

English Language Arts 10-12: Replacement Curricular Competency Goals and Objectives

Tool to Support CB IEP Writing (New June 27, 2023)

Replacement Curriculum is meant for students who have an intellectual disability that does not allow them to access the regular curriculum in all or some curricular areas. It is intended for students on the Evergreen Certificate program. The goals are taken from grade K-3 curricular competencies. 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	Goal: I can explore foundational concepts of print, oral, and visual texts (K-1)	
	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+)
Reading, viewing & listening strategies	Goal: I can use developmentally appropriate reading, viewing, and listening strategies to make meaning (K-3)	
	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) - 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+)
	12	by staying on topic (3+)
	13	by expressing opinions (3+)
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+)
Curricular Competency Area: Create and Communicate (writing, speaking, representing) - Information Output		
Content	Goals (learning standards) and objectives	
Generate ideas, plan, and develop written and oral language	Goal: I can plan and create a variety of communication forms for different purposes and audiences (K-3)	
	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+)
	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+)
Conventions of writing (spelling, grammar, punctuation, sentences and paragraphs)	Goal: I can communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation (K-1)	
	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)
Vocabulary	Goal: I can develop and apply expanding word knowledge	
	1	by using themed vocabulary