

ELA K-9 and Creative Writing 10-11

Curricular Competency Goals and Objectives - Tool to Support CB IEP Writing

The objectives within a content area can be taken from the student's grade level or another grade level. The curriculum spirals as we revisit previously learned skills and extend skills when appropriate. The skills from earlier grades apply to the upper grades. The objectives are listed when they first appear in a grade level, but they still apply to all other grade levels. Please individualize and specify the objective examples provided.

Curricular Competency Area: Comprehend and Connect (reading, listening, viewing) - Information Input																							
Content	Goals (learning standards) and objectives																						
Concepts of Print	<p>Goal: I can explore foundational concepts of print, oral, and visual texts (K-1)</p> <table border="1"> <tr> <td>1</td><td>By identifying key concepts of print during shared reading (specify - directionality, front/back, title & author, letter & word, capitalization, punctuation) (K+)</td></tr> <tr> <td>2</td><td>by understanding that written words are elements of oral language (print awareness) (K+)</td></tr> </table>	1	By identifying key concepts of print during shared reading (specify - directionality, front/back, title & author, letter & word, capitalization, punctuation) (K+)	2	by understanding that written words are elements of oral language (print awareness) (K+)																		
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Reading, viewing & listening strategies	<p>Goal: I can use developmentally appropriate reading, viewing , and listening strategies to make meaning (K-3)</p> <table border="1"> <tr> <td>1</td><td>by recognizing familiar sounds in my environment (K+)</td></tr> <tr> <td>2</td><td>by recognizing that words are made up of sounds i.e. phonemic awareness (breaking down words into sound units) (K+)</td></tr> <tr> <td>3</td><td>by identifying the letters of the alphabet and their sounds (K+)</td></tr> <tr> <td>4</td><td>by recognizing familiar words, names and environmental print (e.g. my name, stop signs, school signs, food packaging) (K+)</td></tr> <tr> <td>5</td><td>by recognizing an increasing number of sight words (1+)</td></tr> <tr> <td>6</td><td>by using phonics to decode words (specify - phonemic awareness, cvc, blends, digraphs, diphthongs) (1+)</td></tr> <tr> <td>7</td><td>by self correcting errors (1+)</td></tr> <tr> <td>8</td><td>by using the following comprehension strategies (Choose one or more) <ul style="list-style-type: none"> - using illustrations to make meaning (K+) - using prior knowledge to make meaning (K+) - asking questions about what is read to clarify meaning (K+) - predicting what will happen next (K+) - making connections to self (K+) - making inferences (1+) - retelling some of the elements of the story (K+) - retelling a story in my own words (1+) </td></tr> <tr> <td>9</td><td>by using active listening (e.g., focus on speaker, ask questions, make personal connections, make relevant contributions to discussion) (K+)</td></tr> <tr> <td>10</td><td>by showing respect for the contribution of others to discussions (1+)</td></tr> <tr> <td>11</td><td>by listening for specifics (3+)</td></tr> </table>	1	by recognizing familiar sounds in my environment (K+)	2	by recognizing that words are made up of sounds i.e. phonemic awareness (breaking down words into sound units) (K+)	3	by identifying the letters of the alphabet and their sounds (K+)	4	by recognizing familiar words, names and environmental print (e.g. my name, stop signs, school signs, food packaging) (K+)	5	by recognizing an increasing number of sight words (1+)	6	by using phonics to decode words (specify - phonemic awareness, cvc, blends, digraphs, diphthongs) (1+)	7	by self correcting errors (1+)	8	by using the following comprehension strategies (Choose one or more) <ul style="list-style-type: none"> - using illustrations to make meaning (K+) - using prior knowledge to make meaning (K+) - asking questions about what is read to clarify meaning (K+) - predicting what will happen next (K+) - making connections to self (K+) - making inferences (1+) - retelling some of the elements of the story (K+) - retelling a story in my own words (1+) 	9	by using active listening (e.g., focus on speaker, ask questions, make personal connections, make relevant contributions to discussion) (K+)	10	by showing respect for the contribution of others to discussions (1+)	11	by listening for specifics (3+)
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	12	by staying on topic (3+)	
	13	by expressing opinions (3+)	
	Goal: I can use a variety of comprehension strategies before, during and after reading, listening, or viewing to deepen understanding of text (grades 4-5)		
	1	by setting a purpose for reading (4+)	
	2	by previewing written text (4+)	
	3	by using context clues (4+)	
	4	by drawing conclusions (4+)	
	Goal: I can apply appropriate strategies to comprehend written, oral, and visual texts to guide inquiry and extend thinking (grade 6-9)		
	1	by asking creative and critical questions supported and inspired by texts (6+)	
	2	by analyzing and evaluating ideas (6+)	
	3	by developing explanations (6+)	
	4	by summarizing (6+)	
	5	by problem solving (6+)	
Goal: I can apply appropriate strategies to comprehend written, oral, visual, and multi-modal texts (grade 10 - Creative Writing)			
1	by paraphrasing		
2	by drawing conclusions		
3	by identifying themes		
4	by drawing conclusions		
Literary structure, elements and devices	Goal: I can recognize the structure and elements of story (K-3)		
	1	by identifying beginning, middle and end of a familiar story that I have heard or read and sequence these using pictures or words (K+)	
	2	by identifying the main characters (1+)	
	3	by identifying the setting (1+)	
	4	by identifying dialogue in a story (2+)	
	5	by identifying the main plot of a story (3+)	
	6	by identifying the conflict in a story (3+)	
	7	by identifying the theme in a story (3+)	
	Goal: I can recognize how literary elements, techniques and devices enhance meaning in texts (grade 4-5)		
	1	by identifying theme, character, setting, plot (rising action), conflict, and purpose (4+)	
	2	by identifying figurative language (e.g., metaphor, simile) (4+)	
	3	by identifying sensory detail (e.g., imagery) (4+)	
	4	by identifying characterization/character development (5+)	
	5	by identifying the points of view (5+)	
	Goal: I can understand how literary elements, techniques, and devices enhance and shape meaning (grade 6-7)		
	1	by identifying the mood (6+)	
	2	by identifying foreshadowing (6+)	

3	by identifying the protagonist/antagonist (6+)
4	by identifying imagery (6+)
5	by identifying sound devices (6+)
6	by identifying the technique of the use of emotional and logical appeals to persuade (6+)
7	by identifying the use of argument (7+)
Goal: I can recognize how literary elements, techniques, and devices enhance and shape meaning (grade 8)	
1	by explaining how metaphor brings fresh perspective to the common
2	by explaining how irony can add social critique to an argument
3	by explaining how allusion suggests connections between diverse elements
4	by explaining how diction in oral language influences emotion, persuasiveness, and meaning
5	by identifying different story structures (e.g., linear, cyclical, iterative)
6	by identifying elements of visual/graphic texts (e.g., icons, emoticons, layout, infographics, illustration style)
Goal: I can explain how literary elements, techniques, and devices enhance and shape meaning (grade 9)	
1	by identifying the use of hyperbole
2	by identifying the use of irony
3	by identifying the use of paradox
4	by identifying the use of oxymoron

Curricular Competency Area: Create and Communicate (writing, speaking, representing) - Information Output

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Generate ideas, plan, and develop written and oral language	<p>Goal: I can plan and create a variety of communication forms for different purposes and audiences (K-3)</p> <table border="1"> <tr> <td>1</td><td>by drawing and experimenting with print (e.g., journal) (K+)</td></tr> <tr> <td>2</td><td>by sharing a story/experience from memory (K+)</td></tr> <tr> <td>3</td><td>by adjusting vocal expression (volume, pace, tone and articulation, gestures) to convey meaning (specify) (K+)</td></tr> <tr> <td>4</td><td>by telling stories using manipulates (e.g., puppets, toys, storyboards) (K+)</td></tr> <tr> <td>5</td><td>by acting out a story (drama) (1+)</td></tr> <tr> <td></td><td>by creating lists for different purposes (e.g., shopping, people, objects, etc.) (1+)</td></tr> <tr> <td>7</td><td>by writing personal letters (2+)</td></tr> <tr> <td>8</td><td>by writing multiple page stories (2+)</td></tr> <tr> <td>9</td><td>by writing simple expository text that is non-fiction and interest based (2+)</td></tr> <tr> <td>10</td><td>by creating a digital presentation (1+)</td></tr> <tr> <td>11</td><td>by giving an oral presentation (1+)</td></tr> </table> <p>Goal: I can use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (grades 4-5)</p> <table border="1"> <tr> <td>1</td><td>by planning, drafting, and delivering speeches (4+)</td></tr> <tr> <td>2</td><td>by taking a part in plays (4+)</td></tr> <tr> <td>3</td><td>by creating visual posters to convey information (4+)</td></tr> <tr> <td>4</td><td>by planning, drafting and writing articles (4+)</td></tr> <tr> <td>5</td><td>by planning, drafting and writing short stories (4+)</td></tr> </table>	1	by drawing and experimenting with print (e.g., journal) (K+)	2	by sharing a story/experience from memory (K+)	3	by adjusting vocal expression (volume, pace, tone and articulation, gestures) to convey meaning (specify) (K+)	4	by telling stories using manipulates (e.g., puppets, toys, storyboards) (K+)	5	by acting out a story (drama) (1+)		by creating lists for different purposes (e.g., shopping, people, objects, etc.) (1+)	7	by writing personal letters (2+)	8	by writing multiple page stories (2+)	9	by writing simple expository text that is non-fiction and interest based (2+)	10	by creating a digital presentation (1+)	11	by giving an oral presentation (1+)	1	by planning, drafting, and delivering speeches (4+)	2	by taking a part in plays (4+)	3	by creating visual posters to convey information (4+)	4	by planning, drafting and writing articles (4+)	5	by planning, drafting and writing short stories (4+)
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	<p>Goal: I can use writing and design processes to plan, develop, and create engaging and meaningful literacy and informational texts for a variety of purposes and audiences (grades 6-9)</p>
1	by writing opinion pieces (6+)
2	by writing for peers and authorities (6+)
3	by using formal and informal language according to audience (6+)
4	by writing for professional audiences (7+)
5	by planning, drafting, and editing paragraph compositions that include a theme and genre (8+)
6	by writing for technical audiences (9+)
7	by writing for business audiences (9+)
8	by writing for child audiences (9+)
9	by planning, drafting and editing evidence-based writing (9+)
	<p>Goal: I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences (grade 10 - 11 - Creative Writing)</p>
2	by writing for real world audiences (specify)
3	by using the writing process of determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and editing. (specify)
Conventions of writing (spelling, grammar, punctuation, sentences and paragraphs)	<p>Goal: I can communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation (K-1)</p>
	1 by legibly printing and spacing letters and words (specify)
	2 by creating a simple sentence using written words (e.g., sentence frames) (specify) (1+)
	3 by using periods, question marks and capitalization of first words in a sentence, people's names and 'I' (1+)
	4 by spelling familiar words correctly (specify)
	<p>Goal: I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (grade 2-3)</p>
1	by using an apostrophe in contractions (3+)
2	by creating compound sentences (specify) (2+) (specify)
3	by using Canadian spelling (3+) (specify)
	<p>Goal: I can communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (grade 4-5)</p>
1	by writing paragraphs using topic sentences and supporting details (4+)
2	by using past, present and future tenses (4+) (specify)
3	by using subject-verb agreement (4+)
4	by identifying parts of speech (e.g., noun, verb, adjective, adverb) (4+) (specify)
5	by using capitalization in titles, headings and subheadings) (5+) (specify)
	<p>Goal: I can use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (grade 6-9)</p>
1	by developing paragraphs that are characterized by unity, development, and coherence (6+) (specify)
2	by using transitional words effectively (6+) (specify)
3	by identifying run-on sentences and sentence fragments (6+) (specify)
4	by developing an increasing repertoire of Canadian spelling (6+) (specify)

	5	by using a mix of simple, compound and complex sentences (7+) (specify)
	6	by using standard punctuation, capitalization, and quotation (8+) (specify)
	7	by avoiding double negatives (9+)
Goal: I can Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context (grade 10-11 - Creative writing)		
	1	by using standard punctuation, capitalization, and quoting (specify)
	2	by using standard Canadian spelling (specify)
Vocabulary	Goal: I can develop and apply expanding word knowledge (grade 3-5)	
	1	by learning root some basic words, affixes and suffixes (3+)