Goals and Objectives: Colin

❖ *Skill Cluster: Comprehension/Retell*

Goal: **Colin will retell a story, written at the fifth grade level, and will include detailed descriptions of the beginning, middle, end, setting, characters, conflict, and resolution.**

- o Objective: Given a short story, at the fifth grade level, Colin will describe key characters in the story by responding to guiding questions such as *"What do they look like?", "How are they feeling", and "What are they doing?"*

- o Objective: Given a short story, at the fifth grade level, Colin will describe characters in the story, including details of their appearances, behaviors, motives, and key relationships in a character map.

- o Objective: Given a short story or chapter, and the questions of *"Who? What? Where? When? Why?"* Colin will retell using key events and phrases from the text.

- o Objective: Given a short story, at the fifth grade level, Colin will generate a web in order to summarize and organize the main events, settings, characters, conflict, and resolutions.

- o Objective: Given a short story, at the fifth grade level, Colin will use main ideas, and specific key events to answer a series of multiple choice comprehension questions that are related to the text.

- o Objective: Given a short story, at the fifth grade level, Colin will use main ideas, and specific details to answer a series of short answer comprehension questions that are related to the text.

- o Objective: Given a short story, at the fifth grade level, Colin will identify the sequence of events by arranging a set of eight sentence strips from beginning to end, tracing problem to solution.

- o Objective: Given a short story, at the fifth grade level, Colin will summarize the story selecting details to support key events, setting, main characters, and conflict.

❖ **Evaluation/Documentation**

- o Colin's progress on his AR reading will be monitored, and new goals will be set for him each week.

- o Colin will work on his AR reading using the Magic Tree House book series and will answer a series of comprehension questions as he reads through each chapter.

- o The comprehension questions from the <u>Magic Tree House</u> books will be collected and reviewed with a teacher.

- o Colin will take an AR test, upon the completion of each book.

- o Colin will be asked to sequence events from the story.

- o Notes that Colin has taken while reading (two column notes, webs, and character maps) will be collected and evaluated by the teacher.

❖ **<u>Teaching Strategies</u>**

- o Teach student how to reread and self check his reading.

- o Teach student how to use a journal to record what he is reading on a weekly basis. The journal will be collected at the end of each week and reviewed by the teacher.

- o Teach student how to use two column notes to record important ideas, key events, character details, and main events from the reading.

- o Teach student how to create and use graphic organizers (character webs, story maps, Venn diagrams) to use as a reference both during and after reading,

- o Teach student what key information to look for, in text, when preparing to answer Who? What? Where? When? and How? Questions.

❖ **<u>Modifications</u>**

- o Provide student with a "reading journal"

- o Provide student with comprehension questions to use while he is reading <u>The Magic Tree House</u> books.

- o Allow student to take AR tests under the supervision of an adult

- o Provide Colin with graphic organizers and character maps to use as he is reading.

- o Provide Colin with 2-3 guiding prompts in order to allow him to further expand his thinking

❖ *Skill Cluster: Prediction*

Goal: Colin will draw on the entire context of the story or chapter in order to make a justified prediction as to what will occur throughout the rest of the text.

- o Objective: Given a chapter book, at the fifth grade level, Colin will scan the front cover and read the synopsis on the back of the book to make a prediction about what potential actions will take place in the story.

- o Objective: Given a chapter book, at the fifth grade level, Colin will read the chapter titles at the start of each chapter and make a prediction about what the next chapter will be about, drawing from events, characters, and unresolved problems from the previous chapter.

- o Objective: Given a chapter book, at the fifth grade level, Colin will fill in a prediction chart answering the questions "Who is involved?" "What problems are they facing?" "What do I think will happen?" "Where will it happen" and "How will it happen?" in order to predict what will happen throughout the rest of the book.

- o Objective: Given a chapter book, at the fifth grade level, Colin will make a prediction log at the end of each chapter, changing his predictions based on events, challenges, settings and characters while reading successive chapters.

❖ **Evaluation/Documentation**

- o Colin will be asked to make a prediction log in his reading journal as he reads through his AR reading book.

- o Colin's reading journal will be collected and reviewed on a weekly basis.

- o Colin will use prediction charts, and graphic organizers in order to make prediction using the context of the story.

❖ **Teaching Strategies**

- o Teach student how to track (beginning, middle, end) the context of the chapter in order to make a prediction for the rest of the story.

- o Teach student how to fill in a prediction chart before, during, and after his reading.

- Teach student how to use strategies and complete a picture walk (for both chapter and picture books) prior to reading the text.

❖ **Modifications**

- Provide the student with the graphic organizers and prediction charts to fill out as he reads.

- Provide the student with prompting questions as he reads aloud

❖ *Skill Cluster: Fluency*

Goal: Colin will increase fluency by clustering words in phrases consistent with those of speech, observing punctuation by pausing at commas and periods in text and using his voice to provide expression to the piece he is reading.

- Given a series of sentences, Colin will read each sentence to himself and then aloud, and determine the mood of the sentence, applying appropriate emotion and following the punctuation rules in each one.

- Given a paragraph, at the fifth grade level, Colin will be attentive to commas in the written text as he pauses after each comma appears.

- Given a story, at the fifth grade level, with fluency, connecting phrase to phrase, pausing at punctuation, and using expression.

- Given a story, at the fifth grade level, Colin will read aloud emphasizing punctuation by inhaling a short breath between each sentences and stopping at periods.

- Given a story, at the fifth grade level, Colin will read with expression in order to express the feelings of the characters by adjusting his voice in order to convey mood, or denote shifts in characters.

❖ *Evaluation/Documentation*

- Running records will be kept when the student reads aloud.

- The teacher will document any observations made during his read aloud time.

- The student's work with regard to punctuation will be collected and evaluated by the teacher.

❖ **Teaching Strategies**

o The teacher will model reading with expression with regard to punctuation, and expression. The student will have a copy of the piece that the teacher is reading.

o The teacher will present the student with a reading (story, or passage) that has all the punctuation highlighted (commas and periods)

o The student will begin practicing reading fluently using readings that he is familiar with, poetry, scripts and Reader's Theatre.

o The student will be taught each punctuation mark, and the uses and rules that apply to each.

❖ **Modifications**

o Student will be given pieces to read that are familiar to him to begin practice reading fluently.

o The student will be given a highlighter in order to highlight the punctuation in the reading ahead of time to serve as a reminder as he reads the piece aloud.

o The student will be given a tachistiscope in order to track his reading as he reads a loud in class.

❖ *Skill Cluster: Word Solving*

Goal: Colin will increase his skills using segmentation, root words, and associating sounds, in order to decipher unfamiliar words by breaking them down.

o Objective: Given flash cards of three syllable words, Colin will write the words, segment the words and say each word aloud and then blend the syllables together.

o Objective: Given flash cards of four syllable words, Colin will write the words, segment the words and say each word aloud and then blend the syllables together.

o Objective: Given a list of multisyllabic words that contain suffixes, Colin will break down each word into segments as he identifies and says the root word and suffix. He will then blend the root word and suffix together to say the whole word.

- o Objective: Given a sentence, with multisyllabic words, Colin will apply the rules of syllable patterns in order to correctly pronounce the words within the sentence.

❖ **Evaluation/Documentation**

- o The teacher will make observations on any tasks he completes as Colin reads aloud to blend multisyllabic words together.

- o The teacher will collect any written work to make additional observations.

❖ **Teaching Strategies**

- o The teacher will review the most common syllable patterns with Colin

- o The teacher will model the breakdown of multisyllabic words both my clapping, and writing them out.

- o The teacher will provide Colin with helpful strategies to use as he reads in order to self correct his reading.

❖ **Modifications**

- o The teacher will review the most common syllable patterns with Colin

- o Colin will be allowed to pair up with other students in order to continue receiving feedback on his word solving.

❖ Colin will have access to materials that he can use to work on his word solving skills. These materials include flash cards, games, and practice lists.

❖ *Skill Cluster: Self Correcting*

Goal: Colin will increase his self-monitoring during his reading. He will use charting, self observations, and assistance from his classroom teacher, in order to track and monitor his miscues.

- o Objective: Given a sentence, Colin will correct his reading miscues by rereading the sentence aloud from the beginning, working to pronounce each word correctly.

o Objective: Given a sentence, Colin will read the sentence and correct his reading miscues. He will record his miscues by filling in his errors on a "miscue chart" created by his classroom teacher.

o Objective: Given a paragraph, and an adult supervisor, Colin will correct his reading miscues by rereading the sentence aloud from the beginning, working to pronounce each word correctly.

o Objective: Given independent reading, Colin will read, self correct, and then record his own errors and miscues on a "miscue chart"

❖ **Evaluation/Documentation**

o The classroom teacher will record notes and observations about Colin's reading, paying particular attention to specific errors.

o The classroom teacher will review Colin's "miscue charts" to see where his common errors occur and to see if they are consistent with teacher observations.
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❖ **Teaching Strategies**

o The teacher will work with Colin to practice reading aloud and verbally self correcting errors by rereading words and sentences. The teacher will model this for Colin.

o The teacher will model the use of a "miscue chart" in order to familiarize Colin with the self-monitoring process.

o Colin will be allowed to work with another student, in order to practice reading aloud and self correcting his errors verbally.

❖ **Modifications**

o Student will work with teacher individually to review self monitoring skills and working with charting his errors.

o The teacher will allow Colin to work with another student in order to practice reading aloud, and self correcting as he reads words and sentences.

❖ *Skill Cluster: Use of Context*

Goal: Colin will increase his use of self-monitoring during reading by pausing at the end of the sentences and paragraph in order to check whether what he head was grammatically correct and fit the meaning, by asking whether it sounds or make sense.

Goal: Colin will use context clues to determine unknown words, figuring out what fits in the sentence grammatically and in term of meaning.

- o <u>Objective:</u> Given a sentence, with miscued words, Colin will identify errors (stating whether the tense of type of word (noun, verb…) sounds correct or whether the choices make sense.

- o <u>Objective:</u> Given a sentence, with omitted words, Colin will read the sentence with the blank, tell what it is about, and supply the missing word, stating how his answer makes sense.

- o <u>Objective:</u> Given a paragraph, with miscued words, Colin will identify errors (stating whether the tense of type of word (noun, verb…) sounds correct or whether the choices make sense.

- o <u>Objective:</u> Given a paragraph with, with omitted words, Colin will read the paragraph with blanks, and supply the missing words as he states how his answers make sense.
  He will then retell what the paragraph was about.

❖ **Evaluation/Documentation**

- o The student's work in regards to context clues will be collected and evaluated by the teacher.

- o Teacher's observations on the student when working independently, or in class, on this skill. The teacher will use charts to organize the information about Colin's use of context.

❖ **Teaching Strategies**

- o The teacher will model the identification, pronunciation and definition of unknown words using context clues. The student will have a copy of what the teacher is modeling.

- o The teacher will work with the student to highlight the strategies (i.e. two column notes, and in text definitions) that can be used when determining the meaning of vocabulary words by using context clues.

❖ <u>**Modifications**</u>

- Student will work with teacher individually to review identifying and working with context clues.

- The teacher will provide prompting questions for Colin in order to expand his thinking and identify new vocabulary using context clues.

- Colin will have the option to read material aloud or silently in order to gather information to take notes or answer questions about context clues.