Common Core State Standards  
English Language Arts

IEP Goals and Objectives Guidance: Basic Format

Current Academic Achievement
- Just as you have, address a deficit by stating what the student can do relative to his grade-level peers.
- Typically, you are thinking about reading, writing, and language (grammar, spelling, vocabulary)

Aligned with state learning standards:
- CC ELA K-12 (R, W, SL, or L) (readiness standard)

Goals
- There are 4 "strands" in Common Core ELA (English/Language Arts)
- Reading, Writing, Speaking Listening, Language
  - (Note: at the grade level, the Reading strand is further broken down into Reading Literature, Reading Informational Text, and Reading Foundation Skills, but you should think of them as one single Strand.)
- Each strand has 6 to 10 “college and career readiness standards”
  - Reading 10
  - Writing 6
  - Speaking Listening 6
  - Language 10
- These readiness standards are the same in all grades
- These readiness standards comprise your Goals Bank. Because these readiness standards are “common” across all grades, you may continue to use these goals multiple years.

Short-term Objectives
- Each of the 32 readiness standards (our Goals) has 1 to 5 “standards”
- These specific standards are your short-term objectives
- Because each of the Readiness Standards is the same in all grades, you can select the specific standard from multiple grade levels to match your student need.
1. Concerning the subject of including a small number of ELA objectives in a single goal. That is appropriate IF the objectives are closely related. Don’t make the mistake of lumping ALL you ELA work in to a single goal.
   - Goal: CC K-12 R 10 (reading comprehension)
     i. Objective: reading fluency
     ii. Objective: vocabulary (L 4)
     iii. Objective: phonics (RF)
     iv. Objective: grammar (L 1)
        This is fine
   - Goal: CC K-12 W 4 (writing for task and purpose)
     i. Objective: comprehension (R 10)
     ii. Objective: participate in conversations (SL 1)
     iii. Objective: apply phonics (RF)
        These objectives are NOT closely related to the goal.

2. Use the CC ELA code for your goal in the “aligned with state standard box.” It should look like CC K-12 R 10. If you don’t site the specific CC ELA code in your objectives, then please supply the page number from our ELA book. Give me something to guide me to what you are doing.

3. You may certainly paraphrase your CC language to be parent-friendly. Please do reference your goals and objectives with CC codes or book page numbers. Again, provide a reference.

4. Many of you will want to write objectives for phonics and phonemic awareness. These CC standards are found in the lower grades RF (reading foundation).
   - For example, page 6 had Kindergarten letter recognition.
   - Page 9 has first grade letter recognition and phonemic awareness.
   - Page 14 has second grade phonics.
IEP Goals and Objectives Guidance: Vocabulary

A good solid vocabulary goal for a fourth grade student

Current Academic Achievement and Functional Performance
“In any given week, Steve is only able to use 4 of the 10 vocabulary words from his 4th grade reading series in a sentence.”

Goal Statement: Common Core/ K-12/ Language Strand/ Readiness 4 CC.K-12.L.4
“Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting reference materials.” (page 4)

Short-term Objectives:
1. Common Core/ Grade/ Language Strand/ Readiness 4/ standard 4.a (page 27) CC.4.L.4.a “Use context as a clue to the meaning of a word or phrase”
3. drop down to 3rd grade if he needs to CC.3.L.4.a “Use sentence-level context as a clue to the meaning of words” (page 21)
4. move up to 5th grade is he can handle it CC.5.L.4.c. “Consult reference materials to find the pronunciation and clarify meaning” (p. 33)

IEP Goals and Objectives Guidance: Writing

A narrative writing goal for a sixth grade student

Current Academic Achievement and Functional Performance
“Steve can write two related sentences in a coherent paragraph. Sixth graders can write at least 5 sentences relating to a topic.”

Goal Statement: Common Core/ K-12/ Writing Strand/ Readiness 3 CC.K-12.W.3 (page 2)
“Write narratives to develop real or imaged experiences or evens using effective techniques, well-chosen details, and well-structured event sequences.”

Short-term Objectives
1. Common Core/ Grade/ Writing Strand/ Readiness 3/ standard 3.b (page 36) CC.6.W.3.b “Use narrative techniques such as dialogue to develop characters”
2. drop down to the same Readiness in a lower grade CC.5.W.3. “Use concrete words and phrases and sensory details” (page 30)
3. CC.5.W.3.c “Use a variety of transitional words, phrases, and clauses” (page 30)
IEP Goals and Objectives Guidance: Speaking and Listening

The following Common Core standards found in the speaking listing (SL) strand and the reading foundation (RF) strand may be of use to speech language pathologists.

Because these strands are “common” throughout the grades, they may be repeated in subsequent IEP’s. The grade number will increase as appropriate.

GOAL: CC K-12 SL .1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners (page 3)

And

GOAL: CC K-12 SL .6 Adapt speech to a variety of contexts and communicative tasks (p. 3)

Objectives

<table>
<thead>
<tr>
<th>SL.1 &amp; .6</th>
<th>Grade/Grade Level</th>
<th>Page(s)</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>(p.7)</td>
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<tr>
<td>1. SL.1 &amp; .6</td>
<td>first grade</td>
<td>(p. 11)</td>
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<td>2. SL. 1 &amp; .6</td>
<td>second</td>
<td>(p. 15)</td>
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<td>3. SL. 1 &amp; 6</td>
<td>third</td>
<td>(pp. 19, 20)</td>
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<td>4. SL. 1 &amp; 6</td>
<td>fourth</td>
<td>(pp. 25, 26)</td>
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<td>5. SL. 1 &amp; 6</td>
<td>fifth</td>
<td>(pp. 31, 32)</td>
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<td>6. SL. 1 &amp; 6</td>
<td>sixth</td>
<td>(pp. 37, 38)</td>
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<tr>
<td>7. SL. 1 &amp; 6</td>
<td>seventh</td>
<td>(p. 43)</td>
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<tr>
<td>8. SL. 1 &amp; 6</td>
<td>eighth</td>
<td>(pp. 48, 49)</td>
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GOAL: CC K-1 RF .2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds

Objectives

<table>
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<th>RF.2</th>
<th>Grade/Grade Level</th>
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<td>1. RF.2</td>
<td>first grade</td>
<td>(pp. 9, 10)</td>
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<td>(ends after first grade)</td>
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GOAL: CC K-5 RF .3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

Objectives

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<td>4. RF.3</td>
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<td>5. RF.3</td>
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<td>(p.29)</td>
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<td>(ends after fifth grade)</td>
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IEP Goals and Objectives Guidance: Oral Reading Fluency

Question: Where are Oral Reading Fluency standards located in Common Core?

Answer: In a subsection of the Reading Strand

There are ten K-12 College and Career Readiness Standards for the Reading Strand.

Oral Reading Fluency does not have its own K-12 College and Career Readiness Standard because it should be mastered in the primary grades.

Because ORF is not a K-12 Readiness Standard on pages 1-4, it does not have its own Goal.

Where you DO find Oral Reading Fluency is in a subsection of Reading. Reading is subdivided in to three parts:

- Reading literature (RL),
- Reading informational text (RI), and
- Reading foundation skills (RF).

If you want to write a Goal for Oral Reading Fluency:

GOAL: CC K-12 R 10 Read and comprehend complex literary and informational texts.

Objective: CC/ grade/ RF 4 Read with sufficient accuracy and fluency to support comprehension.

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Grades 6, 7, 8 The Reading foundation skills end.

It is likely that Oral Reading Fluency will remain an unmastered skill for many of our junior high students. Use a lower grade standard for your objective.