



Welcome to Ashtavakra Journal Club

Session 2021- 2022

B.Ed Spl. Edu ID

Date: 01-08-2022

Time: 02:00pm

TOPIC – IEP GOALS

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Name of the Journal (APA) – Redmond., Oregon (2012)., IEP Goals English Reading Comprehensive, IEP Goals and Objectives bank Vol. 1 No. 1, pp 19-21.

ABSTRACT

Objective: English Reading Comprehensive

_____ will increase comprehension of a variety of printed materials to _____ - as measured by _____ (running records, IRI, anecdotal data, observation, performance assessment, etc.)

Methods: Locate information and clarify meaning by skimming, scanning, reading carefully, and using other reading strategies. Clarify meaning by skimming, scanning, and reading carefully. Review text to locate information and clarify meaning by skimming, scanning, reading carefully, and using other reading strategies. Apply various pre reading strategies (e.g., preview, skimming). Apply reading strategies (e.g., slowing down, saying "blank", reading on, consulting a reference, or asking for help). Use word attack strategies to locate specific words, phrases, word patterns and recognize sight words when returning to familiar text. Recognize and adjust reading strategies to accommodate the difficulty, purpose, and interest of different texts. Return to text to locate information, support conclusions and answer questions.

Develop strategies for locating words and their definitions in the dictionary and locating information in reference materials. Use information from illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables to assist in comprehension of text.

Develop an understanding of text organization and structure to assist in comprehension (e.g., cause-effect, time order, order of importance). Use visual information in texts to locate answers and/or assist in understanding. Identify and address text-based sources of reading difficulty (e.g., unfamiliar organization, difficult vocabulary, too much information) when doing

coursework. Adjust their reading and monitor comprehension strategies to accommodate the content, for, purpose and difficulty of the material.

Use a variety of strategies: Rereading, reading on, monitoring, cross checking, predicting, confirming, searching and self-correcting. Identify the beginning, middle, and end of a story. Identify the sequence of events in a reading selection. Retell story events, repeated patterns or information from a reading. Recall main ideas and supporting details in a reading selection. Identify sequence of events, main ideas, and details or facts in literary and informational text. Identify story elements such as character, setting, plot, main idea, and mood in stories read. Ask questions, make observations and draw conclusions from a story. Retell, summarize, and paraphrase when reading or listening to others. Return to text and illustrations to locate information, support conclusions, and answer questions. Respond to readings in many ways (e.g., learning logs, topic webbing, etc.). Identify reference materials and nonfiction sources (e.g., library, dictionary to locate information). Recall details and the main idea after reading a selection. Retell a story independently to include character, setting, beginning, middle and end of story. Develop strategies for locating information in reference materials. Restate, paraphrase and summarize what is read to monitor understanding when reading or listening to others read in a variety of texts. Use paraphrasing to monitor understanding when reading or listening to others read.

Identify any information that is extraneous or missing (e.g., story elements, directions, math problems). Identify in functional documents the sequence of activities needed to carry out a procedure in functional documents. Identify any information that is extraneous or missing (e.g., story elements, directions, math problems). Summarize or retell to demonstrate understanding of the central ideas and significant details of the material. Relate new information to personal experiences and previous knowledge. Make simple predictions before, during or after reading. Write or share new endings for additional events for stories read. Identify cause and effect relationships. Ask purposeful questions about the material being read. Draw conclusions when reading literary and informational text. Analyse the information and ideas presented in the text to make predictions and infer cause and effect. Identify relationships, images, repeated actions, patterns, or symbols, and draw conclusions about their meaning in the text.

Form and support opinions and conclusions with specific evidence from the text. Recognize and analyse the use of emotionally laden words and imagery. Use information from one source or two sources to answer a question or discuss a topic. Extend ideas presented in text with opinion, conclusions, and judgements. Identify persuasive language within texts. Identify author's writing style, plot, conclusion, storyline, point of view, and word choice. Evaluate author's writing style, plot, conclusion, storyline, and point of view and word choice. Analyse and evaluate information and form conclusions, opinions, and judgements reasonable about the text. Analyse and evaluate from two sources or several sources to answer a question or express knowledge on a subject. Evaluate stylistic devices and story elements chosen by author (e.g., plot, resolutions, word choice, foreshadowing and flashbacks). Identify the use of argument, persuasive, and manipulative language, (e.g., advertising, propaganda, coercive talk). Analyse and evaluate whether a conclusion is validated by the evidence in a reading selection. Identify common persuasive techniques used in a variety of texts, including public documents. Compare, contrast or relate similar stories to other stories or to personal experiences. Read and compare at least two texts about one topic, or from one genre. Make comparisons,

generalizations, and connections among texts. Analyse text by relating it to ideas, events, situations, and/or opinions. Examine the source, the author's purpose, point of view and bias in a variety of texts including public documents.

Read and compare at least two texts about one topic, or from one genre. Read and compare three texts on an issue or topic, or by a single writer. Read and compare ideas and concerns from four pieces of written text about an issue or topic by a single author in one genre. Extend and expand comprehension by relating the text to other texts, experiences, and events as directed by the teacher. Extend the texts by relating them to ideas, events, situations, and/or opinions. Analyse issues, connections, events by connecting a variety of texts on a topic or genre. Analyse the arguments and positions advanced in a variety of texts including public documents and put information together from several sources to answer questions. Read daily for __ minutes. Identify and use a variety of nonfiction texts such as books, newspapers, and magazines. Maintain a personal reading record (e.g., log of books, list of texts to be read, reflective journal). Identify favourite books, authors, reading topics and genres from a variety of geo-cultural groups. (3: 2 books, 5: 3 books, 8: 10/several books). Choose to read for enjoyment and/or information. Listen to articles read aloud from several texts about the same subject to collect information.

Results: The IEP goals conducted/ framed for the individuals to attain the specific goal in the different area of his/her developing skills. English reading skills for the one sentence or two sentences. The individual is available to develop the skill with Reading Comprehensive. Provide engaging and motivating materials to retain the student's interest. Be specific by naming the series, resources or books to be used.

- Highlight and underline key words and ideas.
- Teach the student about sentence and paragraph construction and how to focus on key points. Again, be very specific so that the goal is measurable.
- Provide information and clarification about how a text or resource is organized. The child should know the features of a text including the cover, the index, subtitles, bold titles, etc.
- Provide ample opportunities for the child to discuss written information.
- Develop summarization skills focusing on the beginning, middle and ending key points.
- Develop research skills and strategies.
- Provide opportunities for group learning, especially to respond to written information.
- Show how pictorial and context clues are used.
- Encourage the student to ask for clarification if she becomes confused.
- Provide one-on-one support frequently.

Once the IEP is written, it is imperative that the student, to the best of his ability, understands the expectations. Help track their progress, and remember that including students in their IEP goals is a great way to provide a pathway to success.

Conclusion: 1. Create Visuals: Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). This comes in many formats, including but not limited to-

- Graphic Organizers
- Venn Diagrams

- Story Map/Storyboard
- Creating a visual in your mind

2. Answering Questions about what they just read: Asking and answering questions about a text is another strategy that helps students focus on the meaning of the text. Teachers can help by modelling both the process of asking good questions and strategies for finding the answers in the text. Questions can be effective because they:

- Give students a purpose for reading.
- Focus students' attention on what they are to learn.
- Help students to think actively as they read.
- Encourage students to monitor their comprehension.
- Help students to review content.
- Relate what they have learned to what they already know.

3. Predicting what will happen next: You can ask your reader to make a prediction about a story based on the title and any other clues that are available, such as illustrations. Later, ask him/her to find text that supports or contradicts their predictions.

4. Summarizing/Retell the Story: Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Asking students to retell a story in their own words forces them to analyse the content to determine what is important. You can encourage your reader to go beyond recounting the story in literal language, to drawing their own conclusions about it.

5. Identify Main Idea, Characters, Story Line: This helps your reader understand the main parts of a text and its storyline. This can be done with words or visually.

6. Make a Connection/Past Experiences: When a reader previews text, he/she taps into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read. Again, read the inference link above.

7. Active Reading: Consistent use of the above strategies combined with finding books and material that are of interest to the reader.

Keywords: SMART is short for Specific, Measurable, Attainable, Results-oriented and Time-bound.

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