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# **Measurable Language Goals**

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### Narrative Skills (Sample 1 with benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will be able to utilize story grammar – understanding all four story elements (character, setting, problem, solution) – in order to effectively organize thoughts and communicate sequences of events in short stories, both orally and in written form, with 90% accuracy and minimal cuing during structured activities.

Will be able to name all four story elements and identify them in short stories with 75% accuracy and significant cuing during structured activities.

Will be able to name and answer associated wh- questions for each story element in short stories with 80% accuracy and moderate cuing during structured activities.

Will be able to retell a short story orally and/or in written form including all four story elements with 85% accuracy and minimal cuing during structured activities.

# Narrative Skills (Sample 2 with benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will be able to identify and communicate the main idea and supporting details in short stories, orally and in written form, with 90% accuracy and minimal cuing during structured activities.

Will be able to identify and communicate the main idea in short stories orally and/or in written form with 70% accuracy and significant cuing during structured activities.

Will be able to identify and communicate supporting details in short stories orally and/or in written form with 80% accuracy and moderate cuing during structured activities.

### Listening Skills (with benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will be able to listen to auditory material and provide oral and written age-appropriate responses in varied structured activities with 90% accuracy and minimal cuing.

Will listen actively for specific information in written text and perform actions and/or respond verbally/in writing with 90% accuracy and minimal cuing.

Will learn to be an evaluative listener and know when and how to obtain clarification when given insufficient directions or information (request repetition, rewording, examples, shortened information) during structured activities in 4 out of 5 trials with minimal cuing.

Will be able to identify fact and opinion statements from written text and generate fact and opinion statements using key words during structured activities with 90% accuracy and minimal cuing.

# **Descriptive Skills (with benchmark objectives)**

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will improve his/her descriptive skills to communicate complete, specific and meaningful thoughts verbally and in written form with 90% accuracy and minimal cuing during structured activities.

Will be able to describe story characters, objects, pictures, and other age-appropriate materials using the five senses with 90% accuracy and minimal cuing during structured activities.

Will be able to verbally make associations among words – how they are alike/different, understanding concepts of similar/opposite – with 90% accuracy and minimal cuing during structured activities.

Will be able to identify and verbally express patterns in analogies using pictures and words (member:category, item:characteristic, item:location, item:function, part:whole and synonym/antonym relationships) with 90% accuracy and minimal cuing during structured activities.

#### Other possible benchmark objectives:

Will be able to describe objects/people in pictures in relation to one another using advanced spatial descriptors (such as but not limited to: above/below, beside/away, in front/behind), with 90% accuracy and minimal cuing during structured activities.

Will be able to orally retell stories, experiences, and/or events using at least 3-5 spatial and descriptive concepts with minimal cuing during structured activities.

# **Vocabulary and Defining Skills (with benchmark objectives)**

In one instructional year (or in \_\_\_\_\_ instructional weeks), student will improve his/her vocabulary and defining skills in order to communicate complete, specific and meaningful thoughts verbally and in written form with 90% accuracy and minimal cuing during structured activities.

Will be able to define age-appropriate vocabulary words using distinctive features, function, and category during structured activities with 90% accuracy and minimal cuing.

Will be able to define age-appropriate vocabulary words using synonyms, by negation (not a...), and by example during structured activities with 90% accuracy and minimal cuing.

Will be able to define age-appropriate vocabulary words by comparison using literary devices (similes and metaphors), using cinquain poems, and by identifying multiple meanings (homonyms) during structured activities with 90% accuracy and minimal cuing.

# Sentence Structure (with benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will improve his/her sentence structure using descriptive words, correct verb forms, plural forms, and wh-interrogative forms during structured activities with 90% accuracy and minimal cuing.

Will be able to describe story characters, objects, pictures and other age-appropriate materials using the five senses with 90% accuracy and minimal cuing during structured activities.

Will be able to use correct verb and plural forms in and out of context using single word prompts, fill-in-the-blank prompts, and open prompts with 90% accuracy and minimal cuing during structured activities.

Will be able to ask and answer wh- questions using short stories, story grammar, and real life situations with 90% accuracy and minimal cuing during structured activities.

# Writing Skills (with benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will improve written communication using strategies for adding detail and voice, summarizing, and comparing text with 90% accuracy and minimal cuing during structured activities.

Will learn to add detail and voice using precise and appropriate word choice, analogies, comparisons, and literary devices, with 90% accuracy and minimal cuing during structured activities.

Will be able to summarize simple texts using wh- questions (who/what - what happened - to whom/what) and give main ideas with 90% accuracy and minimal cuing during structured activities.

Will learn to make connections/comparisons – text-to-text, text-to-self, text-to-world – using age-appropriate text with 90% accuracy and minimal cuing during structured activities.

### Abstract Reasoning Skills (with possible benchmark objectives)

In one instructional year (or in \_\_\_\_\_\_ instructional weeks), student will be able to perform abstract reasoning tasks with 90% accuracy and minimal cuing during structured activities.

Will answer "why/how" questions from age-appropriate stories with visual cues, with 90% accuracy and minimal cuing during structured activities.

Will answer questions that require inferencing and predicting, by identifying clues for implied meaning and possible outcomes, using age-appropriate stories and functional situational prompts, with 90% accuracy and minimal cuing during structured activities.

Will be able to identify at least 3 important details/facts in age-appropriate text, pictures, and/or functional situational prompts in order to determine appropriate solutions to at least 4 out of 5 problems with minimal cuing during structured activities.

*Similar variation:* Will be able to generate at least 1 positive and 1 negative outcome/solution by identifying relevant information for 4 out of 5 problems presented through text, pictures, and/or functional situational prompts, with minimal cuing during structured activities.

Will be able to identify and generate idioms, similes, and metaphors in various functional tasks with 90% accuracy and minimal cuing during structured activities.

Will be able to identify and verbally express patterns in analogies using pictures and words (member:category, item:characteristic, item:location, item:function, part:whole and synonym/antonym relationships) with 90% accuracy and minimal cuing during structured activities.