

Writing Curricular Competency Based Goals & Objectives

Curricular competency IEP goals are in addition to core competency goals and are not for all students.

Supplemental	Replacement
Goals <i>in addition</i> to the grade level curriculum	Goals that are <i>instead of</i> grade level curriculum
Students DO NOT have a cognitive disability	Students DO have a cognitive disability
e.g. A reading fluency goal in addition to the Language Arts curriculum	e.g. Developmentally appropriate literacy goal in place of Language Arts curriculum

Common (useful) English Language Arts **Big Ideas**:

Playing with language helps us discover how language works

Stories and other texts can be shared through pictures and words

Stories and other texts connect us to ourselves, our families, and our communities

Common (useful) English Language Arts **Learning Standards**:

Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.

Use developmentally appropriate reading, (listening, and viewing) strategies to make meaning.

Use foundational concepts of print, oral, and visual texts

Read fluently at grade level.

Example:

Area of Learning English Language Arts	
Big Idea: Stories and other texts can be shared through pictures and words	
Learning Standard (Goal)	
Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	
Objective	Strategy
Write in complete sentences	Small group instruction
Correctly spell the 200 most commonly used words	Word list Phoneme instruction
Increase ability to use Word software as a writing tool and demonstrate use of spell check, copy and paste and at least three formatting tools.	Daily practice Journal writing Small group tutorial
Write in a journal using a mixture of invented and traditional spelling at least once a week.	

Common (useful) Mathematics **Big Ideas**:

Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value

Numbers to 100 represent quantities that can be decomposed into 10s and 1s

Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing

Common (useful) Mathematics **Learning Standards**:

Develop mental math strategies and abilities to make sense of quantities

Estimate reasonably

Develop and use multiple strategies to engage in problem solving

Connect mathematical concepts to each other and to other areas and personal interests

Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

Example:

Area of Learning: Mathematics	
Big Idea: Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value	
Learning Standard (Goal) Develop mental math strategies and abilities to make sense of quantities	
Objective	Strategy
Add, subtract and multiply up to two-digit numbers	Base 10 blocks Small group instruction
Explain and use mental math strategies to compute simple addition, subtraction, multiplication and division facts	Grid paper Math maintenance and practice Small group instruction

Area of Learning: Mathematics	
Big Idea: Connect mathematical concepts to each other and to other areas and personal interests	
Learning Standard (Goal) Develop, demonstrate, and apply mathematical understanding of time.	
Objective	Strategy
Demonstrate understanding of time management by telling time to five-minute intervals and determining how much time will lapse before an event occurs	Clock or calendar