

NAME

CWH

Area of SDI: Reading

GOAL

Reading Comprehension with Self-Regulation

Goal Statement

By the end of the IEP year, given grade-level reading passages and comprehension questions and executive functioning supports (e.g., a posted/teacher-read directions checklist, brief movement break as needed, and 1–2 prompts to begin and persist) with access supports (e.g., wearing prescribed reading glasses and teacher-provided directions), CWH will answer comprehension questions by correctly identifying key details, vocabulary-in-context, and inferences with 80% accuracy across 3 consecutive weekly probes.

Understanding the Goal

This goal helps CWH better understand grade-level reading passages and answer questions about what they read. With supports like clear directions, short breaks, prompts to get started, and using their reading glasses, CWH will identify important details, figure out word meanings from context, and make reasonable inferences, getting at least 80% correct on three weekly checks in a row.

How the Goal was Developed

This goal was created based on the following information from the student's profile:

Present Levels

CWH has difficulty maintaining attention, following directions, and engaging consistently with academic tasks; the refined goal keeps the same reading-comprehension outcome while adding explicit executive functioning supports (directions checklist, prompts to begin/persist, breaks) to increase successful task engagement during passages and question sets.

Executive Functioning Assessments

CWH can sustain attention when prompted but inconsistently self-regulates and needs support to modulate engagement; the refined goal embeds EF accommodations (posted/teacher-read

checklist, limited prompts, movement break as needed) to directly address initiation, persistence, and regulation during reading tasks.

Strengths & Weaknesses

Because CWH can do quality work when motivated and communicates well, the goal maintains grade-level expectations and uses structured supports to reduce refusal/avoidance and increase follow-through; the progression in objectives continues from modeled/guided practice to more independent performance.

Needs & Supports

Visual access is addressed by explicitly including wearing prescribed reading glasses as an access support; behavioral/EF needs are addressed through allowable breaks/alternative regulation supports and concise prompts, without changing the measurable reading criterion.

Additional Context

CWH's Structured Learning environment and PBIS-style supports emphasize predictable routines and proactive regulation strategies; weekly probes and a checklist-based routine fit that context while measuring progress toward 80% comprehension accuracy across consecutive probes.

Area of SDI (Reading)

Referenced Present Levels Text

has been very reluctant to read silently or aloud this school year. He was reading 1:1 with staff in an alternative location. This intervention worked well for 2 months. Then, he began demanding staff do most of the reading aloud while he listened. At this time, he takes part in whole group reading, but he refuses to read aloud and rarely follows along reading the book while others read aloud. He is currently reading 60 WCPM at the 6.0 grade level. He is able to answer comprehension questions at the 6.0 grade level 75% of the time.

Related Standards

[WA.ELA-LITERACY.R5th.5.e](#) [Common Standards Project]

Use a variety of strategies that encourage and maintain motivation to engage with a text.

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Strategies & Activities

Here are some practical strategies suggested for educators and parents to support this goal:

- Use a consistent “Read–Stop–Think–Answer” routine: CWH reads a short chunk, pauses to identify who/what/where/when/why/how, then answers using evidence from the text.
- Provide a posted/teacher-read directions checklist for each passage (1) put on reading glasses, (2) preview questions, (3) read passage, (4) underline key details/unknown words, (5) answer and cite the sentence/paragraph) and fade prompts over time.
- Teach and practice a simple annotation system: circle unfamiliar words, underline key details, and write a 3–5 word gist per paragraph; use these marks to locate answers to detail and inference questions.
- Support vocabulary-in-context with a quick “context clues” routine: reread the sentence, look for nearby clue words, substitute a possible meaning, and check if it makes sense; keep a small personal word bank for repeated terms.
- Build inference accuracy using sentence starters and evidence frames (e.g., “I can infer ___ because the text says ___ and ___”); allow 1 brief movement break between passage reading and answering to maintain persistence.