

PLAAFPs, Annual Goals, and Short-Term Instructional Objectives

Sample #1 – Grade 3	Sample #1 – Grade 3	Sample #2 – Grade 4
<p>Based on an analysis of running records, Chris is able to decode syllables having a CVC pattern with 93% accuracy but has difficulty decoding syllables with CVVC (37% accuracy) and CVCE patterns (52% accuracy). This impacts her ability to read grade level material.</p>	<p>Based on an analysis of running records, Chris is able to decode syllables having a CVC pattern with 93% accuracy but has difficulty decoding syllables with CVVC (37% accuracy) and CVCE patterns (52% accuracy). This impacts her ability to read grade level material.</p>	<p>Based on the results of the MLPP assessment, Chris is able to provide general statements summarizing what he has read but recalls only 65% of pertinent details within and across texts. This affects his ability to comprehend grade level text.</p>
<p>R.WS.03.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p>R.WS.03.06 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p>	<p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p>
<ol style="list-style-type: none"> 1. Chris will use structural cues to decode syllables having a CVVC pattern. 2. Chris will use structural cues to decode syllables with a CVCE pattern. 	<ol style="list-style-type: none"> 1. Chris will apply strategies to decode syllables having a CVVC pattern. 2. Chris will apply strategies to decode syllables with a CVCE pattern 	<ol style="list-style-type: none"> 1. Chris will describe sequential details when summarizing narrative text. 2. Chris will outline the “who”, “what”, “where”, and “when” details after reading a narrative text. 3. Chris will describe the main points of an informational text passage including a minimum of three supporting details for each main point.

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Sample #2 – Grade 4	Sample #3 – Grade 5	Sample #3 – Grade 5
<p>Based on the results of the MLPP assessment, Chris is able to provide general statements summarizing what he has read but recalls only 65% of pertinent details within and across texts. This affects his ability to comprehend grade level text.</p>	<p>Based on an analysis of writing samples, Chris is able to write a paragraph on a given topic (seven out of eight attempts) but has difficulty sticking to the topic when combining three or more paragraphs (zero out of four attempts). This affects her ability to generate grade level writing samples.</p>	<p>Based on an analysis of writing samples, Chris is able to write a paragraph on a given topic (seven out of eight attempts) but has difficulty sticking to the topic when combining three or more paragraphs (zero out of four attempts). This affects her ability to generate grade level writing samples.</p>
<p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>W.GN.05.01 Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.</p>	<p>W.PR.05.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p>
<ol style="list-style-type: none"> 1. Chris will classify details within a given text. 2. Chris will classify details across a set of texts. 3. Chris will compare and contrast details within a given text. 4. Chris will compare and contrast details across a set of texts. 	<ol style="list-style-type: none"> 1. Chris will use details about setting to enhance the plot of a narrative piece of writing. 2. Chris will describe the roles and functions of characters in writing narrative text. 3. Chris will depict conflicts and resolutions when writing narrative text. 	<ol style="list-style-type: none"> 1. Chris will set a purpose when writing a narrative or informational piece. 2. Chris will show evidence of considering the audience when writing a narrative or informational piece. 3. Chris will replicate authors’ styles and patterns when writing a narrative or informational piece.

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Sample #4 – Grade 5	Sample #5 – Grade 5	Sample #6 – Grade 6
<p>Based on documented conversations and observation, Chris is able to generate ideas for a writing piece but has difficulty organizing her thoughts and ideas into a cohesive piece of writing (some evidence in three out of five attempts). This impacts her ability to communicate effectively in writing.</p>	<p>Based on analyses of writing samples, Chris is able to correctly spell frequently encountered words (95% of the time) but has difficulty encoding less frequently encountered words, particularly words with multiple syllables (average of 70% accuracy). The errors impact her ability to communicate effectively in writing.</p>	<p>Based on district math assessments, Chris is able to solve contextual math problems involving single operations, but she has difficulty with problems requiring multiple operations (68% accuracy). This impacts her ability to be successful in grade level math activities.</p>
<p>W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).</p>	<p>W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>N.FL.06.15 Solve applied problems that use the four operations with appropriate decimal numbers.</p>
<ol style="list-style-type: none"> 1. Chris will use a graphic organizer to structure her ideas prior to beginning a piece of writing. 2. Chris will sequence details in her writing. 3. Chris will use transitions to promote flow in her writing. 	<ol style="list-style-type: none"> 1. Chris will use structural cues to correctly spell multi-syllable words when writing. 2. Chris will use environmental sources to assist in correctly spelling multi-syllable words when writing. 	<ol style="list-style-type: none"> 1. Chris will identify “operation” words within the context of a math problem with teacher/peer support. 2. Chris will sequence the necessary steps involved in solving a multi-step math problem with teacher/peer support. 3. Chris will apply a series of strategies for solving math problems requiring multiple operations independently.

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Sample #7 – Grade 4	Sample #8 – Grade 4	
<p>Based on documented observation, Chris is able to articulate that she needs to ask permission to use or see property belonging to others, but she has difficulty acting on that understanding when she wants to see or use something belonging to another student or adult (zero out of five times). This impacts her ability to establish positive relationships with peers and adults.</p>	<p>Based on documented observation, Chris is able to identify when she has been in a situation involving conflict but has difficulty anticipating potential conflict and responding appropriately (two out of seven times). This impacts her ability to establish positive relationships with peers.</p>	
<p>S.CC.04.2 Explain the importance of respecting personal space and boundaries.</p>	<p>EE.SS.04.7 Describe characteristics and steps of conflict resolution.</p>	
<ol style="list-style-type: none"> 1. When Chris would like to use or see the materials belonging to others, she will review the steps to follow in initiating contact with the peer or adult with teacher/peer support. 2. When Chris would like to use or see the materials belonging to others, she will use self-talk to review the steps to follow in initiating contact with the peer or adult with teacher/peer support. 3. When Chris would like to use or see the materials belonging to others, she will independently use self-talk to review the steps to follow in initiating contact with the peer or adult. 	<ol style="list-style-type: none"> 1. Chris will identify issues within the school setting that could result in conflict. 2. Chris will identify the problem in a conflict situation and options for resolving the conflict. 3. Chris will evaluate options for resolving conflict and choose one to implement. 4. Chris will evaluate the effectiveness of decisions that she makes when resolving conflict situations. 	