goal**

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| **SLG GOAL 1** |
| **Goal-Setting Conference** | **Content Standards/Skills**  | 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2. Develop the topic with facts, definitions, and details.
3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
4. Provide a concluding statement or section.
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| **Assessments** | **Category 2** Student writing samples were scored using a rubric at the beginning of the year. I will score another piece of writing at the end of the year.  |
| **Context/Students** | * 33 students (17 3rd, 16 4th)
* 6 students who are on IEPs for OHI and have reading goals (pull-out resource)
* 3 students who are TAG
* 1 student on a 504 for health issues
* 5 English Language Learners.

My 4th grade students are looped (I had them in 3rd grade). Half my 3rd grade students are new to this school because there was a boundary change. We have 30 minutes of EA help each day during reading. |
| **Baseline Data** | I conducted a pre-assessment using a writing rubric. My students lowest scores on one (or more) of the traits were:* 3rd graders: 4 1s, 5 2s, 5 3s, 2 4s, 1 5s
* 4th graders: 5 1s, 6 2s, 4 3s, 1 4s
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| **Student Growth Goal (Targets)** | All students will score at least a 4 as measured by the writing rubric |
| **Rationale** | The Common Core State Standard Standards require that students read more informational text than ever before and be able to cite evidence from text they have read to support their writing. Strengthening student skills in informational/explanatory writing has application across content areas and will prepare them for the increased writing expectations in middle school. |
| **Strategies**  | * Implement Writer’s Workshop strategies I learned last year
* Implement meta-cognitive strategy during Modeling of exemplars for each trait
* Monitor and adjust my strategies every 3-4 weeks based off data
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| **Professional Learning and Support** | * I would like to observe in other LA classrooms and likewise have my peers observe my classroom during direct instruction and 1:1 conferencing time with students.
* I would also like support in developing a feedback protocol for such observations.
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