



Soaring Eagle Academy Developmental Language Goal Bank

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PRE-CURSOR GOAL BANK

1. Precursors (0-3 month range)

A. Child will demonstrate ability to share attention with familiar adult for 3-5 minutes during an activity that is meaningful and child directed. Shared attention will be demonstrated by: maintaining calm, regulated state, gazing at caregiver, and/or reacting to sound in communicative partner's voice.

Benchmark 1: Child will demonstrate ability to share attention with familiar adult for 2 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate ability to share attention with familiar adult for 3 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate ability to share attention with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

B. Child will demonstrate the ability to share affective engagement with familiar adult for 3-5 minutes during an activity that is meaningful and child directed. Affective engagement will be demonstrated by: regulating of internal state to maintain interaction, vocalizing to engage communicative partners, and/or participating in affective exchanges with caregiver (vocalizing, smiling, gazing)

Benchmark 1: Child will demonstrate the ability to share affective engagement with familiar adult for 2 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability to share affective engagement with familiar adult for 3 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability to share affective engagement with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

C. Child will demonstrate the ability for reciprocity with familiar adult for 3-5 minutes during an activity that is meaningful and child directed. Reciprocity will be demonstrated by: responding to the interactions of others (smiles, gazes, vocalizing) and/or initiating interactions with others (smiling, vocalizing, eye gaze)

Benchmark 1: Child will demonstrate the ability for reciprocity with familiar adult for 2 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability for reciprocity with familiar adult for 3 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability for reciprocity with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

D. Child will demonstrate the ability to share intentions with familiar adult for 3-5 minutes during an activity that is meaningful and child directed. Shared intentions will be demonstrated by: child giving another cues about their affect state through smiles, gazing, crying, vocalizing.

Benchmark 1: Child will demonstrate the ability to share intentions with familiar adult for 2 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability to share intentions with familiar adult for 3 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability to share intentions with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

2. Precursors (2-7 month range)

A. Child will demonstrate the ability to share attention with familiar adult for 5-7 minutes during an activity that is meaningful and child directed. Shared attention will be demonstrated by: Use of eye gaze with gestures, sounds and words to coordinate attention.

Benchmark 1: Child will demonstrate the ability to share attention with familiar adult for 3-4 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability to share attention with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability to share attention with familiar adult for 5-7 minutes during an activity that is meaningful and child directed.

B. Child will demonstrate the ability to share affective engagement with familiar adult for 5-7 minutes during an activity that is meaningful and child directed. Affective engagement will be demonstrated by: Child's ability to tune in to the affect state of other using affect cues of their own and/or child participates in affective exchanges with adults.

Benchmark 1: Child will demonstrate the ability to share affective engagement with familiar adult for 3-4 minutes during an activity that is meaningful and child directed

Benchmark 2: Child will demonstrate the ability to share affective engagement with familiar adult for 4-5 minutes during an activity

that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability to share affective engagement with familiar adult for 5-7 minutes during an activity that is meaningful and child directed

C. Child will demonstrate the ability for reciprocity with familiar adult for 5-7 minutes during an activity that is meaningful and child directed. Reciprocity will be demonstrated by: Vocalizations in back and forth exchanges, child responds to others attempts to initiate interaction, and/or child initiates interaction with others using gestures (reaching)

Benchmark 1: Child will demonstrate the ability for reciprocity with familiar adult for 3-4 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability for reciprocity with familiar adult for 4-5 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability for reciprocity with familiar adult for 5-7 minutes during an activity that is meaningful and child directed.

D. Child will demonstrate the ability to share intentions with familiar adult during an activity that is meaningful and child directed.

Benchmark 1: Child will respond to another's intentions to regulate their behavior 3 out of 5 opportunities.

Benchmark 2: Child will respond to another's intentions to draw attention to toys/objects/actions for 3 out of 5 opportunities.

Benchmark 3: Child will respond to the simple gestures of others (come on, point, etc) for 3 out of 5 opportunities.

3. Precursors (8-12 month range)

A. Child will demonstrate the ability to share attention with familiar adult for 8-10 minutes during an activity that is meaningful and child directed. Shared attention will be demonstrated by: follow caregiver's focus of attention and/or shift gaze between people and objects.

Benchmark 1: Child will demonstrate the ability to share attention with familiar adult for 6-7 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability to share attention with familiar adult for 8 minutes during an activity that is meaningful and child directed.

Benchmark 3: Child will demonstrate the ability to share attention with familiar adult for 9-10 minutes during an activity that is meaningful and child directed.

B. Child will demonstrate the ability to share affective engagement with familiar adult for 8-10 minutes during an activity that is meaningful and child directed. Affective engagement will be demonstrated by: engagement and response to changes in caregiver's affect, shares and indicates positive and negative affective states, and/or participates in back and forth affective exchanges with caregiver.

Benchmark 1: Child will demonstrate the ability to share affective engagement with familiar adult for 6-7 minutes during an activity that is meaningful and child directed.

Benchmark 2: Child will demonstrate the ability to share affective engagement with familiar adult for 8 minutes during an activity that is meaningful and child directed

Benchmark 3: Child will demonstrate the ability to share affective engagement with familiar adult for 9-10 minutes during an activity that is meaningful and child directed.

C. Child will demonstrate the ability to be reciprocal with adult partner by opening and closing up to 10 circles of communication in a row.

Benchmark 1: Child will demonstrate the ability to be reciprocal with adult partner by opening and closing 3-4 circles of communication in a row.

Benchmark 2: Child will demonstrate the ability to be reciprocal with adult partner by opening and closing up to 5-7 circles of communication in a row.

Benchmark 3: Child will demonstrate the ability to be reciprocal with adult partner by opening and closing up to 8-10 circles of communication in a row.

COMPREHENSION GOAL BANK

1. Comprehension Goal 1 (8-12 month range)

A. Child will demonstrate the ability to comprehend words (add in words that you want to target) in context of familiar social routines within play based interactions.

Benchmark 1: Child will demonstrate the ability to comprehend (targeted words) in familiar social routine games for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate the ability to comprehend (targeted words) in familiar social routine games for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate the ability to comprehend (targeted words) in familiar social routine games for 4 out of 5 opportunities.

B. Child will demonstrate comprehension strategies (Looking at objects communicative partner looks at, Acting on objects at hand, and Imitating ongoing action) in meaningful child directed activities.

Benchmark 1: Child will demonstrate comprehension strategies in meaningful child directed activity for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension strategies in meaningful child directed activity for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension strategies in meaningful child directed activity for 4 out of 5 opportunities.

2. Comprehension Goal 2 (12-18 month range)

A. Child will demonstrate the ability to comprehend single words for objects (list example words) in their environment when used

in meaningful child directed activities.

Benchmark 1: Child will demonstrate the ability to comprehend single words for objects in their environment when used in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate the ability to comprehend single words for objects in their environment when used in meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will demonstrate the ability to comprehend single words for objects in their environment when used in meaningful child directed activities for 4 out of 5 opportunities

B. Child will demonstrate the ability to comprehend single words for actions (list example words) in their environment when used in meaningful child directed activities.

Benchmark 1: Child will demonstrate the ability to comprehend single words for actions in their environment when used in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate the ability to comprehend single words for actions in their environment when used in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate the ability to comprehend single words for actions in their environment when used in meaningful child directed activities for 4 out of 5 opportunities.

C. Child will demonstrate the ability to comprehend names of familiar people (list names) in their environment when used in meaningful child directed activities.

Benchmark 1: Child will demonstrate the ability to comprehend names of familiar people in their environment when used in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate the ability to comprehend names of familiar people in their environment when used in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate the ability to comprehend names of familiar people in their environment when used in meaningful child directed activities for 4 out of 5 opportunities.

D. Child will demonstrate the following comprehension strategies (Attends to objects mentioned, takes objects offered, does what is normally done with objects given) in meaningful child directed activities.

Benchmark 1: Child will demonstrate the following comprehension strategies in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate the following comprehension strategies in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate the following comprehension strategies in meaningful child directed activities for 4 out of 5 opportunities.

3. Comprehension Goal 3 (18-24 months)

A. Child will demonstrate comprehension of two word combinations in meaningful child directed activity with a familiar adult. Two word combinations include: (action-object, agent-action, possessor-action, action-location).

Benchmark 1: Child will demonstrate comprehension of two word combinations in meaningful child directed activity with a familiar adult for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension of two word combinations in meaningful child directed activity with a familiar adult for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension of two word combinations in meaningful child directed activity with a familiar adult for 4 out of 5 opportunities.

B. Child will demonstrate comprehension strategies (Locate the objects mentioned and give evidence of notice, does what is usually done with objects at hand, act on object in way mentioned) in meaningful child directed activities.

Benchmark 1: Child will demonstrate comprehension strategies in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension strategies in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension strategies in meaningful child directed activities for 4 out of 5 opportunities.

4. Comprehension Goal 4 (24-42 months)

A. Child will demonstrate comprehension of three term relations (agent-action-object - list examples) in meaningful child directed activities.

Benchmark 1: Child will demonstrate comprehension of three term relations in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension of three term relations in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension of three term relations in meaningful child directed activities for 4 out of 5 opportunities.

B. Child will demonstrate comprehension of curriculum concepts and vocabulary (list examples) presented within experiential contexts.

Benchmark 1: Child will demonstrate comprehension of curriculum concepts and vocabulary presented within experiential contexts for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension of curriculum concepts and vocabulary presented within experiential contexts for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension of curriculum concepts and vocabulary presented within experiential contexts for 4 out of 5 opportunities.

C. Child will demonstrate ability to comprehend simple what question forms in meaningful activities.

Benchmark 1: Child will demonstrate ability to comprehend simple what question forms in meaningful activities for 2 out of 5

opportunities.

Benchmark 2: Child will demonstrate ability to comprehend simple what question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend simple what question forms in meaningful activities for 4 out of 5 opportunities.

D. Child will demonstrate the ability to comprehend simple where question forms in meaningful activities.

Benchmark 1: Child will demonstrate ability to comprehend simple where question forms in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate ability to comprehend simple where question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend simple where question forms in meaningful activities for 4 out of 5 opportunities.

E. Child will demonstrate the ability to comprehend simple who question forms in meaningful activities.

Benchmark 1: Child will demonstrate ability to comprehend simple who question forms in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate ability to comprehend simple who question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend simple who question forms in meaningful activities for 4 out of 5 opportunities.

F. Child will demonstrate the following comprehension strategies: (do what is usually done (probable location strategy for in, on, under, beside), supply missing information to questions not understood (24 months), supply explanation to questions not

understood (36 months), infer most probable speech act in context) in meaningful contexts.

Benchmark 1: Child will demonstrate comprehension strategies in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate comprehension strategies in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate comprehension strategies in meaningful child directed activities for 4 out of 5 opportunities.

5. Comprehension Goal 5 (42-48 months)

A. Child will demonstrate the ability to understand simple why questions in meaningful contexts.

Benchmark 1: Child will demonstrate ability to comprehend simple why question forms in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate ability to comprehend simple why question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend simple why question forms in meaningful activities for 4 out of 5 opportunities.

B. Child will demonstrate the ability to understand simple how questions in meaningful contexts.

Benchmark 1: Child will demonstrate ability to comprehend simple how question forms in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate ability to comprehend simple how question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend simple

how question forms in meaningful activities for 4 out of 5 opportunities.

6. Comprehension Goal 6 (4-8 years of age)

A. Child will demonstrate the ability to understand when questions in meaningful contexts.

Benchmark 1: Child will demonstrate ability to comprehend when question forms in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will demonstrate ability to comprehend when question forms in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will demonstrate ability to comprehend when question forms in meaningful activities for 4 out of 5 opportunities.

FORM/CONTENT GOALS

1. Form/Content Goals for 12-18 months

A. Child will use one word utterances to express existence (give examples of words targeted) within meaningful child directed activities. (this, there, elmo)

Benchmark 1: Child will use one word utterances to express existence in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one word utterances to express existence in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one word utterances to express existence in meaningful activities for 4 out of 5 opportunities.

B. Child will use one word utterances to express non-existence (give examples of words targeted) within meaningful child directed activities. (no more, all gone, no)

Benchmark 1: Child will use one word utterances to express non-

existence in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express non-existence in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express non-existence in meaningful activities for 4 out of 5 opportunities.

C. Child will use one-word utterances to express recurrence (give examples of words targeted) within meaningful child directed activities. (more, again).

Benchmark 1: Child will use one-word utterances to express recurrence in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express recurrence in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express recurrence in meaningful activities for 4 out of 5 opportunities.

D. Child will use one-word utterances to express rejection (give examples of words targeted) within meaningful child directed activities. (no)

Benchmark 1: Child will use one-word utterances to express rejection in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express rejection in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express rejection in meaningful activities for 4 out of 5 opportunities.

E. Child will use one-word utterances to express action (give examples of words targeted) within meaningful child directed activities. (open, turn, help)

Benchmark 1: Child will use one-word utterances to express action in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express action in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express action

in meaningful activities for 4 out of 5 opportunities.

F. Child will use one-word utterances to express locative action (give examples of words targeted) within meaningful child directed activities (up, sit, out, down).

Benchmark 1: Child will use one-word utterances to express locative action in meaningful activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express locative action in meaningful activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express locative action in meaningful activities for 4 out of 5 opportunities.

2. Form/Content Goals for 18-24 months

A. Child will use two word utterances to express existence (give examples of words targeted) within meaningful child directed activities. (this cookie, a dog).

Benchmark 1: Child will use two word utterances to express existence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express existence within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express existence within meaningful child directed activities for 4 out of 5 opportunities.

B. Child will use two word utterances to express Non-existence (give examples of words targeted) within meaningful child directed activities. (no dirty, no more cookie).

Benchmark 1: Child will use two word utterances to express non-existence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express non-existence within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express non-existence within meaningful child directed activities for 4 out of 5 opportunities.

C. Child will use two word utterances to express recurrence (give examples of words targeted) within meaningful child directed activities (more cookie, more music, jump again).

Benchmark 1: Child will use two word utterances to express recurrence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express recurrence within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express recurrence within meaningful child directed activities for 4 out of 5 opportunities.

D. Child will use two word utterances to express action (give examples of words targeted) within meaningful child directed activities (eat cookie, ride this, read book).

Benchmark 1: Child will use two word utterances to express action within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express action within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express action within meaningful child directed activities for 4 out of 5 opportunities.

E. Child will use two word utterances to express locative-action (give examples of words targeted) within meaningful child directed activities (up Mommy, away cookie, sit chair).

Benchmark 1: Child will use two word utterances to express

locative-action within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express locative-action within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express locative-action within meaningful child directed activities for 4 out of 5 opportunities.

F. Child will use one-word utterances to express denial (give examples of words targeted) within meaningful child directed activities (no)

Benchmark 1: Child will use one-word utterances to express denial within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use one-word utterances to express denial within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use one-word utterances to express denial within meaningful child directed activities for 4 out of 5 opportunities

G. Child will use two word utterances to express possession (give examples of words targeted) within meaningful child directed activities (mommy sock, dolly hat)

Benchmark 1: Child will use two word utterances to express possession within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two word utterances to express possession within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two word utterances to express possession within meaningful child directed activities for 4 out of 5 opportunities.

3. Form/Content Goals for 24-30 months)

A. Child will use three word utterances to express existence (give examples of words targeted) within meaningful child directed activities (that's yellow one, that funny man).

Benchmark 1: Child will use three word utterances to express existence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use three word utterances to express existence within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use three word utterances to express existence within meaningful child directed activities for 4 out of 5 opportunities.

B. Child will use two-three word utterances to express attribution (give examples of words targeted) within meaningful child directed activities (that red one, dirty sock, wet blanket).

Benchmark 1: Child will use two-three word utterances to express attribution within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two-three word utterances to express attribution within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two-three word utterances to express attribution within meaningful child directed activities for 4 out of 5 opportunities.

C. Child will use three word utterances to express action (give examples of words targeted) within meaningful child directed activities (I do it, Mommy open that, mommy eat cookie).

Benchmark 1: Child will use three word utterances to express action within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use three word utterances to express action within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use three word utterances to express action within meaningful child directed activities for 4 out of 5 opportunities.

D. Child will use three word utterances to express locative-action (give examples of words targeted) within meaningful child directed activities (mommy go car, man sit train, baby go in there).

Benchmark 1: Child will use three word utterances to express locative-action within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use three word utterances to express locative-action within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use three word utterances to express locative-action within meaningful child directed activities for 4 out of 5 opportunities.

E. Child will use two-three word utterances to express locative-state(give examples of words targeted) within meaningful child directed activities (baby in here, baby basket, daddy up there).

Benchmark 1: Child will use two-three word utterances to express locative-state within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two-three word utterances to express locative-state within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two-three word utterances to express locative-state within meaningful child directed activities for 4 out of 5 opportunities.

F. Child will use two-three word utterances to express state (give examples of words targeted) within meaningful child directed activities (I want book, baby sleep, baby want mommy).

Benchmark 1: Child will use two-three word utterances to express state within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two-three word utterances to express state within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two-three word utterances to express state within meaningful child directed activities for 4 out of 5 opportunities.

G. Child will use plural -s and/or number word to express quantity (give examples of words targeted) within meaningful child directed activities (two cows, library books, three dog).

Benchmark 1: Child will use plural -s and/or number word to express quantity within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use plural -s and/or number word to express quantity within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use plural -s and/or number word to express quantity within meaningful child directed activities for 4 out of 5 opportunities.

4. Form/Content Goals for 30-34 months

A. Child will use verb inflections (-ing) to express temporal ideas within meaningful child directed activities.

Benchmark 1: Child will use (-ing) to express temporal ideas within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use (-ing) to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use (-ing) to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities.

B. Child will use verb inflections (irregular past) to express

temporal ideas within meaningful child directed activities.

Benchmark 1: Child will use irregular past tense to express temporal ideas within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use irregular past tense to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use irregular past tense to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities.

C. Child will use verb inflections (third person -s) to express temporal ideas within meaningful child directed activities.

Benchmark 1: Child will use third person -s to express temporal ideas within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use third person -s to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use third person -s to express temporal ideas within meaningful child directed activities for 3 out of 5 opportunities.

D. Child will ask "what" questions to question identity within meaningful child directed activities.

Benchmark 1: Child will ask "what" to question identity within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will ask "what" to question identity within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will ask "what" to question identity within meaningful child directed activities for 3 out of 5 opportunities.

E. Child will ask "where" questions to question location within meaningful child directed activities.

Benchmark 1: Child will ask "where" to question location within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will ask "where" to question location within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will ask "where" to question location within meaningful child directed activities for 3 out of 5 opportunities.

F. Child will use two-three words to express the idea of notice-reception within meaningful child directed activities (I hear it, look at that, look at the dog).

Benchmark 1: Child will use two-three word utterances to express notice-reception within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use two-three word utterances to express notice-reception within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use two-three word utterances to express notice-reception within meaningful child directed activities for 4 out of 5 opportunities.

5. Form/Content Goals for 34-38 months

A. Child will ask "who" questions to question existence within meaningful child directed activities. (who's that?)

Benchmark 1: Child will ask "who" to question existence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will ask "who" to question existence within meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will ask "who" to question existence within meaningful child directed activities for 3 out of 5 opportunities.

B. Child will use (not, can't, didn't) to express non-existence

within meaningful child directed activities.

Benchmark 1: Child will use (not, can't, didn't) to express non-existence within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use (not, can't, didn't) to express non-existence within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use (not, can't, didn't) to express non-existence within meaningful child directed activities 4 out of 5 opportunities.

C. Child will use (don't) to express rejection within meaningful child directed activities.

Benchmark 1: Child will use (don't) to express rejection within meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use (don't) to express rejection within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use (don't) to express rejection within meaningful child directed activities 4 out of 5 opportunities.

D. Child will use ('s) to express possession within meaningful child directed activities.

Benchmark 1: Child will use ('s) to express possession within meaningful child directed activities for 2 out of 5 opportunities

Benchmark 2: Child will use ('s) to express possession within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use ('s) to express possession within meaningful child directed activities for 4 out of 5 opportunities.

E. Child will use successive utterances with an implicit causal relationship between them to express causal content category within meaningful child directed activities (dirty hands/wash them, train broke/fix it.

Benchmark 1: Child will use successive utterances with an implicit causal relationship between them to express causal content

category within
meaningful child directed activities for 2 out of 5 opportunities

Benchmark 2: Child will use successive utterances with an implicit causal relationship between them to express causal content
category within meaningful child directed activities for 3 out of 5 opportunities

Benchmark 3: Child will use successive utterances with an implicit causal relationship between them to express causal content
category within meaningful child directed activities for 4 out of 5 opportunities.

F. Child will use (some, many, all) to express quantity in meaningful child directed activities.

Benchmark 1: Child will use (some, many, all) to express quantity in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use (some, many, all) to express quantity in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use (some, many, all) to express quantity in meaningful child directed activities for 4 out of 5 opportunities.

G. Child will use (to) to express volition/intention in meaningful child directed activities (I have to get that, I want to look, I have to play ball, I want to see that book)

Benchmark 1: Child will use (to) to express volition/intention in meaningful child directed activities for 2 out of 5 opportunities.

Benchmark 2: Child will use (to) to express volition/intention in meaningful child directed activities for 3 out of 5 opportunities.

Benchmark 3: Child will use (to) to express volition/intention in meaningful child directed activities for 4 out of 5 opportunities

PRAGMATIC LANGUAGE GOALS

1. Pragmatic Language Goals 12-30 months

A. Child will increase his pragmatic language to express a range of functions (comment, protest, regulate behavior) during meaningful child directed activities with adult partners.

Benchmark 1: Child will increase his pragmatic language to express a range of functions (comment, protest, regulate behavior) during meaningful child directed activities with adult partners for 2 out of 5 opportunities.

Benchmark 2: Child will increase his pragmatic language to express a range of functions (comment, protest, regulate behavior) during meaningful child directed activities with adult partners for 3 out of 5 opportunities

Benchmark 3: Child will increase his pragmatic language to express a range of functions (comment, protest, regulate behavior) during meaningful child directed activities with adult partners for 4 out of 5 opportunities.

B. Child will increase his pragmatic language to express a range of functions (respond to others, greet, play with sounds) during meaningful child directed activities with adult partners.

Benchmark 1: Child will increase his pragmatic language to express a range of functions (respond to others, greet, play with sounds) during meaningful child directed activities with adult partners for 2 out of 5 opportunities.

Benchmark 2: Child will increase his pragmatic language to express a range of functions (respond to others, greet, play with sounds) during meaningful child directed activities with adult partners for 3 out of 5 opportunities

Benchmark 3: Child will increase his pragmatic language to express a range of functions (respond to others, greet, play with sounds) during meaningful child directed activities with adult partners for 4 out of 5 opportunities.

C. Child's utterances will be about what is present and ongoing during meaningful child directed utterances.

Benchmark 1: Child's utterances will be about what is present and ongoing during meaningful child directed utterances for 1 minute.

Benchmark 2: Child's utterances will be about what is present and ongoing during meaningful child directed utterances for 2 minutes.

Benchmark 3: Child's utterances will be about what is present and ongoing during meaningful child directed utterances for 3 minutes.

