



What is an IEP Goal?

IEP goals or objectives represent a part of a required fluency or list of skills that describe what a student should accomplish during the school year (IEP cycle). Each objective in the IEP goal progression moves the learner through previously unmastered skills and skill gaps that may span multiple grade levels or be more condensed to a specific grade or developmental range.

Teach Tastic IEP goals written to be SMART: Specific, Measurable, Attainable, Results-oriented and Time-bound.

Learning Standard

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Target Goal

By (date), when given exercises with text types and purposes, the student will introduce a topic and group related information together; include illustrations when useful to aiding comprehension writing skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Select the detail that does not support the topic sentence

- 1 By (date), when given 3 to 4 sentence options in paragraph form, the student will select the detail that does not support the topic sentence, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Organize information by main idea

- 2 By (date), when given 3 to 4 sentence options, the student will organize information by main idea, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Put the sentences in order

- 3 By (date), when given multiple sentence storyline, the student will put the sentences in order, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Main idea: Use key details to determine the main idea

- 4 By (date), when given a short paragraph, the student will use key details to determine the main idea, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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Quarterly Progress Monitoring

Select the detail that does not support the topic sentence

By (date), when given 3 to 4 sentence options in paragraph form, the student will select the detail that does not support the topic sentence, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Organize information by main idea

By (date), when given 3 to 4 sentence options, the student will organize information by main idea, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Put the sentences in order

By (date), when given multiple sentence storyline, the student will put the sentences in order, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Main idea: Use key details to determine the main idea

By (date), when given a short paragraph, the student will use key details to determine the main idea, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10