

IEP Goal Writing for Speech-Language Pathologists

Utilizing State Standards

SECOND EDITION

Lydia Kopel | Elissa Kilduff



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Preface

As speech-language pathologists (SLPs), we have a responsibility to support the state standards. For students to be successful with the standards, they must have mastered specific speech-language skills. This book has three objectives. First, to familiarize the SLP with specific early learning standards and Common Core State Standards (CCSS) and the speech-language skills needed to be successful with these standards. The second objective is to outline prerequisite speech-language skills and steps to mastering those skills. The third objective, through a step-by-step process, is to write defensible Individualized Education Program (IEP) goals that are related to the standards.

The information and process provided in this book are based on research, 59 years of combined experience as school-based SLPs and administrators, and reviewing IEPs from all over the country. The authors developed this book as a result of reading hundreds of IEPs that had goals and objectives that were difficult to implement as written. This process has been field tested through a large metro school system with more than 175 SLPs.

OBJECTIVE 1: EARLY LEARNING STANDARDS, COMMON CORE STATE STANDARDS, AND ASSOCIATED PREREQUISITE SPEECH-LANGUAGE SKILLS

Early learning standards are the developmental building blocks for success in school, and are addressed in Chapter 1. These standards were developed using the Head Start Early Learning Outcomes Framework: Ages Birth to Five (Office of Head Start, 2015) and individual states' early learning standards for 3- and 4-year-olds. They are divided into the areas of Communication and Literacy, Math, Science, Social Studies, Cognition, Approaches to Learning, and Social and Emotional.

The CCSS (National Governors Association Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010) require a strong foundation of speech-language skills; these are the focus of Chapter 2. Standards have been pulled from all areas including English Language Arts, Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics. The standards are organized by grade level. Within each grade level the standards are organized by Common Core area, numbers as indicated in the CCSS, and specific prerequisite speech and language skill(s) for that standard.

The early learning standards can easily be compared to the early learning standards from each state. For those SLPs whose state or school system has not adopted the CCSS,

their individual state or school system's adopted standards can easily be compared with the CCSS that were selected for this book. This process can assist SLPs in identifying target skills within those standards.

Speech and language checklists for 3- and 4-year-olds have been created based on the early learning standards identified in Chapter 1. These can be found in Appendix 4–2.

OBJECTIVE 2: PREREQUISITE SKILLS AND STEPS TO MASTERY

Chapter 3 consists of the speech-language skills that, in our experience, are the most commonly addressed skills of intervention for students aged 3 to 21 years with all levels of functioning. These skills are organized by the following speech-language areas: Vocabulary, Questions, Narrative Tasks/Summarize, Main Idea and Details, Critical Thinking, Pragmatics, Syntax and Morphology, and Articulation and Phonological Processes. Every speech and language skill has several prerequisite skills, which are outlined in Chapter 3. Each prerequisite skill has corresponding steps to mastery that should be achieved to succeed with the state standards. The steps to mastery are a hierarchy of levels from easiest to most difficult that should be accomplished for mastery of each prerequisite skill.

Speech and language checklists for kindergarten through 12th grade have been created based on the CCSS identified in Chapter 2. These can be found in Appendix 4–2.

OBJECTIVE 3: STEP-BY-STEP PROCESS TO WRITING IEP GOALS

Once the SLP has identified the student's needs from teacher feedback and testing, the SLP should review the early learning standards in Chapter 1 and/or the CCSS in Chapter 2. These standards identify specific prerequisite speech and language skills the student may be lacking. Next, the SLP would look up the prerequisite skills in Chapter 3 to determine which corresponding steps to mastery the student requires. The SLP then writes the IEP goal for the final step to mastery that the student can reasonably achieve in the course of the IEP. The steps to mastery can easily be developed into IEP goals. The goal writing worksheet and information in Chapter 4 will assist the SLP with this process. It will also provide the framework for writing defensible IEP goals. The components of this framework include ensuring the goals are understandable, doable, measurable, and achievable. An example of the goal writing process is included below.

D. J., Fifth Grader—Classroom teacher reports that D. J. is having trouble with main idea and supporting details.

- Identify the fifth-grade CCSS in Chapter 2 that align with the skills of main idea.
- Go to the Main Idea and Details section in Chapter 3 and look at all the prerequisite skills. The skills listed are:
 - Comprehending questions,
 - Sequence,
 - Main idea when stated,
 - Important versus unimportant details,
 - Infer/draw conclusions, and
 - Main idea and supporting details.
- Decide where the student is currently functioning. In this case, D. J. can answer questions and sequence. That means he would start with “main idea when stated.”
- Starting with “main idea when stated,” look at all the steps to mastery under each of the subsequent prerequisite skills.
- Decide how many steps D. J. can reasonably achieve in the course of the IEP. In this case, it is believed that D. J. can get partway through the “main idea and supporting details” steps to mastery; up to “Identify ___#___ details that support a given main idea in a _____ (paragraph, story, poem, chapter, etc.).” Write the goal using the goal writing worksheet.
 - D. J. will state three details that support a given main idea in a grade-level passage when read aloud to him in 4 out of 5 opportunities using data collection.

SPEECH/LANGUAGE CHECKLISTS

Speech/language checklists were created by using the standards from the previous grade. By the end of one grade, students were expected to master the CCSS from that grade. For example, the second-grade CCSS were used to create the third-grade speech/language checklist. The second-grade CCSS is what third graders are expected to have mastered. The

CCSS listed in third grade is what third graders are currently being taught, so one cannot expect those skills to have been mastered. The checklists are to be completed by one or all of the student's teachers. By having multiple teachers complete the checklist, you will receive different perspectives of the student's performance. The teacher is to compare the student to same-aged peers.

Speech/language checklists are very similar from one grade to the next, as the standards are very similar from grade to grade. The material in each subsequent grade is more difficult. For example, "use grade appropriate vocabulary when speaking." is expected at all grades; however, the vocabulary is more advanced with each grade. Another example is asking and answering factual and inferential questions. The material gets more difficult with each grade. The student is expected to be able to do this skill with the appropriate grade material.

This book focuses on skills for mastery, not on activities. The activities will vary from student to student and need to reflect the Universal Design for Learning (i.e., using multiple means of representation, expression, and engagement) (Rose & Gravel, 2010).

The concentration of this book is spoken language (receptive language and expressive language) and articulation. Reading and writing are addressed through highlighting the underpinning language skills of reading and writing standards. A student's ability and progress on a spoken-language IEP goal should not be measured based on abilities with written language alone. If we take away the expectation of reading and writing, we can better measure if a student is struggling with comprehension versus basic reading, or the ability to formulate a cohesive thought versus the ability to write. According to *Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents* (American Speech-Language-Hearing Association [ASHA], 2001), SLPs working in the school system are one member of a team with various areas of expertise. Spoken language should not be looked at in isolation but considered along with written language and addressed as a team. It is important for SLPs to consider how students are using basic language knowledge and skills for the reading and writing processes. However, as direct service providers, SLPs should focus intervention on the language skills that underlie and impact the ability to acquire reading and writing. The SLP can then collaborate with other professionals in the school who provide interventions related to written language. Written-language materials are imperative as part of spoken-language intervention. SLPs should not be working on listening comprehension in the absence of reading material or oral expression in the absence of writing.

This is not intended to be an exhaustive list of speech-language skills. It is intended to target the common skills that SLPs focus on in the school system. There are many other skills that can be addressed as goals on a student's IEP. The key to remember is that the goal

must be understandable, doable, measurable, and achievable. Goals are an ending point, not a beginning point.

This book provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the child's IEP. SLPs are instrumental in helping students develop speech and language skills essential for mastery of the standards. With a clear understanding of early learning standards, state standards, prerequisite skills, and steps to mastery, interventions will help students achieve their IEP goals and have success with the curriculum.

1

Early Learning Standards

Currently, no national early learning standards have been developed. The Office of Head Start (2015) developed the Head Start Early Learning Outcomes Framework: Ages Birth to Five. This provides a research-based description of the progress children make in the development and learning of school readiness skills. It describes the developmental progression and the preschool outcomes, including specific indicators for children by age 5. The framework was developed to help guide early learning programs in designing curriculum. Individual states utilized this framework and additional resources to develop their own sets of early learning standards. States organize their early learning standards in various ways: one set of standards for birth through age 5; one set for ages 3 to 5; a set for 4-year-olds; or a separate set for 3- and 4-year-olds. The early learning standards included in this book were based on the states using separate standards for both 3- and 4-year-olds. The Head Start framework and individual state standards were compared and selected based on comprehensiveness and clarity. The standards are organized into the following areas:

- Communication and Literacy
- Math
- Science
- Social Studies
- Cognition
- Approaches to Learning
- Social and Emotional

Each early learning standard includes the area, the state where it was derived, the standard, and the specific prerequisite speech and language skills required to develop that

standard. The SLP will use this chapter to help identify the prerequisite skills a student is lacking. There are times when just pragmatics or syntax/morphology is indicated for the prerequisite speech-language skills. When this happens, it is referring to most of the pragmatic skills or most of the syntax and morphology skills. The next step is to proceed to Chapter 3 to locate the prerequisite skills and steps to mastery.

Any individual state's early learning standards can be compared to standards in this chapter. This can assist SLPs in identifying prerequisite skills in their state's standards.

3-YEAR-OLDS

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Louisiana	Follows two-step directions.	Concepts
	Kansas	Uses frequently occurring nouns and verbs when speaking.	Nouns Verbs
	Kansas	Understands and uses some question words (i.e., interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Ask questions Answer questions
	Kansas	Uses some basic qualitative (e.g., <i>wet/dry, hot/cold</i>) and quantitative (e.g., <i>more/less, empty/full</i>) concepts to describe familiar people, places, things, and events.	Concepts Describe
	Kansas	Able to describe objects and actions depicted in pictures.	Describe
	Kansas	Provides a label when given a “child-friendly” definition of a familiar word (e.g., “what is round and bounces: a ball”).	Nouns Verbs Adjectives
	Rhode Island	Understands increasingly longer and complex sentences, including sentences with two or more phrases or ideas.	Syntax/ morphology
	Rhode Island	Uses longer, more increasingly complex sentences, including complete four- to six-word sentences.	Syntax/ morphology
	Kansas	With prompting and support, asks and answers simple questions about the story content.	Ask questions Answer questions
	Rhode Island	Begins to understand the sequence of a story.	Sequence
	Kansas	Uses pictures and illustrations to tell and retell parts of a story.	Retell
	Kansas	Retells some details of the text using pictures or props as a support.	Retell

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Louisiana	With prompting and support, talks about or draws a character, setting, event, or idea in a text read aloud.	Narrative elements
	Louisiana	Describes picture and/or dictates story to caretaker.	Describe
	Georgia	Describes activities and experiences using details.	Describe Supporting details
	Rhode Island	Demonstrates an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites.	Adjectives Describe Categorize Antonyms Synonyms
	Kansas	With prompting and support, compares and contrasts the adventures and experiences of the characters to self (e.g., "I have a red cape just like Goldilocks!").	Compare/contrast
	Kansas	With prompting and support, identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare/contrast
	Georgia	Responds to more complex questions with appropriate answers.	Answer questions
	Kansas	Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Nouns Regular plurals
	Kansas	Distinguishes among a few verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Verbs Synonyms
	Georgia	Listens and understands new vocabulary from activities, stories, and books.	Vocabulary
	District of Columbia	Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud.	Vocabulary

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Rhode Island	Determines, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.	Meaning from context Ask questions
	North Carolina	Uses more than one word for the same object and uses words for parts of object (e.g., <i>dog, beagle, Rover; arm, leg</i>).	Nouns Synonyms
	Georgia	Speaks clearly enough to be understood.	Articulation/ phonological processes
	Kansas	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Compare/contrast
	Kansas	Identifies two words that start with the same sound (e.g., <i>ball</i> and <i>bat</i> both start with the /b/ sound).	Concepts Compare/contrast
	North Carolina	With prompting and support, makes comments and asks questions related to the topic of discussion.	Ask questions Topic maintenance
	North Carolina	Uses sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	Ask questions Request help, information, clarification
	North Carolina	Communicates messages with expression, tone, and inflection appropriate to the situation.	Nonverbal cues
	Rhode Island	Demonstrates an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.	Nonverbal cues
	Rhode Island	Engages, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.	Responding Initiating conversation Topic maintenance

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Math	Georgia	Labels objects using size words.	Concepts
	Georgia	Identifies and duplicates simple, repeating patterns.	Concepts Match Sequence
	Georgia	Follows simple directions which demonstrate an understanding of directionality, order, and position of objects.	Concepts
	Rhode Island	Names familiar two-dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.	Nouns
	District of Columbia	Groups objects on the basis of a single characteristic (e.g. color, size, or shape).	Adjectives Sort Categorize
	District of Columbia	Follows directions to place objects or body beside, between, or next to.	Concepts Prepositions Describe
	Louisiana	Tells “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons).	Concepts Answer questions
	Louisiana	Identifies an object or person as first.	Concepts
	Louisiana	Describes some measurable attributes (e.g., length and weight) of objects and materials (e.g., <i>big/little, long/short, heavy/not heavy</i>).	Concepts Describe
	Kansas	When shown a collection of up to three items, creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	Concepts
	Kansas	Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.	Concepts Compare/contrast

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Math	North Carolina	Shows understanding that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	Comparatives/ superlatives
	Rhode Island	Uses comparative language (e.g., <i>shortest</i> , <i>heavier</i> , <i>biggest</i>).	Comparatives/ superlatives
	Louisiana	Compares the size or weight of more than two objects and describes which one is longer/taller/shorter/heavier/lighter.	Concepts Comparatives/ superlatives Compare/contrast
	Kansas	Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, differences, parts (e.g., number of sides and corners), and other attributes (e.g., having sides of equal length).	Concepts Describe Compare/contrast
Science	Georgia	Identifies and describes the functions of a few body parts.	Describe
	Louisiana	Describes what they see, hear, and are able to touch in the environment and groups materials/objects according to observed features.	Describe Categorize
	Louisiana	Sorts living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.).	Sort Categorize
	Rhode Island	Uses observable characteristics to describe and categorize physical objects and materials based on differences or similarities.	Describe Categorize Compare/contrast
	Tennessee	Understands sequencing and time in relation to daily routines.	Concepts Sequence
	Kansas	Acquires and uses basic vocabulary for plants, animals, and humans (e.g., some names of parts, characteristics).	Vocabulary

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Science	Tennessee	Begins to describe and identify the similarities, categories, and different structures of familiar plants and animals.	Describe Categorize Compare/contrast
	Rhode Island	Describes how living things change over time.	Describe Sequence Concepts
	District of Columbia	Compares and contrasts attributes of common materials related to their function (e.g., flexibility, transparency, strength).	Adjectives Compare/contrast
	Louisiana	With prompting and support, talks about observations and results of simple experiments verbally and/or through drawings or graphs.	Describe Cause/effect
	Rhode Island	Explores cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down).	Cause/effect
	Louisiana	With prompting and support, talks about cause-and-effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered).	Cause/effect
	Louisiana	Asks <i>why</i> and <i>how</i> questions and offers ideas about living creatures, objects, materials, and changes they see, hear, and/or feel.	Ask questions
	Louisiana	With prompting and support, talks about the meaning of words that are related to the scientific process (e.g., <i>observation</i> , <i>experiment</i>).	Vocabulary
	Louisiana	With prompting and support, observes and describes properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid).	Describe Cause/effect

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Science	Louisiana	Describes common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler).	Describe Compare/contrast
	Louisiana	Names the types of clothing needed for different seasons.	Nouns Categorize
	Rhode Island	Makes simple predictions and plans to carry out investigations.	Predict
Social Studies	Louisiana	Describes the roles of various familiar community helpers/workers.	Nouns Verbs
	Kansas	Uses words to indicate direction.	Concepts Prepositions
	Georgia	Explains traditions and cultural celebrations of his/her own family.	Describe
	Georgia	Asks simple questions about others' cultures.	Ask questions
	Kansas	Names family members by relationships (e.g., dad, sister, cousin).	Vocabulary
	Louisiana	Identifies the characteristics of one's own home.	Nouns Adjectives
	Louisiana	Describes familiar places such as the home, center/family day home, etc.	Describe
	Louisiana	Describes the location of items/areas in the classroom and places in home and community.	Concepts Describe Prepositions
	Kansas	Questions why and/or how people are similar or different.	Ask questions Compare/contrast

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Social Studies	Kansas	Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby . . .” or “before I moved into my new house . . .”).	Concepts Sequence
	Tennessee	Begins to categorize time intervals. Uses words such as <i>today</i> or <i>day</i> and <i>night</i> to talk about time of day; sometimes uses the wrong term.	Concepts Categorize
	Louisiana	Uses words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”).	Describe Concepts Sequence
	Louisiana	Tells why rules are important.	Cause/effect
	Louisiana	Demonstrates an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults.	Concepts Cause/effect
Cognition	Georgia	Intentionally carries out an action with an understanding of the effect it will cause.	Cause/effect
	Rhode Island	Communicates with some detail about events that happened in the past.	Past tense Sequence Supporting details
	Rhode Island	With support, retells or reenacts familiar stories, including such details as characters, phrases, and events.	Retell Narrative elements
	Georgia	Uses clues and sequence of events to infer and predict what will happen next.	Sequence Infer/draw conclusion Predict
	North Carolina	Recognizes whether a picture of an object is the same as or different from something they have seen before.	Compare/contrast

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Cognition	North Carolina	Describes or acts out a memory of a situation or action, with adult support.	Describe
	North Carolina	Asks questions about why things happen and tries to understand cause and effect.	Ask questions Cause/effect
	Rhode Island	Solves simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).	Problem solve
Approaches to Learning	Louisiana	Asks adults for help on tasks, if needed.	Request help, information, clarification
	Louisiana	Asks more complex questions for clarification and to seek meaningful information.	Request help, information, clarification
	North Carolina	Uses language to begin and carry on play with others.	Pragmatics
	North Carolina	Purposefully uses a variety of strategies to solve different types of problems.	Problem solve
Social-Emotional	Georgia	Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences.	Vocabulary Syntax/ morphology Pragmatics
	Kansas	Describes situations that can elicit various emotions (e.g., tells a story that is supposed to make a listener sad).	Describe
	North Carolina	Describes self (e.g., characteristics that can be seen, things they can do, things they like, possessions).	Describe Identify own emotions
	Rhode Island	Suggests solutions to conflicts, with adult guidance and assistance.	Problem solve

3-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Social-Emotional	Georgia	With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions such as frustration, jealousy, and enthusiasm.	Identify own emotions Nonverbal cues
	North Carolina	Demonstrates social skills when interacting with other children (e.g., turn taking, conflict resolution, sharing).	Pragmatics
	Rhode Island	Initiates play and conversations with other children.	Initiating conversation
	North Carolina	Expresses a range of emotions (e.g, happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Identify own emotions
	North Carolina	Communicates concern for others (e.g., shares a toy with someone who doesn't have one; asks, "Are you OK?").	Taking perspective of others
	Rhode Island	Expresses how another child or storybook character might feel.	Taking perspective of others

4-YEAR-OLDS

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Georgia	Listens to and follows multistep directions.	Concepts Sequence
	Kansas	Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in, out</i>).	Verbs Adjectives Antonyms
	Kansas	Distinguishes among some verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Verbs Synonyms
	Louisiana	Uses new vocabulary acquired through conversations, activities, or listening to texts read aloud.	Vocabulary
	Tennessee	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. Uses words and phrases acquired through conversations, being read to, and responding to texts.	Multiple-meaning words
	Tennessee	Sorts common objects into categories to gain a sense of the concepts the categories represent.	Sort Categorize
	Kansas	Uses some basic spatial (e.g., <i>front/back, top/bottom</i>) and temporal (e.g., <i>first/last, before/after</i>) concepts to describe familiar people, places, things, and events.	Concepts Describe
	Kansas	Uses the many frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Concepts Prepositions
	District of Columbia	Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships.	Vocabulary Describe Pragmatics

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Head Start	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	Nonverbal cues
	Head Start	Uses verbal and nonverbal signals appropriately to acknowledge the comments or questions of others.	Responding Nonverbal cues
	Georgia	Describes activities, experiences, and stories with more detail.	Describe
	Georgia	Develops an alternate ending for a story.	Sequence Infer/draw conclusions
	Kansas	Understands and uses most question words (i.e., interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Ask questions Answer questions
	Kansas	With prompting and support, answers <i>why</i> questions based on information presented in the text.	Answer questions
	Tennessee	With prompting and support, asks and answers questions about what a speaker says to seek help, get information, or clarify something that is not understood.	Ask questions Answer questions Request help, information, clarification
	Louisiana	With prompting and support, describes what person, place, thing, or idea in the text an illustration depicts.	Describe
	Kansas	With prompting and support, identifies characters, settings, and major events in a story.	Narrative elements

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Kansas	With prompting and support, asks and answers questions about key details in a text.	Ask questions Answer questions Important versus unimportant details
	Head Start	Answers questions about details of a story with increasingly specific information, such as when asked, “Who was Mary?” responds, “She was the girl who was riding the horse and then got hurt.”	Answer questions
	Kansas	With prompting and support, retells key details of a text.	Important versus unimportant details Retell
	Kansas	With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	Compare/contrast
	Kansas	With prompting and support, describes the connection between two events or pieces of information in a text.	Describe Compare/contrast
	Kansas	With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare/contrast
	Louisiana	With prompting and support, discusses basic similarities and differences in print read aloud, including characters, settings, events, and ideas.	Compare/contrast Narrative elements
	Louisiana	Uses a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event.	Describe Retell

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Rhode Island	Retells a familiar story in the proper sequence, including major events and cause-and-effect relationships.	Retell Sequence Cause/effect Narrative elements Important versus unimportant details
	Rhode Island	Engages in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.	Predict Infer/draw conclusions Cause/effect Summarize
	Head Start	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	Concepts
	Kansas	With prompting and support, blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	Concepts
	Kansas	States the initial sound (i.e., phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	Concepts
	Head Start	Shows understanding of a variety of sentence types, such as multiclauses, cause-effect, sequential order, or if-then.	Sequence Cause/effect Syntax/morphology
	North Carolina	Shows understanding of increasingly complex sentences.	Syntax/morphology
	Head Start	Shows an understanding of talk related to the past or future.	Past tense Future tense
	Rhode Island	Uses increasingly complex, longer sentences, including sentences that combine two or three phrases.	Syntax/morphology

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Rhode Island	Uses more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past-tense verbs.	Nouns Verbs Prepositions Past tense Plurals Pronouns Possessives Present tense Sentence construction
	Rhode Island	Communicates clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.	Articulation/phonological processes
	Head Start	Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Conversational repairs
	North Carolina	Uses language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	Pragmatics
	Tennessee	Demonstrates appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.	Pragmatics
	Rhode Island	Engages, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.	Responding Initiating conversation Topic maintenance
Math	Kansas	Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	Answer questions
	Tennessee	Uses comparative language, such as more/less than or equal to, to compare and describe collections of objects.	Comparatives/superlatives Compare/contrast Describe

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Math	Louisiana	Uses and understands positions of objects, self and other people in space, including <i>in/on, over/under, up/down, inside/outside, beside/between, and in front/behind</i> .	Concepts Prepositions
	Georgia	Uses appropriate directional language to indicate where things are in their environment (e.g., positions, distances, order.)	Concepts Prepositions
	Tennessee	Compares the attributes of two or more concrete objects and uses words to define attributes of the objects (i.e. <i>heavier/lighter, longer/shorter, etc.</i>).	Adjectives Comparatives/ superlatives Compare/contrast
	North Carolina	Shows they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Comparatives/ superlatives
	North Carolina	Shows understanding of first, next, and last during play and daily activities (e.g., answers questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train).	Answer questions Concepts Sequence
	Georgia	Tells numbers that come before and after a given number up to 10.	Sequence
	Georgia	Matches two equal sets using one-to-one correspondence and understands they are the same.	Match Compare/contrast
	Kansas	Collects data by categories to answer simple questions.	Answer questions Categorize
	Louisiana	Sorts objects by more than one attribute (e.g., red circles or blue triangles) and explains the criteria used to sort objects.	Sort Categorize Adjectives

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Math	Louisiana	Identifies and names simple measurement tools and describes what they are used for (e.g., ruler measures length, scale measures weight).	Nouns Describe
	Louisiana	Identifies and names at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations.	Nouns
	Louisiana	Describes and names attributes of four basic shapes (e.g., a square has four equal sides; a circle is round).	Concepts Describe
	Head Start	Identifies and uses numbers related to order or position from 1st to 10th.	Concepts Sequence
Science	Louisiana	Uses all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed.	Describe Categorize Infer/draw conclusions
	Tennessee	Describes and categorizes objects based on their observable properties.	Describe Categorize
	Kansas	Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism, and mechanical forces (e.g., ramps, gears, pendulums, and other simple machines).	Describe Compare/contrast Cause/effect
	Kansas	Asks/answers questions about objects, organisms, and events in their environments.	Ask questions Answer questions
	Louisiana	Uses basic vocabulary to name and describe plants and living creatures.	Vocabulary Describe
	Georgia	Identifies and describes the functions of many body parts.	Nouns Verbs Adjectives Describe

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Science	North Carolina	Compares objects, materials, and phenomena by observing and describing their physical characteristics.	Describe Compare/contrast
	Rhode Island	Describes the characteristics that define living things.	Adjectives Describe
	Rhode Island	Observes the similarities, differences, and categories of plants and animals.	Categorize Compare/contrast
	Louisiana	Uses basic vocabulary to describe similarities and differences between living creatures and plants.	Vocabulary Compare/contrast
	Rhode Island	Describes changes that occur in the natural environment over time.	Concepts Describe Sequence
	Kansas	Understands and is able to explain why plants and animals need air, food, and water.	Answer questions
	Louisiana	Shows an understanding of cause-and-effect relationships and uses this understanding to predict what will happen as a result of an action and to solve simple problems.	Cause/effect Predict Problem solve
	Louisiana	Uses prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials, and changes observed in the environment.	Ask questions Predict Infer/draw conclusions
	Louisiana	With prompting and support, uses scientific vocabulary words to describe steps in the scientific process (e.g., <i>observation, experiment, hypothesis, conclusion</i>).	Vocabulary Describe Sequence
	Kansas	Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, raincoat).	Vocabulary Cause/effect

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Science	Head Start	Asks questions that can be answered through an investigation, such as, “What do plants need to grow?” or “What countries do the children in our class come from?”	Ask questions
	Head Start	Articulates steps to be taken and lists materials needed for an investigation or experiment.	Vocabulary Sequence
	Head Start	Gathers information about a question by looking at books or discussing prior knowledge and observations.	Answer questions
	Head Start	Analyzes and interprets data and summarizes results of investigation.	Summarize Infer/draw conclusions
	Head Start	Draws conclusions, constructs explanations, and verbalizes cause-and-effect relationships.	Describe Cause/effect Infer/draw conclusions
	Head Start	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	Compare/contrast Predict Infer/draw conclusions Ask questions
	Louisiana	Compares and contrasts seasonal changes where they live.	Compare/contrast
	Louisiana	Describes the current weather and how weather conditions can change from day to day.	Adjectives Describe
	Louisiana	Describes major features of the earth and sky, and how they change from night to day.	Describe

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Social Studies	Louisiana	Identifies workers and their roles as citizens within the community.	Vocabulary
	District of Columbia	Uses words to describe time.	Concepts Sequence Past tense Present tense Future tense
	Kansas	Identifies and correctly uses terms related to location, direction, and distance (e.g., <i>up/down, here/there</i>).	Concepts Prepositions
	Kansas	Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	Vocabulary Match Categorize
	Kansas	Describes some of the holidays, foods, and special events related to his/her own culture or acts them out in dramatic play.	Vocabulary Describe
	Rhode Island	Makes comparisons about similarities and differences among people and uses themselves as a reference (e.g., saying, "That boy is bigger than me!").	Comparatives/ superlatives Compare/contrast
	Rhode Island	Uses and understands concepts of <i>before</i> and <i>after</i> .	Concepts Sequence
	Rhode Island	Uses such terms as <i>today, tomorrow, and next time</i> with some accuracy.	Concepts Sequence
	Kansas	Demonstrates an understanding that money can be exchanged for goods and services.	Cause/effect
Cognition	North Carolina	Organizes and uses information through matching, grouping, and sequencing.	Match Categorize Sequence

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Cognition	North Carolina	Describes past events in an organized way, including details or personal reactions.	Concepts Describe Sequence Supporting details
	Rhode Island	Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.	Retell Sequence Narrative elements Supporting details
	Rhode Island	Remembers more and more minute details from a story and is able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").	Answer questions Important versus unimportant details
	Georgia	Recognizes cause-and-effect relationships.	Cause/effect
	Georgia	Explains why simple events occur using reasoning skills (why).	Cause/effect Infer/draw conclusions
	Georgia	Draws conclusions based on facts and evidence.	Infer/draw conclusions
	Georgia	Makes, checks, and verifies predictions.	Predict
	District of Columbia	Uses multiple strategies to solve problems and complete tasks	Problem solve
	North Carolina	Expresses understanding that others may have different thoughts, beliefs, or feelings than their own (e.g., "I like ketchup and you don't.").	Taking perspective of others
	Tennessee	Seeks additional clarity to further own knowledge (e.g., asks <i>what</i> , <i>how</i> , <i>why</i> , <i>when</i> , <i>where</i> , and/or <i>what if</i>).	Ask questions

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Approaches to Learning	Louisiana	Makes specific requests for help from both peers and adults as needed.	Request help, information, clarification
	North Carolina	Seeks help from others to complete a challenging activity (e.g., asks a teacher for help putting a puzzle away on a high shelf; asks a friend for help in naming an unfamiliar animal in a picture).	Request help, information, clarification
	Kansas	Identifies a problem, demonstrates flexibility in solving it, and changes plans if a better solution is proposed.	Problem solve
	North Carolina	Describes the steps they will use to solve a problem.	Describe Sequence Problem solve
Social-Emotional	Georgia	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.	Vocabulary Syntax/ morphology Pragmatics
	Kansas	Describes characteristics of self and others.	Describe
	North Carolina	Makes requests clearly and effectively most of the time.	Request for object or action
	Kansas	Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Compare/contrast
	Louisiana	Demonstrates understanding of how one's words and actions affect others.	Cause/effect
	North Carolina	Uses a variety of strategies to solve problems and conflicts with increasing independence.	Problem solve
	Kansas	Participates in conversational turn taking by listening and responding to what was said.	Responding Topic maintenance

4-Year-Olds *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Social-Emotional	Rhode Island	Participates in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and takes greater initiative in social interaction (including turn taking).	Pragmatics
	North Carolina	Expresses a range of emotions (e.g., happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Vocabulary Nonverbal cues Identify own emotions
	Rhode Island	Can predict the causes of other children's emotions (e.g., "she is sad because . . .").	Predict Cause/effect Taking perspective of others

2

Common Core State Standards (CCSS)

The Common Core State Standards (CCSS) that have been selected in this chapter require a strong foundation of speech-language skills. The standards are organized by grade level and the following Common Core areas (NGA Center & CCSSO, 2010):

- RL—Reading: Literature
- RI—Reading: Informational Text
- RF—Reading: Foundational Skills
- W—Writing
- SL—Speaking and Listening
- L—Language
- CC—Math: Counting and Cardinality
- OA—Math: Operations and Algebraic Thinking
- NBT—Math: Number and Operations in Base Ten
- NF—Math: Number and Operations-Fractions
- MD—Measurement and Data
- G—Math: Geometry
- RP—Math: Ratios and Proportional Relationships
- NS—Math: The Number System

- EE—Math: Expressions and Equations
- F—Math: Functions
- SP—Math: Statistics and Probability
- RH—Reading Standards for Literacy in History/Social Studies
- RST—Reading Standards for Literacy in Science and Technical Subjects

Each standard includes the area, the number of the standard as indicated in the CCSS, and the specific prerequisite speech and language skill(s) required to be successful with that standard. The speech-language pathologist (SLP) will use this chapter to help identify the prerequisite skills a student is lacking. There are times when just pragmatics or syntax and morphology are indicated for the prerequisite speech-language skills. When this happens, it is referring to most pragmatic skills or most syntax and morphology skills. The next step is to proceed to Chapter 3 to locate the prerequisite skills and steps to mastery.

For those SLPs whose state or school system has not adopted the CCSS, this chapter can be compared to their adopted curriculum standards. This can assist SLPs in identifying prerequisite skills in those standards.

KINDERGARTEN

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	With prompting and support, ask and answer questions about key details in a text.	Ask questions Answer questions
RL	2	With prompting and support, retell familiar stories, including key details.	Retell Important versus unimportant details
RL	3	With prompting and support, identify characters, settings, and major events in a story.	Narrative elements Important versus unimportant details
RL	4	Ask and answer questions about unknown words in a text.	Ask questions Answer questions Meaning from context
RL	6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Vocabulary Describe
RL	9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare/contrast Important versus unimportant details
RI	2	With prompting and support, identify the main topic and retell key details of a text.	Main idea Retell Important versus unimportant details
RI	3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Compare/contrast
RI	4	With prompting and support, ask and answer questions about unknown words in a text.	Ask questions Answer questions Meaning from context

Kindergarten *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Vocabulary Describe
RI	7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	Describe Compare/contrast
RI	8	With prompting and support, identify the reasons an author gives to support points in a text.	Supporting details
RI	9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	Compare/contrast
RF	1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	Concepts
W	1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	Fact/opinion Main idea
W	2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Main idea Supporting details
W	3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Describe Sequence
W	5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Answer questions Supporting details
W	6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Pragmatics

Kindergarten *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	7	Participate in shared research and writing projects.	Pragmatics
SL	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.	Pragmatics
SL	2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask questions Answer questions Request help, information, clarification
SL	3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask questions Answer questions Request help, information, clarification
SL	4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe Supporting details
SL	6	Speak audibly and express thoughts, feelings, and ideas clearly.	Pragmatics
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives). e. Use the most frequently occurring prepositions. f. Produce and expand complete sentences in shared language activities.	Nouns Verbs Plurals Ask questions Answer questions Concepts Sentence construction

Kindergarten *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meaning for familiar words and apply them accurately. b. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Describe Meaning from context Word parts Multiple-meaning words
L	5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	Sort Describe Categorize Verbs Adjectives
L	6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Vocabulary
CC	B5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.	Answer questions Concepts
CC	C7	Compare two numbers between 1 and 10 presented as written numerals.	Compare/contrast
OA	A3	Decompose numbers less than or equal to 10 into pairs in more than one way.	Concepts

Kindergarten *continued*

Area	#	Common Core State Standard	Speech and Language Skills
MD	A1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Adjectives Describe
MD	A2	Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference.	Concepts Describe Compare/contrast
MD	B3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Sort Categorize
G	A1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Concepts Describe
G	A2	Correctly name shapes regardless of their orientations or overall size.	Nouns Adjectives
G	B4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	Compare/contrast Describe Adjectives

1ST GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Ask and answer questions about key details in a text.	Ask questions Answer questions
RL	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Main idea Retell Important versus unimportant details
RL	3	Describe characters, settings, and major events in a story, using key details.	Describe Narrative elements Important versus unimportant details
RL	5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Compare/contrast
RL	9	Compare and contrast the adventures and experiences of characters in stories.	Compare/contrast
RI	2	Identify the main topic and retell key details of a text.	Main idea Retell Important versus unimportant details
RI	3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Compare/contrast
RI	4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask questions Answer questions Meaning from context
RI	7	Use the illustrations and details in a text to describe its key ideas.	Describe Important versus unimportant details

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	8	Identify the reasons an author gives to support points in a text.	Supporting details
RI	9	Identify basic similarities in and differences between two texts on the same topic.	Compare/contrast
RF	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Articulation/ phonological processes
W	1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Fact/opinion Main idea Supporting details
W	2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Main idea Supporting details
W	3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Concepts Sequence Supporting details
W	5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Main idea Answer questions Supporting details
W	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Pragmatics
W	7	Participate in shared research and writing projects.	Pragmatics

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Answer questions
SL	1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Pragmatics Ask questions
SL	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask questions Answer questions
SL	3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask questions Answer questions Request help, information, clarification
SL	4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe Supporting details Identify emotions
SL	6	Produce complete sentences when appropriate to task and situation.	Sentence construction

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions. i. Use frequently occurring prepositions. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>Possessives</p> <p>Nouns</p> <p>Plurals</p> <p>Pronouns</p> <p>Verbs</p> <p>Past tense</p> <p>Present tense</p> <p>Future tense</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Concepts</p> <p>Sentence construction</p>
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words and their inflectional forms. 	<p>Meaning from context</p> <p>Word parts</p>

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. 	<p>Sort</p> <p>Describe</p> <p>Compare/contrast</p> <p>Categorize</p> <p>Verbs</p> <p>Adjectives</p>
L	6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	<p>Vocabulary</p> <p>Conjunctions</p>
OA	A1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	<p>Concepts</p> <p>Compare/contrast</p>
OA	A2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	Concepts
OA	C6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	Compare/contrast
OA	D7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	Concepts

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
NBT	B3	Compare two 2-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Compare/contrast Concepts
NBT	C4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds 10s and 10s, ones and ones; and sometimes it is necessary to compose a 10.	Compare/contrast Infer/draw conclusions Concepts
NBT	C5	Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used.	Concepts Infer/draw conclusions
NBT	C6	Subtract multiples of 10 in the range 10 to 90 from multiples of 10 in the range 10 to 90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Compare/contrast Infer/draw conclusions
MD	A1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare/contrast
MD	C4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Concepts Categorize Ask questions Answer questions
G	A1	Distinguish between defining attributes versus nondefining attributes; build and draw shapes to possess defining attributes.	Adjectives Important versus unimportant details

1st Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
G	A3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as <i>two of</i> or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Concepts Describe

2ND GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask questions Answer questions Important versus unimportant details
RL	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Retell Main idea
RL	3	Describe how characters in a story respond to major events and challenges.	Describe
RL	4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Describe
RL	5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Describe Concepts Sequence
RL	6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Compare/contrast Taking perspective of others
RL	9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast
RI	2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Main idea
RI	3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Compare/contrast
RI	4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	Meaning from context
RI	6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Main idea

2nd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	8	Describe how reasons support specific points the author makes in a text.	Describe Supporting details
RI	9	Compare and contrast the most important points presented by two texts on the same topic.	Compare/contrast Important versus unimportant details
W	1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	Main idea Fact/opinion Supporting details Conjunctions
W	2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Main idea Supporting details Sequence
W	3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	Concepts Sequence Retell Supporting details
W	5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Main idea
W	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Pragmatics
W	7	Participate in shared research and writing projects.	Pragmatics
W	8	Recall information from experiences or gather information from provided sources to answer a question.	Answer questions

2nd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversation by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	Pragmatics Ask questions
SL	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Retell Describe Important versus unimportant details
SL	3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask questions Answer questions Request help, information, clarification
SL	4	Tell a story or recount an experience with appropriate key facts and relevant, descriptive details, speaking audibly in coherent sentences.	Retell Main idea Supporting details Sentence construction
SL	6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Sentence construction Answer questions

2nd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. 	<p>Nouns Plurals Pronouns Past tense Adjectives Adverbs Sentence construction</p>
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Vocabulary Syntax/ morphology</p>
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Meaning from context Word parts Multiple-meaning words</p>

2nd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related verbs and closely related adjectives.	Compare/contrast Verbs Adjectives
L	6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Vocabulary Describe Adjectives Adverbs
OA	A1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Concepts Compare/contrast Sequence
NBT	A4	Compare two 3-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Compare/contrast Concepts
NBT	B5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Compare/contrast Concepts
NBT	B7	Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Compare/contrast Concepts
NBT	B9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Infer/draw conclusions

2nd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
MD	A2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Describe
MD	D10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Compare/contrast Categorize
G	A3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . Recognize that equal shares of identical wholes need not have the same shape.	Concepts Describe

3RD GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask questions Answer questions
RL	2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Retell Main idea Supporting details
RL	3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe Cause/effect Sequence
RL	4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Meaning from context Nonliteral language
RL	5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	Describe Sequence
RL	6	Distinguish their own point of view from that of the narrator or those of the characters.	Compare/contrast Taking perspective of others
RL	7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Compare/contrast
RI	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main idea Retell Supporting details
RI	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Concepts Sequence Cause/effect

3rd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.	Meaning from context
RI	6	Distinguish their own point of view from that of the author of a text.	Taking perspective of others Compare/contrast
RI	9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare/contrast Important versus unimportant details
W	1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section.	Main idea Fact/opinion Supporting details Sequence Conjunctions
W	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.	Main idea Supporting details Categorize Sequence Conjunctions

3rd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. 	<p>Concepts</p> <p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Identify emotions</p>
W	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Syntax/ morphology
W	6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Pragmatics
W	8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>Sort</p> <p>Categorize</p> <p>Retell</p>
SL	1	<p>Engage effectively in a range of collaborative discussions (one to one, in groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<p>Pragmatics</p> <p>Ask questions</p> <p>Important versus unimportant details</p> <p>Infer/draw conclusions</p>

3rd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Main idea Supporting details
SL	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask questions Answer questions Supporting details
SL	4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Retell Main idea Supporting details Articulation/ phonological processes
SL	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Sentence construction Answer questions
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns. Form and use regular and irregular verbs. Form and use the simple verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	Nouns Pronouns Verbs Adjectives Adverbs Plurals Past tense Present tense Future tense Comparatives/ superlatives Conjunctions Sentence construction

3rd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Syntax/ morphology
L	4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a word. Use a known root word as a clue to the meaning of an unknown word with the same root. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	Meaning from context Word parts Multiple-meaning words
L	5	Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context. Identify real-life connections between words and their use. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. 	Describe Compare/contrast Meaning from context Nonliteral language
L	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Vocabulary Concepts
OA	C7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two 1-digit numbers.	Compare/contrast

3rd Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
OA	D8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Sequence
NBT	A2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Compare/contrast Concepts
NF	A3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model). d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions. 	Answer questions Compare/contrast
MD	B3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	Concepts Categorize Sequence
G	A1	Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Categorize

4TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL	2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Main idea Supporting details Summarize
RL	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Describe Narrative elements Supporting details
RL	4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Meaning from context
RL	5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	Compare/contrast
RL	6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare/contrast Taking perspective of others
RL	7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Compare/contrast Describe
RL	9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compare/contrast
RI	2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Main idea Supporting details Summarize
RI	3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Describe Main idea Supporting details

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	Meaning from context
RI	5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe
RI	6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	Compare/contrast Taking perspective of others
RI	7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Infer/draw conclusions Cause/effect
RI	8	Explain how an author uses reasons and evidence to support particular points in a text.	Describe Supporting details
RI	9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Compare/contrast Important versus unimportant details
W	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. 	Sequence Main idea Supporting details Fact/opinion

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>Categorize Sequence Main idea Supporting details Conjunctions Vocabulary</p>
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Sequence Describe Retell Supporting details Vocabulary</p>
W	5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Syntax/ morphology</p>

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Pragmatics
W	8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Categorize Retell Important versus unimportant details
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details
SL	1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review key ideas expressed and explain their own ideas and understanding in light of the discussion. 	Ask questions Answer questions Main idea Pragmatics
SL	2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	3	Identify the reasons and evidence a speaker provides to support particular points.	Supporting details Infer/draw conclusions
SL	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Retell Main idea Supporting details Articulation/ phonological processes
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (e.g., <i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (e.g., <i>where</i> , <i>when</i> , <i>why</i>). b. Form and use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions. d. Order adjectives within sentences according to conventional patterns. e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Pronouns Adjectives Adverbs Present progressive Sentence construction Prepositional phrases
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Syntax/ morphology

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use content as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>Meaning from context</p> <p>Word parts</p> <p>Multiple-meaning words</p>
L	5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>Meaning from context</p> <p>Figurative language</p> <p>Compare/contrast</p> <p>Antonyms</p> <p>Synonyms</p>
L	6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>Vocabulary</p> <p>Verbs</p> <p>Adjectives</p> <p>Adverbs</p>
OA	A1	<p>Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>Compare/contrast</p>

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
OA	A3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Sequence Problem solve
OA	C5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Sequence
NBT	A2	Read and write multidigit whole numbers using base-10 numerals, number names, and expanded form. Compare two multidigit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Compare/contrast Vocabulary
NF	A1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Compare/contrast Infer/draw conclusions
NF	A2	Compare two fractions with different numerators and different denominators; for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).	Compare/contrast Infer/draw conclusions Vocabulary

4th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
NF	B3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Compare/contrast
NF	C7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual model.	Compare/contrast Infer/draw conclusions
G	A2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Categorize Vocabulary

5TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Describe Supporting details Infer/draw conclusions
RL	2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Main idea Supporting details Summarize
RL	3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Compare/contrast Supporting details Narrative elements
RL	4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Meaning from context Word parts Figurative language
RL	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Describe Compare/contrast
RL	6	Describe how a narrator's or speaker's point of view influences how events are described.	Describe Cause/effect Taking perspective of others
RL	9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast
RI	2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Main idea Supporting details Summarize
RI	3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Compare/contrast

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	Meaning from context Word parts
RI	5	Compare and contrast the overall structure of events ideas, concepts, or information in two or more texts.	Compare/contrast
RI	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare/contrast Infer/draw conclusions Taking perspective of others
RI	7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Answer questions Infer/draw conclusions Problem solve
RI	8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Describe Supporting details
RI	9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare/contrast Important verses unimportant details
W	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. 	Categorize Sequence Main idea Supporting details Fact/opinion

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>Describe</p> <p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Compare/contrast</p> <p>Vocabulary</p>
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Vocabulary</p>
W	5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Syntax/ morphology</p>

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Pragmatics
W	8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Important versus unimportant details Summarize
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details Infer/draw conclusions
SL	1	Engage effectively in a range of collaborative discussions (one to one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	Ask questions Answer questions Main idea Infer/draw conclusions Pragmatics
SL	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize
SL	3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize Supporting details

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Sequence Main idea Supporting details Fact/opinion Articulation/ phonological processes
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.	Conjunctions Concepts Past tense Present tense Future tense Sequence
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English used in stories, dramas, or poems.	Compare/contrast Syntax/ morphology
L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Meaning from context Word parts Multiple-meaning words

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words to better understand each of the words. 	Describe Compare/contrast Figurative language
L	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Vocabulary
OA	B3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Compare/contrast
NBT	A2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Compare/contrast
NBT	A3	Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> c. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	Compare/contrast Vocabulary
NBT	B6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Compare/contrast Vocabulary

5th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
NBT	B7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Compare/contrast Infer/draw conclusions
NF	B4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	Sequence
NF	B5	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	Concepts Compare/contrast Infer/draw conclusions
G	B3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Categorize
G	B4	Classify two-dimensional figures in a hierarchy based on properties.	Categorize

6TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Supporting details Infer/draw conclusions
RL	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Main idea Supporting details Summarize Fact/opinion
RL	3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Describe Cause/effect
RL	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Meaning from context Word parts Compare/contrast Figurative language Infer/draw conclusions
RL	5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Cause/effect Main idea
RL	6	Explain how an author develops the point of view of the narrator or speaker in a text.	Describe Taking perspective of others
RL	7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare/contrast

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RL	9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Compare/contrast
RI	2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Main idea Supporting details Summarize Fact/opinion
RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Meaning from context Word parts Figurative language
RI	5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Cause/effect
RI	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Describe Main idea Supporting details Taking perspective of others
RI	7	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	Main idea Supporting details
RI	8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Compare/contrast Supporting details Fact/opinion
RI	9	Compare and contrast one author's presentation of events with that of another.	Compare/contrast

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Provide a concluding statement or section that follows from the argument presented. 	<p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p>
W	2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>Describe</p> <p>Categorize</p> <p>Compare/contrast</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Cause/effect</p> <p>Vocabulary</p>

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Vocabulary</p>
W	5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>Syntax/ morphology</p> <p>Pragmatics</p>
W	6	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Pragmatics
W	7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Answer questions
W	8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>Important versus unimportant details</p> <p>Summarize</p>
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	1	<p>Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>Ask questions Answer questions Summarize Main idea Supporting details Pragmatics Taking perspective of others</p>
SL	2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	<p>Infer/draw conclusions Describe</p>
SL	3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>Compare/contrast Supporting details</p>
SL	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>Describe Sequence Main idea Supporting details Fact/opinion Nonverbal cues Articulation/phonological processes</p>

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Syntax/ morphology
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (e.g., subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 	Pronouns
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Syntax/ morphology
L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. 	Meaning from context Word parts Multiple-meaning words
L	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). 	Compare/contrast Figurative language

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.	Vocabulary
RP	A1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Describe Compare/contrast Vocabulary
RP	A3	Use ratio and rate reasoning to solve real-world and mathematical problems; for example, by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Compare/contrast
NS	C7	Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order.	Compare/contrast
EE	B5	Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Answer questions
EE	C9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the <i>dependent variable</i> , in terms of the other quantity, thought of as the <i>independent variable</i> . Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	Compare/contrast

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SP	B5	Summarize numerical data sets in relation to their context, such as by: <ul style="list-style-type: none"> b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. 	Describe Sequence Vocabulary
RH	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge of opinions.	Main idea Summarize Fact/opinion
RH	3	Identify key steps in a text's description of a process related to history/social studies.	Sequence Important versus unimportant details
RH	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Meaning from context
RH	5	Describe how a text presents information.	Describe
RH	8	Distinguish among fact, opinion, and reasoned judgment in a text.	Fact/opinion
RH	9	Analyze the relationship between a primary and secondary source on the same topic.	Compare/contrast
RST	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Summarize Main idea Infer/draw conclusions Fact/opinion

6th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RST	3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Sequence
RST	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6 to 8 texts and topics.	Meaning from context Word parts
RST	8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Fact/opinion
RST	9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare/contrast

7TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Supporting details Infer/draw conclusions
RL	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Main idea Sequence Summarize
RL	3	Analyze how particular elements of a story or drama interact.	Compare/contrast
RL	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	Meaning from context Word parts Figurative language
RL	5	Analyze how a drama's or poem's form or structure contributes to its meaning.	Cause/effect
RL	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Compare/contrast Taking perspective of others
RL	7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects or techniques unique to each medium.	Compare/contrast Infer/draw conclusions
RL	9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare/contrast Narrative elements
RI	2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Main idea Sequence Summarize
RI	3	Analyze the interactions between individuals, events, and ideas in a text.	Compare/contrast

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Meaning from context Word parts Figurative language
RI	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Sequence Infer/draw conclusions
RI	6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Main idea Compare/contrast
RI	7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	Compare/contrast
RI	8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Supporting details Infer/draw conclusions
RI	9	Analyze how two or more authors' writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Compare/contrast
W	1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from and supports the argument presented.	Categorize Sequence Main idea Supporting details Taking perspective of others

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Describe</p> <p>Categorize</p> <p>Sequence</p> <p>Compare/contrast</p> <p>Cause/effect</p> <p>Main idea</p> <p>Supporting details</p> <p>Vocabulary</p>
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Vocabulary</p>

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Categorize Sequence
W	5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Syntax/ morphology Pragmatics
W	6	Use technology, including the internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.	Pragmatics
W	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Ask questions Answer questions
W	8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Vocabulary Sequence Important versus unimportant details Summarize
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	1	<p>Engage effectively in a range of collaborative discussions (one to one, in groups, and teacher led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>Ask questions</p> <p>Answer questions</p> <p>Main idea</p> <p>Supporting details</p> <p>Pragmatics</p>
SL	2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	<p>Main idea</p> <p>Supporting details</p>
SL	3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Supporting details
SL	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>Describe</p> <p>Important versus unimportant details</p> <p>Nonverbal cues</p> <p>Articulation/phonological processes</p>

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	Sentence construction
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Syntax/ morphology
L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. 	Meaning from context Word parts Multiple-meaning words
L	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). 	Compare/contrast Figurative language

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.	Vocabulary
RP	A2	Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	Describe Compare/contrast
NS	A1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0.	Describe
EE	B3	Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (i.e., whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Sequence
EE	B4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	Sequence Compare/contrast

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
G	A3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Describe
SP	A2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	Infer/draw conclusions
SP	B4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	Compare/contrast Infer/draw conclusions
SP	C6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	Predict
SP	C7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Describe Compare/contrast
RH	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Main idea Supporting details Fact/opinion Summarize
RH	3	Identify key steps in a text's description of a process related to history/social studies.	Sequence Important versus unimportant details
RH	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Meaning from context Word parts

7th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RH	5	Describe how a text presents information.	Describe
RH	8	Distinguish among fact, opinion, and reasoned judgment in a text.	Fact/opinion
RH	9	Analyze the relationship between a primary and secondary source on the same topic.	Compare/contrast
RST	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Summarize Main idea Infer/draw conclusions Fact/opinion
RST	3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Sequence
RST	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6 to 8 texts and topics.	Meaning from context Word parts
RST	8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Fact/opinion
RST	9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare/contrast

8TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Supporting details Infer/draw conclusions
RL	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Main idea Supporting details Infer/draw conclusions Summarize Narrative elements
RL	3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Cause/effect
RL	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Meaning from context Word parts Figurative language
RL	5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Compare/contrast
RL	6	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	Compare/contrast Taking perspective of others
RL	7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Compare/contrast Infer/draw conclusions
RL	9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Describe Compare/contrast Main idea

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Sequence Summarize Main idea Supporting details
RI	3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Compare/contrast
RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	Meaning from context Word parts Figurative language Infer/draw conclusions
RI	5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Main idea Supporting details
RI	6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Main idea Taking perspective of others
RI	7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Compare/contrast
RI	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Supporting details Infer/draw conclusions
RI	9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Compare/contrast Fact/opinion

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	1	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Taking perspective of others</p>
W	2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Describe</p> <p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Vocabulary</p>

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Vocabulary</p>
W	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Categorize</p> <p>Sequence</p>
W	5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>Syntax/ morphology</p> <p>Pragmatics</p>
W	6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>Compare/contrast</p> <p>Supporting details</p> <p>Pragmatics</p>

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Ask questions Answer questions
W	8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Sequence Important versus unimportant details Summarize
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details
SL	1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. 	Ask questions Answer questions Main idea Supporting details Pragmatics
SL	2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	Main idea Supporting details

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Supporting details Infer/draw conclusions
SL	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Important versus unimportant details Supporting details Infer/draw conclusions Nonverbal cues Articulation/phonological processes
SL	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Syntax/morphology
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	Verbs
L	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. 	Verbs

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. 	<p>Meaning from context</p> <p>Word parts</p> <p>Multiple-meaning words</p>
L	5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). 	<p>Compare/contrast</p> <p>Figurative language</p>
L	6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.</p>	Vocabulary
NS	A2	<p>Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.</p>	Compare/contrast
EE	B5	<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>	Compare/contrast

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
F	A2	Compare properties of two functions each represented in a different way (e.g., algebraically, graphically, numerically in tables, or by verbal descriptions).	Compare/contrast
F	B4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Compare/contrast
F	B5	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Describe
G	A2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Describe Sequence
G	A4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Describe Sequence Compare/contrast
G	B6	Explain a proof of the Pythagorean Theorem and its converse.	Describe
SP	A4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	Describe Summarize

8th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RH	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Main idea Supporting details Fact/opinion
RH	3	Identify key steps in a text's description of a process related to history/social studies.	Sequence
RH	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Meaning from context Word parts
RH	5	Describe how a text presents information.	Describe
RH	8	Distinguish among fact, opinion, and reasoned judgment in a text.	Fact/opinion
RH	9	Analyze the relationship between a primary and secondary source on the same topic.	Compare/contrast
RST	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Summarize Main idea Infer/draw conclusions Fact/opinion
RST	3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Sequence
RST	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6 to 8 texts and topics.	Meaning from context Word parts
RST	8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Fact/opinion
RST	9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare/contrast

9TH–10TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Supporting details Infer/draw conclusions
RL	2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Sequence Summarize Main idea Supporting details Infer/draw conclusions
RL	3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Sequence Main idea
RL	4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Meaning from context Word parts Figurative language
RL	5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Sequence Cause/effect
RL	6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Taking perspective of others
RL	7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Compare/contrast
RI	2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Sequence Summarize Main idea Supporting details

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Sequence Supporting details Compare/contrast
RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Meaning from context Word parts Figurative language Infer/draw conclusions
RI	6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Main idea Supporting details Taking perspective of others
RI	7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	Compare/contrast Supporting details
RI	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Supporting details Infer/draw conclusions

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Compare/contrast</p> <p>Taking perspective of others</p> <p>Infer/draw conclusions</p>
W	2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p>

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Taking perspective of others</p>
W	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Categorize</p> <p>Sequence</p>
W	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>Syntax/ morphology</p>
W	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Ask questions</p> <p>Answer questions</p> <p>Problem solve</p>

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Sequence Important versus unimportant details Summarize Supporting details
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details
SL	1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grades 9 to 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision making, clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	Ask questions Answer questions Summarize Main idea Supporting details Infer/draw conclusions Pragmatics

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.	Compare/contrast
SL	3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Supporting details Taking perspective of others Infer/draw conclusions
SL	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Sequence Supporting details
SL	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Syntax/ morphology
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (e.g., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Nouns Verbs Adjectives Adverbs Prepositional phrases

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9 to 10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Identify or correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase. 	<p>Meaning from context</p> <p>Word parts</p> <p>Multiple-meaning words</p> <p>Compare/contrast</p>
L	5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>Compare/contrast</p> <p>Figurative language</p> <p>Infer/draw conclusions</p>
L	6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Vocabulary</p>
RH	2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events of ideas develop over the course of the text.</p>	<p>Main idea</p> <p>Important versus unimportant details</p> <p>Summarize</p>

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RH	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Cause/effect Sequence
RH	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social studies.	Meaning from context Word parts
RH	6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Compare/contrast Taking perspective of others
RH	8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Supporting details Infer/draw conclusions
RH	9	Compare and contrast treatments of the same topic in several primary and secondary sources.	Compare/contrast
RST	2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Summarize Main idea Infer/draw conclusions
RST	3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	Sequence
RST	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9 to 10 texts and topics.	Meaning from context Word parts
RST	5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms.	Compare/contrast

9th–10th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RST	8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	Infer/draw conclusions Problem solve
RST	9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Compare/contrast

11TH–12TH GRADE

Area	#	Common Core State Standard	Speech and Language Skills
RL RI	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Supporting details Infer/draw conclusions
RL	2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Sequence Summarize Main idea Supporting details Infer/draw conclusions
RL	3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Supporting details Infer/draw conclusions
RL	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Meaning from context Word parts Multiple-meaning words Figurative language Infer/draw conclusions
RL	5	Analyze how an author's choices concerning how specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	Meaning from context Infer/draw conclusions
RL	6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.	Infer/draw conclusions Taking perspective of others

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RL	7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	Compare/contrast
RL	9	Demonstrate knowledge of 18th-, 19th-, and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Compare/contrast
RI	2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Sequence Summarize Main idea Supporting details Infer/draw conclusions
RI	3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Sequence Infer/draw conclusions
RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	Meaning from context Word parts Figurative language Infer/draw conclusions
RI	5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Supporting details Infer/draw conclusions
RI	6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Supporting details Taking perspective of others Infer/draw conclusions

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RI	7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	Answer questions Compare/contrast Problem solve
W	1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Describe Sequence Main idea Supporting details Compare/contrast Infer/draw conclusions Taking perspective of others Syntax/ morphology</p>

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Describe</p> <p>Categorize</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Figurative language</p>

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/ or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/ or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Describe</p> <p>Sequence</p> <p>Main idea</p> <p>Supporting details</p> <p>Taking perspective of others</p>
W	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Categorize</p> <p>Sequence</p>
W	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Syntax/ morphology
W	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Ask questions</p> <p>Answer questions</p> <p>Problem solve</p>

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
W	8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Sequence Important versus unimportant details Summarize Infer/draw conclusions
W	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting details
SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grades 11 to 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	<p>Ask questions Answer questions Main idea Supporting details Pragmatics Infer/draw conclusions</p>

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
SL	2	Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Compare/contrast Supporting details Problem solve
SL	3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Taking perspective of others Infer/draw conclusions
SL	4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Sequence Supporting details Taking perspective of others
SL	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Syntax/ morphology
L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Syntax/ morphology
L	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Syntax/ morphology

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
L	4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11 to 12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Identify or correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase. 	<p>Meaning from context</p> <p>Word parts</p> <p>Multiple-meaning words</p>
L	5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>Compare/contrast</p> <p>Figurative language</p> <p>Infer/draw conclusions</p>
L	6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Vocabulary</p>
RH	2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>Main idea</p> <p>Supporting details</p> <p>Summarize</p>

11th–12th Grade *continued*

Area	#	Common Core State Standard	Speech and Language Skills
RH	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Compare/contrast Infer/draw conclusions
RH	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.	Meaning from context Word parts Infer/draw conclusions
RH	7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	Answer questions Problem solve
RST	2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Summarize Main idea Infer/draw conclusions
RST	3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Sequence
RST	4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11 to 12 texts and topics.	Meaning from context Word parts
RST	5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Categorize
RST	9	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Summarize

3

Prerequisite Skills and Steps to Mastery

The speech-language skills in this chapter are organized into the following areas:

- Vocabulary
- Questions
- Narrative Tasks/Summarize
- Main Idea and Details
- Critical Thinking
- Pragmatics
- Syntax and Morphology
- Articulation and Phonological Processes

These areas were selected because they are major domains of language development and common areas requiring speech-language intervention. Each area includes a brief explanation followed by a listing of prerequisite skills and corresponding steps to mastery. It is important to note that the skills addressed in this book assume a student demonstrates some foundational, prelinguistic skills. These include looking in the direction of sounds, establishing joint attention, listening to songs, and using sounds/gestures to gain attention (American Speech-Language-Hearing Association [ASHA], 2014).

An index of prerequisite skills has been provided in Table 3–1 so the speech-language pathologist (SLP) can easily locate the skills identified in Chapters 1 and 2.

Table 3–1. Index of Prerequisite Skills

Prerequisite Skill	Speech-Language Area
Adjectives	Vocabulary
Adverbs	Vocabulary
Answer factual questions	Critical thinking
Antonyms/synonyms	Vocabulary
Articles	Syntax and morphology
Ask a question	Questions
Categorize	Vocabulary
Cause/effect	Questions Critical thinking
Comparatives/superlatives	Vocabulary Syntax and morphology
Compare/contrast	Vocabulary Critical thinking
Answer questions: Yes/no What Where Who When Why How	Questions Main idea and details Narrative tasks/summarize
Asking questions	Questions
Concepts	Vocabulary
Conjunctions	Syntax and morphology
Conversational repairs	Pragmatics
Describe	Vocabulary
Fact/opinion	Critical thinking
Figurative language	Critical thinking Pragmatics

Table 3–1. *continued*

Prerequisite Skill	Speech-Language Area
Future tense	Syntax and morphology
Greetings/farewells	Pragmatics
Identify own emotions	Pragmatics
Identify what information is needed	Questions
Important versus unimportant details	Main idea and details Narrative tasks/summarize Critical thinking
Infer/draw conclusions	Questions Main idea and details Critical thinking
Initiating conversation	Pragmatics
Main idea	Main idea and details
Match	Vocabulary
Meaning from context	Vocabulary
Multiple-meaning words	Vocabulary
Narrative elements	Questions Narrative tasks/summarize
Narrative skills	Narrative tasks/summarize
Negation	Vocabulary
Nonliteral language	Critical thinking Pragmatics
Nonverbal cues	Pragmatics
Nouns	Vocabulary
Past tense	Syntax and morphology
Plurals	Syntax and morphology
Possessives	Syntax and morphology
Predict	Critical thinking
Prepositional phrases	Syntax and morphology

continues

Table 3–1. *continued*

Prerequisite Skill	Speech-Language Area
Present progressive	Syntax and morphology
Present tense	Syntax and morphology
Problem solve	Critical thinking Pragmatics
Pronouns	Vocabulary Syntax and morphology
Protesting	Pragmatics
Request for object or action	Pragmatics
Request help, information, clarification	Pragmatics
Responding	Pragmatics
Retell	Narrative tasks/summarize
Sentence construction	Syntax and morphology
Sequence	Main idea and details Narrative tasks/summarize Critical thinking
Sequence concepts	Narrative tasks/summarize
Sort	Vocabulary
Summarize	Narrative tasks/summarize
Supporting details	Main idea and details
Taking perspective of others	Pragmatics
Telling versus asking	Questions
Topic maintenance, joining in, exiting, ending	Pragmatics
Verbs	Vocabulary

The prerequisite skills are not aligned with a specific age or grade level. Any student at any age, grade, or level of functioning could have or lack any of the prerequisite skills indicated. In addition, any of these skills can be addressed using multiple modes of communication, including speech-generating devices, picture symbols, or communication boards. Students may also display splinter skills, meaning that there are gaps in the developmental sequence of learning a skill. If splinter skills exist, identify those that are lacking to fill in the gaps. While the prerequisite skills are generally listed in a hierarchy, some develop simultaneously with differing degrees of difficulty. For example, the skill of cause/effect is listed before that of infer/draw conclusions, but these skills, at the most basic level, develop simultaneously. Skills that have already been mastered at one grade will continue to develop as a student moves on to the upper grades. One example of this would be *Main Idea and Details*. In the lower grades, a student needs to identify a stated main idea. In the upper grades, a student needs to infer the main idea and provide supporting details.

The steps to mastery outline what is necessary for mastery of the corresponding prerequisite skill. Any of these steps can be developed into Individualized Education Program (IEP) goals. Each step can be an entry point or an ending point for a student. The entry point is the step where the student is currently functioning. This is where interventions should begin. The goal(s) placed in an IEP should be the ending point of what the student can reasonably attain in the time frame of the IEP. The steps to mastery often include object, picture, picture scene, sentence, paragraph, and then story. This represents a hierarchy from easiest to most difficult. It does not represent the activities or strategies that could be used in therapy. Even if a state or school system has not adopted the Common Core State Standards (CCSS), the steps to mastery will be very useful in focusing on the skills the SLPs commonly teach.

Once the SLP has identified which step to mastery is the student's ending point, an IEP goal needs to be written. Proceed to Chapter 4 for information on how to transform the steps to mastery into IEP goals.

VOCABULARY

Vocabulary forms the foundation for all language skills. A student's vocabulary will typically reflect their experience and background knowledge. Vocabulary terms are not learned by a certain age or grade; instead, the extent of the vocabulary depends on the experiences and exposures of the individual child (Beck, Kucan, & McKeown, 2013). Without a foundation of vocabulary terms (e.g., nouns, verbs, pronouns, adjectives, concepts), it will be very difficult for a student to reach any of the prerequisites for the other language skill areas covered in this book.

There are different opinions as to what the role of the SLP should be in regard to vocabulary instruction. Should the SLP teach grade-level vocabulary, which requires memorization of definitions? Should a goal be written for defining vocabulary words since this is often an issue for students with language impairments once they reach the upper elementary grades? Should the SLP focus on concepts?

Research supports the fact that vocabulary has a strong relationship with reading comprehension and general intelligence (Loraine, 2008). The National Reading Panel has identified vocabulary as one of the five major elements for reading. Therefore, explicit vocabulary instruction is an important aspect of classroom instruction (National Reading Technical Assistance Center [NRTAC], 2010). The SLP can support this instruction in therapy by providing students contextual and functional opportunities to experience vocabulary.

In the authors' professional opinion, the SLP's role in vocabulary instruction and the writing of IEP goals should be based on skills, not memorization. There are students who need to be taught linguistic concepts and specific vocabulary. However, if the expectation, and IEP goal, is for a student to demonstrate understanding of grade-level vocabulary, can he/she ever really master this? Is this doable, achievable, and measurable? Consider how you determine what the grade-level vocabulary consists of and how many words are reasonable for the student to learn in an IEP year. When the student moves up a grade level, does the team then start all over with a new set of vocabulary terms? This may not be the most functional use of the SLP's or student's time. Once it has been established that a student has a core receptive and expressive vocabulary, including basic concepts, the SLP should ensure the student has the strategies to learn the meanings of new or unknown words.

If a student is having difficulty defining words used in his or her grade-level curriculum, it is essential to discover why. Is the student better able to identify the meaning when given choices? Does he or she have difficulty using context clues to help determine the meaning of words? If the student can identify the meaning of a word, can he or she explain it in their own words? Or, does the student have difficulties with the skill of describing? This can be key to identifying deficits with expressive language skills (Dudek-Brannan,

2018). Vague definitions of nouns are observed around ages 5 to 6, with one to two features stated. However, the description is not expressed with a typical “definition-style” syntax structure to include the most relevant features. Use of this syntax structure (e.g., “A cow is a farm animal that says ‘moo’ and gives us milk”) becomes more consistent by fifth grade. These students should be able to provide the category and multiple features for familiar, less abstract nouns.

SLPs should carefully choose vocabulary terms during intervention to teach word-learning strategies and language skills. Terms to consider should not include only curriculum vocabulary but also high-frequency word lists, Tier 2 vocabulary, and words not recognized by individual students. Judy Montgomery (2007) indicates a sample of the various sources to find lists of words that are important for students to know. Robert Marzano (2004) has also compiled lists of words across subject areas for students in grades K to 12. Research by Beck, Kucan, and McKeown (2013) outlines the three tiers of vocabulary and demonstrates how to effectively choose Tier 2 words as a focus of explicit instruction.

One strategy for teaching word learning is to teach the student how to determine the meaning of unknown words using context and/or word parts. This skill is vital for a student to be able to move through the CCSS or specific state standards. In addition, students with language impairments often do not learn these strategies as typical learners do. Speech-language services in the school system should be reserved for students who require specialized instruction that would not be necessary for memorizing words and definitions. A student’s IEP goals should not reflect the grade-level standard as that standard is taught in the classroom.

Prerequisite Skills	VOCABULARY Steps to Mastery of Skills/Goals
Nouns Verbs Pronouns Adjectives Color Shape Size Function Sensory Number Adverbs	<ul style="list-style-type: none"> • Identify/name ____#____ (nouns, verbs, etc.) from an object. • Identify/name ____#____ (nouns, verbs, etc.) from a picture of a single item. • Identify/name ____#____ (nouns, verbs, etc.) from a picture scene or illustrated story. • Use ____ (nouns, verbs, etc.) in sentences. • Use ____ (nouns, verbs, etc.) in structured conversation. • Use ____ (nouns, verb, etc.) in unstructured conversation.
Match	<ul style="list-style-type: none"> • Match two objects when presented with ____#____ objects. • Match two pictures when presented with ____#____ pictures. • Point to pictures that are the same in a field of ____#____.
Sort	<ul style="list-style-type: none"> • Sort ____#____ objects when presented with ____#____ objects. • Sort ____#____ pictures when presented with ____#____ pictures.
Concepts Spatial Temporal Quantitative Qualitative	<ul style="list-style-type: none"> • Identify/name <u>*(state specific concepts)</u> using objects. • Identify/name <u>*(state specific concepts)</u> using pictures. • Identify/name <u>*(state specific concepts)</u> using illustrated stories. • Use <u>*(state specific concepts)</u> during academic instruction. <p><i>*e.g., spatial (over, under), temporal (before, after), quantitative (more, fewer/less), qualitative (big, red, square).</i></p>
Comparatives/ Superlatives	<ul style="list-style-type: none"> • Identify/state comparatives (e.g., <i>big/bigger, small/smaller</i>, etc.) when given two objects. • Identify/state comparatives when given two pictures of nouns. • Identify/state comparatives when given two pictures of verbs. • Identify/state comparatives when given a picture scene. • Identify/state superlatives (e.g., <i>biggest, smallest</i>, etc.) when given three objects. • Identify/state superlatives when given three pictures of nouns. • Identify/state superlatives when given three pictures of verbs. • Identify/state superlatives when given a picture scene. • Use comparatives and superlatives during academic instruction.

Prerequisite Skills	VOCABULARY Steps to Mastery of Skills/Goals
Categorize	<ul style="list-style-type: none"> • State ___#___ items when given a category. • State category when given ___#___ pictures/ words. • Sort ___#___ pictures by ___#___ attribute(s). • State ___#___ shared attribute(s) when given ___#___ pictures/ words.
Negation	<ul style="list-style-type: none"> • Identify the item that represents “not” + _____ (noun, verb, adjective, adverb) from a choice of ___#___ . • Identify the item that does not belong from a choice of ___#___.
Describe	<ul style="list-style-type: none"> • Describe object using ___#___ descriptors *(state descriptors). • Describe pictured _____ (person, place, object, animal) using ___#___ descriptors *(state descriptors). • Describe a non-pictured person, place, object, and animal using ___#___ descriptors *(state descriptors). • Describe picture scene using ___#___ descriptors *(state descriptors). <p>*e.g., category, function, location, parts, distinctive features, actions, adjectives, concepts, adverbs, etc.</p>
Compare/contrast	<ul style="list-style-type: none"> • State a similarity when given two pictures. • State a difference when given two pictures. • State ___#___ similarities when given ___#___ pictures. • State ___#___ differences when given ___#___ pictures. • State ___#___ similarities and ___#___ differences when given two picture scenes. • State ___#___ similarities and ___#___ differences between ___#___ characters of a story. • State ___#___ similarities and ___#___ differences between two themes/topics/plots/stories.

Prerequisite Skills	VOCABULARY Steps to Mastery of Skills/Goals
Antonyms Synonyms	<ul style="list-style-type: none"> • State antonym of a given picture when given ___#___ choices. • State antonym of a given picture. • State antonym of a given word when given ___#___ choices. • State antonym of a given word. • State antonym of a given word within a sentence. • State antonym of a given word within a paragraph. • State synonym of a given picture when given ___#___ choices. • State synonym of a given picture. • State synonym of a given word when given ___#___ choices. • State synonym of a given word. • State synonym of a given word within a sentence. • State synonym of a given word within a paragraph. • State antonym and synonym of words during academic instruction.
Meaning from context Word parts Root Prefix Suffix	<ul style="list-style-type: none"> • Answer yes/no questions about a sentence. • Answer yes/no questions about a paragraph. (For yes/no questions, answer must be stated in sentence or paragraph.) • Answer factual questions about a sentence. • Answer factual questions about a paragraph. • Determine meaning of unknown words using context clues when given a choice of ___#___ definitions. • Identify information in text that supports meaning of unknown word. • State meaning of unknown word using context clues and use in a sentence that demonstrates the meaning. • Identify (<u>root</u>, <u>prefix</u>, <u>suffix</u>) of a word. • State meaning of root word. • State meaning of prefix (<u>state which prefixes</u>) of a word. • State meaning of suffix (<u>state which suffixes</u>) of a word. • State meaning of unknown word from word parts. • State meaning of unknown word using context clues and word parts and use in a sentence that demonstrates the meaning.

Prerequisite Skills	VOCABULARY Steps to Mastery of Skills/Goals
Multiple meaning words	<ul style="list-style-type: none">• Point to a picture of a multiple meaning word when used in a sentence when given ____ # ____ pictures.• Point to pictures that represent meanings of a given word when given ____ # ____ pictures.• Use multiple meaning word in two different contexts that demonstrate understanding of the meanings.

QUESTIONS

The ability to ask and answer questions and demonstrate comprehension is essential for a student to proceed through the early learning standards or access the CCSS and progress in the curriculum. This section breaks down the “wh-” questions into a hierarchy of development.

SLPs spend a great deal of time addressing questions with students with language impairments. Once a student knows the difference between telling and asking, the SLP should look at the continuum of question forms as it pertains to answering factual questions. This continuum begins with yes/no questions, which are followed by “wh-” questions. It is recommended that SLPs work on “wh-” questions in the following hierarchical order: *what*, *where*, *who*, *when*, *why*, and *how* (Bloom, Merkin, & Wootten, 1982; Rowland, Pine, Lieven, & Theakston, 2003).

Asking yes/no questions can be an appropriate method of assessing comprehension or vocabulary development. When addressing yes/no questions in an IEP goal, the SLP must always know the answer to the questions for data collection to be accurate. For example, you might ask a student a vocabulary-related question, such as “Is this a ball?” or a comprehension-related question such as “Did the girl go to the store?” An example of a yes/no question you would not want to ask is “Do you want a cracker?” because only the student would know if he or she wants a cracker. The SLP would not know if the student answered correctly.

Once the student has demonstrated that he or she can answer simple yes/no questions, move on to the “wh-” questions. Take into consideration the types of “wh-” questions a student is currently able to answer when developing IEP goals. A goal should not be as broad as to just state “wh-” questions. It is more understandable and measurable if the goal specifically identifies which “wh-” questions (i.e., *what*, *where*, *who*, *when*, *why*, *how*) and whether the questions are factual or inferential. Also, the time frame of the IEP must be taken into account. The SLP needs to determine what is reasonable for the student to attain by the mastery date. If a student is currently unable to answer *what* questions successfully, it may not be reasonable to expect them to answer *why* questions in the time frame of an IEP. When initially working on “wh-” questions, address factual questions first. An SLP should determine that a student can answer factual questions for all types of “wh-” question words before moving on to the next skill.

It is a common misconception that a *why* or *how* question is always an inferential question. In actuality, *why* and *how* questions can be factual or inferential. In addition, a *what*, *where*, *who*, or *when* question could require an inference. Let's consider some examples:

"She went to the store to buy milk. *Why* did she go to the store?" (factual)

"Jimmy fell and scraped his knee. *How* did he scrape his knee?" (factual)

"He found a ball light enough for him. He rolled it down the lane and knocked down eight pins. *Where* is he?" (inferential)

Prerequisite Skills	QUESTIONS Steps to Mastery of Skills/Goals
Knows difference between telling (declarative) and asking (interrogative)	<ul style="list-style-type: none"> • Identify a given sentence as a statement (declarative, exclamatory) or a question (interrogative).
Answer questions Yes/no What Where Who When Why How (Work on “wh-” questions in the above order)	<ul style="list-style-type: none"> • Answer factual yes/no questions about a picture. • Point to a picture that represents _____ (specify <i>what, where, who, when, why, how</i>) from a choice of ____#____. • Answer factual _____ (specify <i>what, where, who, when, why, how</i>) questions about a picture, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a picture scene, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a ____#____ sentence story providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a _____ (paragraph/short story/ situation), providing all required information. • Identify information in text to answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions.
Identify what information is needed Asking questions	<ul style="list-style-type: none"> • Identify what you know in a picture. • Identify what’s missing or what’s wrong in a picture. • Identify what you know in a picture scene. • Identify what’s missing or what’s wrong in a picture scene. • Identify what you know in an instruction/question. • Identify what you want to know in an instruction/question. • Identify what you know in a _____ (paragraph/story/text). • Identify what you want to know in a _____ (paragraph/story/text). • Formulate a question based on what information is needed.

Prerequisite Skills	QUESTIONS Steps to Mastery of Skills/Goals
Narrative elements Characters Setting Events	<ul style="list-style-type: none"> • Answer factual questions about narrative elements (character, setting, events) from a _____ (paragraph/short story), providing all required information. • Answer factual questions about narrative elements (character, setting, events) from a _____ (chapter/story), providing all required information.
Cause/effect	<ul style="list-style-type: none"> • Identify effect when given a cause in a picture scene. • Identify effect when given a cause in a sentence. • Identify a cause when given an effect in a picture scene. • Identify a cause when given an effect in a sentence. • Answer cause-and-effect questions about a picture scene. • Answer cause-and-effect questions about a sentence. • Answer cause-and-effect questions about a paragraph/situation. • Answer cause-and-effect questions about a _____ (chapter/story).
Infer/draw conclusions	<ul style="list-style-type: none"> • Answer inferential questions about a _____ (picture scene or sentence) providing all required information. • Provide evidence from a _____ (picture scene or sentence) and background knowledge to support an inference. • Answer inferential questions about a paragraph or situation, providing all required information. • Provide evidence from a paragraph or situation and background knowledge to support an inference. • Answer inferential questions about narrative elements (characters, setting, events) from a _____ (chapter, story, etc.) providing all required information. • Provide evidence from a _____ (chapter, story, etc.) and background knowledge to support an inference.

NARRATIVE TASKS/SUMMARIZE

Narrative tasks include telling a story, sharing news, or giving a report. Narratives develop in stages and require skills such as organizing ideas, sequencing, main idea, and perspective taking (PLD Learning Resources, n.d.). Students in primary grades (K–3) use narratives to share the majority of information across subject areas. Narrative development can continue expanding through fifth grade (Spivey, 2012).

The skill of summarizing is developing simultaneously as students learn to paraphrase to share information in a much shorter length with only the most important, main points. The *Narrative Tasks/Summarize* section is broken down into the prerequisite skills that lead to each skill's development.

SLPs should be aware that the lowest-level prerequisite skills for this section overlap with the *Questions* section. There are also specific vocabulary concepts required for the skill of sequencing. If a student is not at the level of answering factual yes/no questions about a picture or is missing essential concepts, the SLP should consider returning to the *Questions* and/or *Vocabulary* sections for lower-level prerequisite skills.

Prerequisite Skills	NARRATIVE TASKS/SUMMARIZE Steps to Mastery of Skills/Goals
Answer questions Yes/no What Where Who When Why How (Work on “wh-” questions in the above order)	<ul style="list-style-type: none"> • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a picture, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a picture scene, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a ____ # ____ sentence story, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a (paragraph/short story/situation), providing all required information. • Identify information in text to answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions.
Sequence concepts Beginning, middle, end, last, before/ after, next Ordinals (first, second, etc.) Yesterday, today, tomorrow	<ul style="list-style-type: none"> • Identify ____ # ____ of a row/line. • Identify ____ # ____ of ____ # ____ of objects lined up in a row. • Identify ____ # ____ of a ____ # ____ picture sequence. • Answer questions about a ____ # ____ picture sequence (related to sequence details). <p><i>*e.g., beginning, middle, end, before, after, first, second, last, etc.</i></p>
Sequence	<ul style="list-style-type: none"> • Sequence ____ # ____ pictures. • Sequence ____ # ____ academic instructions.
Narrative elements Characters Setting Events	<ul style="list-style-type: none"> • Answer factual questions about narrative elements (e.g., characters, setting, events) from a _____ (chapter/story/poem), providing all required information.
Retell	<ul style="list-style-type: none"> • Retell a picture description. • Retell academic instructions. • Retell routine/story of a ____ # ____ picture sequence. • Retell routine/story to include details of: the main character, setting, beginning, middle, and end.

Prerequisite Skills	NARRATIVE TASKS/SUMMARIZE Steps to Mastery of Skills/Goals
Narrative skills	<ul style="list-style-type: none"> • Describe events to include a main character, main topic, and setting. • Tell a story or report on an event to include details of: the main character, setting, beginning, middle, and end. • Tell a story or report on an event to include details about the sequence of events.
Important versus unimportant details	<ul style="list-style-type: none"> • Determine important from unimportant details in a picture scene. • Determine important from unimportant details in a ___#___ sentence story. • Determine important from unimportant details in a _____ (paragraph, chapter, story, discussion, etc.).
Summarize	<ul style="list-style-type: none"> • Summarize routine/event/story in his/her own words (without picture support). • Summarize ___#___ details from a _____ (paragraph, chapter, story, discussion, etc.).

MAIN IDEA AND DETAILS

The ability to identify main ideas and details is essential to comprehension of instruction and text (Byrne, 2005). There is a great deal of overlap in this *Main Idea and Details* section with the skills in the *Questions* and *Narrative Tasks/Summarize* sections. If a student cannot successfully reach the lowest level for this skill area (e.g., answering factual questions), the SLP should go back to the *Questions* section for lower-level prerequisite skills.

The skills of identifying main idea and details also develop at varying levels. A student in the lower, elementary grades would be expected to identify the topic and then move toward identifying a stated main idea. Beginning prerequisite skills for *Main Idea* will also be found in the *Questions* and *Narrative Tasks/Summarize* sections. Students in higher grades are expected to identify a main idea by inferring from the supporting details (Byrne, 2005). In this section, the final prerequisite skill a student is expected to master is the ability to infer the main idea and determine the supporting details.

Prerequisite Skills	MAIN IDEA AND DETAILS Steps to Mastery of Skills/Goals
Answer questions Yes/no What Where Who When Why How (Work on “wh-” questions in the above order)	<ul style="list-style-type: none"> • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a picture, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a picture scene, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a _____ # _____ sentence story, providing all required information. • Answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions about a _____ (paragraph/short story/ situation), providing all required information. • Identify information in text to answer factual _____ (specify <i>yes/no, what, where, who, when, why, how</i>) questions.
Sequence Beginning, middle, end, last, before/ after, next Ordinals (first, second, etc.) Yesterday, today, tomorrow	<ul style="list-style-type: none"> • Identify _____ # _____ of a row/line. • Identify _____ # _____ of _____ # _____ of objects lined up in a row. • Identify _____ # _____ of a _____ # _____ picture sequence. • Answer questions about a _____ # _____ picture sequence (related to sequence details). • Sequence _____ # _____ pictures. • Sequence _____ # _____ academic instructions. <p>*e.g., beginning, middle, end, before, after, first, second, last, etc.</p>
Main idea when stated	<ul style="list-style-type: none"> • Identify topic of a _____ (paragraph/story). • Identify main idea when stated in the _____ (paragraph/story).
Important versus unimportant details	<ul style="list-style-type: none"> • Determine important from unimportant details in picture scene. • Determine important from unimportant details in a _____ # _____ sentence story. • Determine important from unimportant details in a _____ (story/ chapter, discussion, etc.).
Infer/draw conclusions	<ul style="list-style-type: none"> • Identify a supporting detail when given a choice of three and given the main idea in a _____ (paragraph, story, poem, chapter, etc.). • Identify _____ # _____ details that support a given main idea in a _____ (paragraph, story, poem, chapter, etc.). • Identify _____ # _____ important details in a _____ (paragraph, story, poem, chapter, etc.) when the main idea is not known. • Identify main idea of a _____ (paragraph, story, poem, chapter, etc.) and provide _____ # _____ supporting details.

CRITICAL THINKING

The *Critical Thinking* area outlines the higher-level language skills including cause and effect, predicting, and making inferences. Once a student is at the level of *Critical Thinking*, he or she is expected to have the skills from each of the previous areas; that is, *Vocabulary*, *Questions*, *Narrative Tasks/Summarize*, and *Main Idea and Details*. Although there is an overlap of skills from these areas, it does not indicate the full list of prerequisite skills for each overlapping skill. For example, the prerequisite skill of “answer factual questions” is the lowest-level prerequisite in the *Critical Thinking* area. However, this skill itself has other prerequisite skills as indicated in the *Questions* area. If the student is not ready for the steps to mastery for the prerequisite skills in the *Critical Thinking* area, the SLP should refer back to the respective area(s) for lower-level skills.

Prerequisite Skills	CRITICAL THINKING Steps to Mastery of Skills/Goals
Answer factual questions	<ul style="list-style-type: none"> • Answer factual questions about a _____ (paragraph/short story/situation), providing all required information. • Identify information in text to answer factual questions.
Sequence	<ul style="list-style-type: none"> • Sequence ____ # ____ pictures. • Provide ____ # ____ details, in sequential order, of a _____ (story, chapter, situation, etc.).
Important versus unimportant details	<ul style="list-style-type: none"> • Determine important from unimportant details in a ____ # ____ sentence, story. • Determine important from unimportant details in a _____ (story/chapter, discussion, etc.).
Compare/contrast	<ul style="list-style-type: none"> • State ____ # ____ similarities and ____ # ____ differences when given two picture scenes. • State ____ # ____ similarities and ____ # ____ differences between ____ # ____ characters of a story. • State ____ # ____ similarities and ____ # ____ differences between two _____ (themes/topics/plots/stories).
Cause/effect	<ul style="list-style-type: none"> • Identify effect when given a cause about a picture scene or sentence. • Identify a cause when given an effect about a picture scene or sentence. • Answer cause-and-effect questions about a picture scene or sentence. • Answer cause-and-effect questions about a _____ (paragraph, situation, etc.). • Answer cause-and-effect questions about a _____ (chapter, story, etc.).
Predict	<ul style="list-style-type: none"> • Predict what will happen based on title and story cover and provide evidence for that prediction. • Predict what will happen next when provided with ____ # ____ pictures and provide evidence for that prediction. • Predict what will happen next in a situation/real-life experience and provide evidence for that prediction. • Predict what will happen next in a _____ (story, chapter, etc.) and provide evidence for that prediction.

Prerequisite Skills	CRITICAL THINKING Steps to Mastery of Skills/Goals
Problem solve	<ul style="list-style-type: none"> • Identify the problem in a picture. • Identify the problem in a picture scene. • Identify the problem in a paragraph, role-play scenario, or video model. • Brainstorm two possible solutions to a given problem. • Determine best solution for a given problem. • Explain why a solution was chosen for a given problem. • Identify the problem and determine the best solution in a _____ (short story, chapter, etc.).
Infer/draw conclusions	<ul style="list-style-type: none"> • Answer inferential questions about a _____ (picture scene or sentence) providing all required information. • Provide evidence from a _____ (picture scene or sentence) and background knowledge to support an inference. • Answer inferential questions about a paragraph or situation providing all required information. • Provide evidence from a paragraph or situation and background knowledge to support an inference. • Answer inferential questions about narrative elements (characters, setting, events) from a _____ (chapter, story, etc.), providing all required information. • Provide evidence from a _____ (chapter, story, etc.) and background knowledge to support an inference.
Nonliteral language Figurative language	<ul style="list-style-type: none"> • Provide a literal interpretation of a nonliteral statement. • Determine if the literal interpretation makes sense. • Determine the meaning of a nonliteral statement using context. • Provide a literal statement that demonstrates the meaning of a nonliteral statement.
Fact/opinion	<ul style="list-style-type: none"> • Explain what a fact is. • Explain what an opinion is. • Provide detail(s) to support a given fact. • Identify an opinion when given a choice of three. • Explain why a given statement is an opinion. • Identify statements within a paragraph/story as fact or opinion.

PRAGMATICS

The SLP is often the first person sought out when a student is exhibiting social skill deficits. While the SLP alone should not be targeting social skills, this individual can provide support and training related to pragmatics.

The hierarchy within the *Pragmatics* section is broken down in a slightly different way than earlier sections. Rather than being listed as “Prerequisite Skills,” the first column is titled “Skills.” This is because pragmatics, unlike areas discussed previously, develop in a much more simultaneous manner. Students with social-communication deficits are more likely to exhibit splinter skills. However, within each of the pragmatic skills, there is a hierarchy of steps to mastery needed to master that skill. For example, to master the use of greetings/farewells, a student must achieve the following skills:

- Nonverbal acknowledgment
- Body oriented toward person
- Face oriented toward person
- Produce greetings and farewells (“hi,” “bye”) when entering or leaving a room

Another aspect of pragmatics is that the majority of skills require an underlying level of language. With the exception of very basic pragmatic skills, such as greetings/farewells and “request for object or action,” social communication requires skills in all the previous sections. For example, drawing inferences occurs often in conversations and is an important skill for taking perspective.

The skill of eye contact is not specifically addressed in the *Pragmatics* section. There are different theories (some of which are contradictory) regarding the need for establishing eye contact in social situations. Often, when working on eye contact, people think that means constantly looking at the individual with whom you are communicating. In reality, and depending on age, the individual will glance at the person he or she is talking to, and then glance away. In addition, eye contact can make social interaction and conversations more difficult for students with social language deficits. When those students are thinking of what to say, they often need to look away to think about what they are saying (Stewart, n.d.; Winner, 2007). Students with pragmatic language deficits, including those with Autism Spectrum Disorders, may need to be explicitly taught such skills, such as the purpose of using their eyes, following a gaze, establishing joint attention, and the Theory of Mind (Winner, 2007). *Steps to Mastery* address these skills and they are included in the *Pragmatics* section.

Prerequisite Skills	PRAGMATICS Steps to Mastery of Skills/Goals
Greetings Farewells	<ul style="list-style-type: none"> • Nonverbal acknowledgment • Body oriented toward person • Face oriented toward person • Produce greetings and farewells (“hi,” “bye”) when entering or leaving a room.
Request for object or action	<ul style="list-style-type: none"> • Indicate (point to, verbalize, reach for, etc.) desire for _____ (object/ action). • Label _____ (object/action). • Request desired _____ (object or action) using _____ (picture, ____ # words, whole sentence, etc.).
Identify emotions	<ul style="list-style-type: none"> • Identify others’ emotions through _____ (pictures, social stories, role playing, or video modeling): <ul style="list-style-type: none"> ◦ where eyes are looking ◦ position of body ◦ tone of voice ◦ gestures ◦ proximity ◦ facial expression • Identify the clues that indicate the exhibited emotion of others. • Identify own emotion/feeling through pictures, social stories, role playing, or video modeling. • Identify the displayed characteristics that indicate own emotion.
Nonverbal cues	<ul style="list-style-type: none"> • Identify different types of body language through _____ (pictures, social stories, role playing, or video modeling): <ul style="list-style-type: none"> ◦ where eyes are looking ◦ position of body ◦ tone of voice ◦ gestures ◦ proximity ◦ facial expression • Brainstorm meaning of others’ nonverbal cues. • Respond to nonverbal cues by changing behavior, language, or nonverbal response.

Prerequisite Skills	PRAGMATICS Steps to Mastery of Skills/Goals
Request help, information, clarification	<ul style="list-style-type: none"> • Identify what you know. • Identify when help/information/clarification is needed. • Request _____ (help, information, clarification) when needed.
Responding	<ul style="list-style-type: none"> • Acknowledge speaker: <ul style="list-style-type: none"> ◦ orient body toward speaker ◦ orient face toward speaker • Brainstorm ideas of how to respond. • Respond to speaker by _____ (pointing, verbalizing, etc.).
Protesting	<ul style="list-style-type: none"> • Identify that he or she disagrees with the situation or what the person says. • Brainstorm different ways to express disagreement. • Determine the best way to disagree. • Appropriately (verbally or nonverbally) demonstrate disagreement.
Conversational repairs	<ul style="list-style-type: none"> • Acknowledge the listener is not understanding: <ul style="list-style-type: none"> ◦ nonverbal cue ◦ verbal cue • Repair utterances when not understood by the listener.
Problem solve	<ul style="list-style-type: none"> • Identify the problem in a picture. • Identify the problem in a picture scene. • Identify the problem in a paragraph, role-play scenario, or video model. • Brainstorm two possible solutions to a given problem. • Determine the best solution for a given problem. • Explain why a solution was chosen for a given problem. • Identify the problem and determine the best solution in a _____ (short story, chapter, etc.).

Prerequisite Skills	PRAGMATICS Steps to Mastery of Skills/Goals
Taking perspective of others	<ul style="list-style-type: none"> • Identify that others can have a different viewpoint/attitude/idea. • Explain two viewpoints/attitudes/ideas for a given topic/situation. • Identify viewpoints/attitudes/ideas of characters in a _____ (paragraph/chapter/story). • Identify when conversational partner has a different viewpoint/attitude/idea. • Accept other person's perspective by: <ul style="list-style-type: none"> ◦ not arguing ◦ not insisting ◦ changing behavior
Initiating conversation or communication interaction	<ul style="list-style-type: none"> • Determine if it is a good time to talk to the person. • Choose an appropriate topic for setting/situation. • Orient face and body to the listener. • Initiate conversation with listening partner(s).
Topic maintenance, joining in Turn taking Exiting Ending	<ul style="list-style-type: none"> • Identify topic/main idea of conversation. • Brainstorm ideas to respond to the topic. • Identify when to add to the topic. • Respond to speaker maintaining same/related topic for ____#____ turns. • Identify what to say when leaving or ending a conversation in role-playing situations. • Identify what to say when leaving or ending a conversation in real-life situations.
Nonliteral language Figurative language	<ul style="list-style-type: none"> • Identify a nonliteral statement/sentence. • Provide a literal interpretation of a nonliteral statement. • Determine if the literal interpretation makes sense. • Determine the meaning of a nonliteral statement using context. • Provide a literal statement that demonstrates the meaning of a nonliteral statement.

SYNTAX AND MORPHOLOGY

The prerequisite skills within the *Syntax and Morphology* section have been arranged according to developmental acquisition; however, skills often develop simultaneously. As there are many resources that address the development of syntax and morphology skills, the representative research of several authors was selected (Dawson, Stout, & Eyer, 2003; Gard, Gilman, & Gorman, 1993; Morris, n.d.). The *Syntax and Morphology* section takes into account that students have basic skills of vocabulary and concepts. These include a range of nouns and verbs, concept of more than one, and spatial concepts. Each syntax and morphology skill is broken down into the prerequisite skills needed for mastery. For example, to master the skills of present progressives, a student would be expected to have the following skills:

- Verbs
- Singular versus plural
- Present participle (-ing)
- Helping *to be* verbs (*is/am/are*)

Knowing that a student has the above prerequisite skills in place, the SLP can then better develop a goal using the steps to mastery of skills for present progressive:

- Use *am, is, are, and -ing*:
 - in a phrase
 - in a sentence
 - in structured conversation
 - in unstructured conversation
 - during academic instruction

When considering the need for goals that address syntax and morphology, an SLP should also take into account the early learning standards, the CCSS, or specific state standards. Also considered should be the age/grade level at which the students are expected to be consistent with the skill. For example, irregular plurals for commonly occurring nouns should be consistent by age 5 (Dawson et al., 2003; Gard et al., 1993). However, the CCSS for Language indicates second graders should “Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)” (National Governors Association Center

for Best Practices [NGA] & Council of Chief State School Officers, 2010). Irregular, past-tense verbs are often consistent at 4 years of age; however, the CCSS has this skill at second grade: “Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*)” (Dawson et al., 2003; Gard et al., 1993; NGA & CCSSO, 2010). Therefore, one should not solely use developmental norms, but also use the state standards as a guide. If a skill is addressed in the state standards and is part of the curriculum during that school year, it should **not** be written as an IEP goal.

Prerequisite Skills	SYNTAX AND MORPHOLOGY Steps to Mastery of Skills/Goals
Sentence Construction Subject Object Verb	<ul style="list-style-type: none"> • Use ____*____ during ____ (structured tasks or unstructured tasks): <ul style="list-style-type: none"> ◦ *nomination (e.g., “that boy”) ◦ *recurrence (e.g., “more juice”) ◦ *negation (e.g., “no go”) ◦ *subject + object (e.g., “boy book”) ◦ *subject + verb (e.g., “cat ran”) ◦ *subject + verb + object (e.g., “boy read book”)
Articles (the, a, an) Prepositional phrases Conjunctions (and, but, because)	<ul style="list-style-type: none"> • Use ____ (specify prepositional phrase, article and/or conjunction): <ul style="list-style-type: none"> ◦ in a phrase ◦ in a sentence ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction
Present progressive Verbs Singular versus plural Present participle (-ing) Helping <i>to be</i> verbs (<i>is/am/are</i>)	<ul style="list-style-type: none"> • Point to a picture that represents <i>is</i> or <i>are</i> + verbing from a choice of ____#____. • Use <i>am, is, are,</i> and <i>-ing</i>: <ul style="list-style-type: none"> ◦ in a phrase ◦ in a sentence ◦ in structured conversation ◦ in unstructured conversation ◦ during academic instruction
Plurals Singular versus plural More than one Regular “s,” “es” Irregular (commonly occurring)	<ul style="list-style-type: none"> • Identify if a noun refers to one or more than one. • Identify ____ (regular or irregular) plural of a given noun from a choice of ____#____. • Use ____ (regular or irregular) plurals in a sentence. • Use ____ (regular or irregular) plurals in structured tasks. • Use ____ (regular or irregular) plurals in unstructured tasks. • Use ____ (regular or irregular) plurals during academic instruction.

Prerequisite Skills	SYNTAX AND MORPHOLOGY Steps to Mastery of Skills/Goals
Past tense Present tense versus past tense -ed = past Regular past tense Irregular past tense	<ul style="list-style-type: none"> • Use _____ (regular or irregular) past tense: <ul style="list-style-type: none"> ◦ in phrases ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction
Pronouns Singular versus plural Subject of a sentence Object of a sentence Possessives	<ul style="list-style-type: none"> • Point to the picture that represents _____ (specify pronoun(s) from a choice of ____#____). • State pronoun for a given picture. • Use pronouns: <ul style="list-style-type: none"> ◦ in phrases ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction
Possessives Concept of ownership (belong to) Addition of /s/ or /z/ sound	<ul style="list-style-type: none"> • Point to the picture that shows possession from a choice of ____#____. • Use possessives: <ul style="list-style-type: none"> ◦ in words ◦ in sentences ◦ in structured tasks ◦ in unstructured conversation ◦ during academic instruction
Present tense Singular versus plural Present tense versus past tense Third person singular "s"	<ul style="list-style-type: none"> • Use present tense: <ul style="list-style-type: none"> ◦ in phrases ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction

Prerequisite Skills	SYNTAX AND MORPHOLOGY Steps to Mastery of Skills/Goals
<p>Future tense</p> <p>Present tense versus past tense versus future tense</p> <p><i>Will + verb</i></p> <p><i>Am/is/are + going to + verb</i></p> <p><i>Will be + verb -ing</i></p> <p><i>Am/is/are + going to be + verb + -ing</i></p>	<ul style="list-style-type: none"> • Use future tense: <ul style="list-style-type: none"> ◦ in words ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction
<p>Comparatives/ superlatives</p> <p>Adjectives</p> <p>Concept of comparisons</p> <p><i>-er, -est</i></p> <p>Irregular adjectives (<i>good, better, best</i>)</p>	<ul style="list-style-type: none"> • Point to the picture that represents the adjective + <i>-er</i> from a choice of two. • Use comparatives: <ul style="list-style-type: none"> ◦ in words ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction • Point to the picture that represents the adjective + <i>-est</i> from a choice of three. • Use comparatives and superlatives: <ul style="list-style-type: none"> ◦ in words ◦ in sentences ◦ in structured tasks ◦ in unstructured tasks ◦ during academic instruction

ARTICULATION AND PHONOLOGICAL PROCESSES

The *Articulation and Phonological Processes* section separates out the developmental norms for articulation sounds and phonological processes. The developmental age listed for articulation is the age at which 90% of children have mastered the sound based on an average of multiple resources (Goldman & Fristoe, 2000; Sander, 1972; Smit, Hand, Freilinger, Bernthal, & Bird, 1990). The age at which a phonological process is expected to be extinguished is also based on an average from various resources; all processes should be extinguished by age 5 (Bowen, 2012; Hodson, 2011). This book includes the most common phonological processes.

The ages presented in this book should not be viewed as “cutoffs” when determining if a child needs to begin speech therapy (Storkel, 2019). Other factors should be considered for target sound selection. Gierut, Hughes, Morrisette, and Rowland (1996) indicate that, from a phonetic perspective, sounds should be nonstimulable and more phonetically complex. At a phonemic level, it may be most beneficial to choose targets based on phonemes that are not included in a student’s inventory and are related to markedness (e.g., voiced obstruents, voiced stops in final position, and clusters versus singletons). Also, when determining if therapy is needed or where to start, it is imperative to look at the impact the error(s) is having on the individual. Does it impact their reading? Spelling? Overall intelligibility? Social well-being? One might determine it is necessary to start providing therapy before the 90% mark.

The hierarchy of sound production is indicated from discrimination to unstructured conversation. However, discrimination is not indicated under steps to mastery for IEP goal development. Discrimination may be the entry point of intervention for a given student, but the goal would be developed for production of a specific sound, even if in isolation with lower criteria for mastery.

Parents and teachers are important, active members of the IEP team. As such, it is imperative that IEP goals include terminology that both parents and teachers can easily understand. Many of the SLP terms are unfamiliar to these team members. Phonological processes is one of these areas. IEP goals in this area are often written to reduce the occurrence of a specific phonological process. For example, “The student will reduce the process of fronting.” Whereas many SLPs are trained to use this framework, it can be difficult to write these goals in a clear, measurable way.

In this book, the phonological processes steps to mastery are specifically written to represent what the student is expected to produce, rather than as the extinguishing of the phonological process the student displays. For example, instead of writing a goal to “reduce the phonological process of final consonant deletion in words,” the goal could be developed as “produce final consonants in words.” This helps keep the goal understandable, doable,

and measurable while using parent-friendly terminology. If an individual SLP or school district feels there is a need to mention the specific phonological process in the goal, there are still ways to do this within this proposed model. For example, a goal could be written as, “To reduce cluster reduction, student will produce two sounds for each blend” or “Student will produce the back sounds of /k/ and /g/ to reduce the process of fronting.” Regardless of whether one is treating single-sound articulation errors, one phonological process, or multiple phonological processes, the IEP goals can be developed utilizing the steps to mastery presented in this section.

When developing goals for articulation or phonological processes, it is important to consider what level of production—from isolation to unstructured conversation—the student can achieve in the time frame of the IEP. An IEP does not need to include goals for each step. Let us consider a student who is currently producing /l/ at the word level with 80% accuracy in 4 out of 5 trials. While the next step in the hierarchy is for production at the sentence level, the SLP may recommend the next IEP goal be at the structured conversation level due to the student’s history of progress and carryover with the skill. On the other hand, it may not be reasonable for a student at the isolation level to move all the way to the structured conversation level in the course of one IEP.

With students who are highly unintelligible, the focus would be on increasing intelligibility as opposed to specific sounds or processes. For example, when utilizing the “Cycles” approach, the therapy concentrates on the emergence of specific sounds or patterns, rather than mastery (Bowen, n.d.). Therefore, a goal to improve overall intelligibility would be better than targeting the process(es) or sound(s); for example, “The student will increase intelligibility to 60% as measured by a familiar listener.”

The goals for articulation and phonological processes may also focus on approximation of error sounds. This would especially be true for lower-functioning students with significantly decreased intelligibility or for developmental errors when educational impact is documented. Educational impact for articulation should take both academic and social performance into consideration. Social performance can include intelligibility, class participation, and teasing. This impact should be clearly documented.

Articulation

There must be a documented educational impact (academic or social).

Age	Skill	Steps to Mastery of Skills/Goals	
3	/b/, /p/, /m/, /n/, /h/, /w/	<ul style="list-style-type: none">Produce _____ (specify sounds) in _____.	Isolation Syllables Words Sentences Structured conversation Unstructured conversation
4	/k/, /g/, /d/, /f/, /j/, /t/		
6	/r/, /l/		
7	/tʃ/, /ʃ/, /dʒ/, /θ/, /ð/, /ŋ/, /v/		
8	*/s/, /z/, /Z/		
	*Developmental age does not apply to lateralization.		
	Intelligibility	<ul style="list-style-type: none">Increase intelligibility to _____% with unfamiliar listeners.**	
	**This applies to students for whom overall intelligibility is being targeted.		

Phonological Processes

There must be a documented educational impact (academic or social).

Age	Skill	Steps to Mastery of Skills/Goals	
3;3	Final consonant deletion /bout/ = /bou/	<ul style="list-style-type: none">• Produce final consonant in ____.	Isolation (does not apply for final consonant deletion or weak syllable deletion) Words Sentences Structured conversation Unstructured conversation
3;6	Velar fronting /kæp/ = /tæp/	<ul style="list-style-type: none">• Produce /k/, /g/ in ____.	
4;0	Weak syllable deletion /tələfon/ = /təfon/	<ul style="list-style-type: none">• Produce all syllables in three-syllable words in ____.	
4;0	Cluster reduction /star/ = /tar/	<ul style="list-style-type: none">• Produce two sounds for each blend in ____.	
5;0	Gliding of liquids*	<ul style="list-style-type: none">• Produce close approximation of /l/ and /r/ in ____.	
*The liquid consonants /l/ and /r/ are replaced by /w/ or /j/. /riəl/ = /wiəl/; /lɪk/ = /jɪk/ or /wɪk/; NOT /mʌðər/ = /mʌðə/			
3;0	Stopping /f/, /s/ /fud/ = /tud/; /sak/ = /dak/	<ul style="list-style-type: none">• Produce ____ (specify sounds) in ____.	
3;6	Stopping /v/, /z/ /veri/ = /beri/; /zu/ = /du/		
4;6	Stopping /sh/, /j/, /ch/ /fu/ = /du/; /dʒækət/ = / dækət/; /tʃap/ = /tap/		
5;0	Stopping /th/ /θʌm/ = /tʌm/; /ðoz/ = /doz/		

4

Writing IEP Goals

Writing Individualized Education Program (IEP) goals can be the most difficult part of the IEP. A well-written goal must describe the student's expected outcome within a given time. The goals need to be reflected in the present levels of the IEP. There are various frameworks for writing IEP goals, most notably SMART goals, which describe IEP goals as being Specific, Measurable, using Action words, Realistic and Relevant, and Time-limited (Wright & Wright, 2006).

In this book, this framework is described using four key words to remember when writing IEP goals:

- Understandable
- Doable
- Measurable
- Achievable

Goals should be *understandable* so that anyone reading them is able to understand what is being measured. This refers to the “**S**—Specific” and “**A**—uses Action words” of the SMART goals. When broadly interpreted words, such as *identify* or *determine*, are used, they may cause confusion as to what exactly is being measured. How the student is expected to “identify” or “determine” must be specified; words such as *state* or *point to* are much clearer. The key word *doable* means that the goal must be at an appropriate level for the student, and all the prerequisite skills connected to it must be able to be executed. This easily corresponds with “**R**—Realistic and Relevant.” The key word *measurable* means the goal targeted must be able to be measured. The key word *achievable* is interpreted such that it needs to be a “**R**—Realistic” expectation of what the student should be able to achieve in the course of the “**T**—Time-limited” IEP.

Regardless of which terminology or framework a speech-language pathologist (SLP), state, or school system utilizes, all IEP goals should incorporate the following ideas:

- The goals are based on the areas of needs that have been identified in the present levels of performance (PLAAFP) in the IEP.
- The goals reflect where the student is expected to be by the end of the IEP or mastery date.
- The goals are aligned with state standards.
- The goals are skill based.
- The goals are specific as to what you want the student to do and how you want the student to perform the task.
- The goals reflect the levels of support the student will receive (e.g., prompts or cues), if appropriate.

The goals should incorporate the mandates of the federal government's Individuals With Disabilities Education Act of 2004 (IDEA 2004). This act states the following is required in the IEP:

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability . . . [§300.320(a)(2)(i)(A) and (B)]

IDEA 2004 further states that an IEP must contain:

(3) A description of—

(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of reports cards) will be provided . . . [§300.320(a)(3)]

With the passing of IDEA 2004, benchmarks (intermediary steps toward meeting the goal) or short-term objectives (parallel tasks that support meeting the goal) are no longer required, except for a student who takes alternate assessments aligned to alternate achievement standards [§300.320(a)(2)(ii)] (U.S. Department of Education, 2004). Some school systems may require benchmarks or short-term objectives for all students. Since the law states that only annual goals are required in the IEP for the majority of disabled students, this book specifically addresses annual goals. For benchmarks or short-term objectives, the annual goal can easily be broken down into smaller steps by using the steps to mastery. Also, level of cues or prompting can be delineated in the benchmarks to show movement from maximum support to minimum or no support.

Goals written prior to an IEP meeting are considered a draft. The final result needs to be determined by the entire IEP team (minimally, the SLP, the classroom teacher[s], and parent[s]) working together. Also, prior to an IEP meeting, it is imperative that the involved special-education teacher(s) and the SLP collaborate in the drafting of the goals. A student should not have duplicate goals, that is, one written by the SLP, and a similar one written by the special education teacher. The same skill may be addressed by the special-education teacher and the SLP, but the goal does not need to be written by both service providers in the IEP. If the student is working at a level that can be addressed adequately from the teacher's instruction, the student may not need additional specialized instruction from the SLP on that skill.

Although there are four areas of language—listening, speaking, reading, and writing—this book focuses on listening and speaking. When working with a student on comprehension, the SLP must be careful to separate out reading comprehension from listening comprehension. Even if the student is given a copy of a passage to follow along while text is read aloud, listening comprehension should be the focus of the student's goal.

Consider the following examples of reading versus listening goals. "The student will state the main idea and three supporting details after a short story has been read." This goal implies that the student will be reading the short story in which case reading comprehension is the focus. Also, a grade level has not been specified. The ultimate target would be for the student to achieve this goal at grade level. If the goal is written as "The student will state the main idea and three supporting details after a grade-level short story has been read to him or her," then listening comprehension is the focus and grade-level expectancy has been specified. However, if a sixth-grade student is currently functioning at the third-grade level, it might not be realistic to expect the student to be performing on grade level for that skill by the end of the IEP. An example of a goal for this student would be, "The student will state the main idea and three supporting details after an instructional-level story has been read to him or her."

When writing goals, avoid using words that are either not measurable or that could cause confusion about what should be measured.

Measurable		Not Measureable	
Point	Draw	Improve	Feel
State	Describe	Practice	Explore
Complete	Answer	Know	Determine
Write	Sequence	Appropriate	Demonstrate understanding
		Identify	

The role of the SLP is to support the standards, not directly teach them. Therefore, when writing annual goals, the SLP must refer to the state standards. To review the process discussed in the preface, the SLP needs to determine what prerequisite speech-language skills are necessary to progress with a student's grade-level standards. The SLP would then look up the prerequisite speech-language skills in Chapter 3. Each prerequisite skill has a correlated list of steps to mastery. The SLP should determine where the student is currently functioning and what is realistic in terms of expected progress. The time frame of the IEP should also be considered when determining which prerequisite skills and corresponding steps to mastery to target. Most IEPs are written for 1 year. The SLP should recommend what goals the student can reasonably achieve in the course of the IEP.

When developing goals, **all** the prerequisite skills and corresponding steps to mastery need to be considered. However, when writing the goals for the student's IEP, a goal is not written for each step to mastery; the goal is written for the highest step to mastery that the SLP believes the student will be able to achieve by the end of the IEP. Also, goals should not have multiple levels of achievement. For example: "Produce the /s/ and /z/ sounds in words and sentences." Sentences is a higher level than words, so the SLP would write the goal for sentences, that is, "Produce the /s/ and /z/ sounds in sentences." The word level would be considered a prerequisite for achieving the sentence level.

Here are the steps to determine which prerequisite skills and corresponding steps to mastery should be targeted.

First: Identify areas of difficulty from testing and/or teacher feedback.

Next: Identify the grade-level state standards that coincide with areas of difficulty.

Next: Determine which prerequisite speech-language skills the student is lacking or struggling with.

Then: Determine the step to mastery where the student is **currently** functioning.

Finally: Determine which step to mastery the student can reasonably achieve during the course of the IEP.

Example: A fourth-grade student is having difficulty with reading/language arts.

First: Identify areas of difficulty from teacher feedback and/or testing:
summarize, compare/contrast, meaning from context, supporting details, main idea, taking perspective of others

Next: Identify the grade-level standards that coincide with the area(s) of difficulty:

Fourth Grade—

<u>Skill</u>	<u>Standards</u>
Compare/contrast	RL5, RL6, RL7, RL9, RI6, RI9, many of the math standards
Supporting details	RL2, RL3, RI2, RI3, RI8, W1, W2, W3, W9, SL3, SL4
Main idea	RL2, RI2, RI3, W1, W2, SL4
Summarize	RL2, RI2, SL2
Meaning from context	RL4, RI4, L4, L5
Taking perspective of others	RL6 (NGA & CCSSO, 2010)

Then: Determine which prerequisite speech-language skills the student is lacking or struggling with. Considering the hierarchy of skills as well as those needed in class, the following skills are chosen:

Compare/contrast

Main idea and supporting details

Taking perspective of others

Then: Determine where, in the steps to mastery, the student is **currently** functioning:

Compare/contrast: Student is not able to do any of the steps to mastery under “Compare/contrast” but is able to do all the steps to mastery under “Describe” (precedes “Compare/contrast” in the hierarchy of skills). Describe a picture scene using four descriptors. (page 121)

Main idea and supporting details: Identify main idea when stated in the paragraph/story. (page 132)

Taking perspective of others: Explain that others can have a different viewpoint/attitude/idea. (page 139)

Finally: Determine which steps to mastery the student can **reasonably achieve** during the course of the IEP:

Compare/contrast: State two similarities and two differences between two characters in a story. (page 121)

Main idea and supporting details: Identify # details that support a given main idea in a _____ (paragraph, chapter, story, poem, etc). (page 132)

Taking perspective of others: Explain two viewpoints/ideas for a given topic/situation. (page 139)

Each step to mastery does not need to be written as a goal. The goal is the end result of where you want the student to be at the end of the IEP.

WHAT TO INCLUDE IN A GOAL

When writing a goal, the following should be included:

- the skill to be worked on;
- how the student is expected to respond;
- what material will be used;
- how the material will be presented;
- cues/prompts/supports (if needed);
- how the skill will be measured; and
- the criteria for mastery.

Different school systems might have different requirements for goal development and writing. The specific emphasis here is based on IDEA 2004 federal rules and regulations and what is required to make a goal understandable and measurable (U.S. Department of Education, 2004).

Cues and prompts should also be specified in goals. These terms are often used interchangeably and are typically utilized in a hierarchy from physical, model, or gesture to verbal or visual. The types and amounts of cues or prompts will be highly dependent on several factors for each student. These include the student's current level of functioning, the coexisting disabilities/areas of eligibility, and the amount of prerequisite skills and steps to mastery requiring interventions. The student's goal is to be as independent as possible with the skills.

An example using the same fourth-grade student as above:

Determine the level the student is expected to achieve during the course of the IEP.

State two similarities and two differences between two characters of a story.

The skill to be worked on:	Compare/contrast characters
How the student is expected to respond:	Will state two similarities and two differences
What material will be used:	Grade-level material
How material will be presented:	Orally (out loud)
Cues/prompts/supports:	Graphic organizer
How the skill will be measured:	Data collection and work samples
Criteria for mastery:	3 out of 4 opportunities

The final goal could be:

Using a graphic organizer, the student will state two similarities and two differences between two characters of a grade-level story read aloud to him or her in 3 out of 4 opportunities.

How the skill will be measured: data collection and work samples.

Addressing the third prerequisite skill of taking perspective of others:

The level the student can achieve during the course of the IEP:

Explain two viewpoint/ideas for a given topic/situation.

The skill to be worked on:	Explain two viewpoints for a given topic/situation
How the student is expected to respond:	Orally
What material will be used:	Presented topic or situation
How material will be presented:	Read aloud to student or view video
Cues/prompts/supports:	None
How the skill will be measured:	Data collection
Criteria for mastery:	4 out of 5 opportunities

The final goal could be:

The student will verbally explain two viewpoints for an orally presented topic or situation in 4 out of 5 opportunities.

How the skill will be measured: data collection.

The *Goal-Writing Worksheet*, a reproducible worksheet for writing goals, can be found at the end of this chapter in Appendix 4–1.

When writing goals, it is important to state exactly what is being measured. Words such as *no more than* or *at least*, or ranges such as 1–3 should not be used. For example, “The student will state eight to 10 items in a category.” What would be considered mastery: eight items, nine items, or 10 items? A more measurable goal would be: “The student will state 10 items when provided a category.” This example is very clear as to what is being measured, should be understandable by anyone reading it, and is doable in that it can be addressed. It is achievable if it is a realistic expectation for the student. Also, when writing goals, if the student is expected to master the goal with cues, the type and amount of cueing must be specified. For example, “The student will state 10 items when provided a category with one verbal cue.” If no cues/prompts/supports are written into the goal, mastery requires the student to perform the skill independently. Goals should not be exactly the same year

after year. If a skill was not mastered and needs continued work, consider how the goal was written. Perhaps more supports, such as cues, are needed for the student to reach mastery. Or, by the end of the next IEP, the student might be able to achieve the next step to mastery, so instead of writing the same goal, write one for the next level. Goals should not be wordy. The goal should be concise and indicate what the student is expected to do. Goals should also be written with parent-friendly language, in layman's terms. Some parents might not be familiar with words such as *phonological processes*, *syntax*, and many of the other professional terms SLPs have been taught.

CRITERIA FOR MASTERY

Besides considering what is realistic for the student to master in the time frame of the IEP, the criteria must also make sense. Too often SLPs write blanket criteria for mastery, such as "70% proficiency." That means if the student achieves 70% proficiency one time he or she has met the criteria for mastery. It would be more appropriate to write "70% proficiency for three sessions." If the student achieves 70% three separate times, the goal will have been mastered. Another way to write this could be "70% proficiency in 4 out of 5 opportunities."

Example: The goal is targeting production of /k/ in all positions of a word with 70% proficiency in 4 out of 5 opportunities.

Day 1/Opportunity 1: student receives 70% accuracy (7/10 responses correct)

Day 2/Opportunity 2: student receives 60% accuracy (6/10 responses correct)

Day 3/Opportunity 3: student receives 70% accuracy (7/10 responses correct)

Day 4/Opportunity 4: student receives 80% accuracy (8/10 responses correct)

Day 5/Opportunity 5: student receives 80% accuracy (8/10 responses correct)

Based on the above data, the student has met mastery by demonstrating 70% proficiency in 4 out of 5 opportunities.

When deciding the criteria for mastery, keep in mind 4 out of 5 is not always the same as 80% when measuring certain skills. There are times that a percentage for criteria does not make sense. The SLP may need to consider the number of opportunities a student will have to exhibit the skill in a data collection session. An example might be with the skill of main idea. How many opportunities are there for a student to determine the main idea of a chapter during a therapy session? Consider the amount of time it will take to read each

chapter and that each chapter has one main idea. In this situation, it might make more sense to write mastery in terms of opportunities, such as 4 out of 5 opportunities. Opportunities can occur on different days.

MEASURING PROGRESS

Goals should be measured by all professionals who work with the student (i.e., SLP, classroom teacher[s], and any other service providers). If data collection is the method of evaluation for a goal, it does not imply that only the SLP collects the data. Additionally, the SLP should be observing the student's skills outside of the therapy room to determine generalization of a skill. A language sample can be used as data. Other tools, such as documented classroom teacher observations, checklists (Table 4–1), work samples, and data sheets, are invaluable pieces of information to evaluate a student's abilities. It is important to gather valuable information, but important as well to be cognizant of the amount of work staff and teachers have to complete on a daily basis for a multitude of students. While yes/no responses from a teacher (as in Table 4–1) may appear to be simplistic, the specificity is respectful of individuals' time restraints. The purpose of the performance update is to determine if the skills being addressed by the SLP are being generalized into the classroom.

When documenting progress in the IEP, it is appropriate to report where the student is performing on the prerequisite skills and corresponding steps to mastery. For example, the goal (ending point) may be addressing the skill of retelling a story without picture support, but the student is working on the prerequisite skill of retelling a short story in a three-picture sequence. The data for the prerequisite skill (retelling a three-picture short story) should be reported. However, the SLP may also want to do a data probe for the ending point (retelling a story without picture support) and report that data.

If minimal or no progress is being made on a goal, it is essential to look at the prerequisite skills for that goal. If a goal is not being mastered, it is possible the goal was written at too high a level for the student, or that interventions did not start at a low enough level for the student to be successful. There are some areas of deficit that a student may never be able to fully overcome. For those areas, the SLP can use strategies that will help the student strengthen that skill.

In this book, some areas overlap; therefore, the same prerequisite skills and steps to mastery may be written in more than one area. Some examples are in the areas of *Vocabulary*, *Narrative Tasks/Summarize*, *Main Idea and Details*, and *Critical Thinking*. The reason for this overlap is because many language skills require the same prerequisite skills.

Table 4–1. Performance Update Example of a Second Grader

Performance Update		
Student: _____ Date: _____ Teacher: _____		
Goals: <ul style="list-style-type: none"> • Comprehends/answers <i>who</i> questions • Comprehends and/or uses basic concepts • Correctly says /f/ and /l/ sounds in conversation 		
<u>Who Questions</u>	Yes	No
Does the student:		
<ul style="list-style-type: none"> • Demonstrate understanding of <i>who</i> questions 		
<ul style="list-style-type: none"> • Answer <i>who</i> questions 		
<u>Basic Concepts</u>		
Does the student:		
<ul style="list-style-type: none"> • Demonstrate understanding of concepts expected of a second grader <ul style="list-style-type: none"> ◦ If no, what concepts are not mastered? _____ 		
<ul style="list-style-type: none"> • Verbally use concepts expected of a second grader? 		
<u>/f/ and /l/ Sounds</u>		
Does the student:		
<ul style="list-style-type: none"> • Say the /f/ and /l/sounds correctly when reading? 		
<ul style="list-style-type: none"> • Say the /f/ and /l/ sounds correctly when talking? 		
Comments:		
Overall Classroom Performance:		

When utilizing this book to develop goals, the words in parentheses are options to consider. The following example is from *Vocabulary*:

“Identify/name # _____ (noun, verbs, etc.) from a (picture scene or illustrated story).” This could be written as, “Point to five nouns from a picture scene” or “Name five verbs from a picture scene.” It could also be written as, “Name three adjectives from an illustrated story.” The term “etc.” should not be written in the goal as its meaning can be broadly interpreted.

It is important to remember the following tips. Goals should not be the starting point. The goals on an IEP are endpoints, indicating where the student is expected to end up by the mastery date. The process is to work through the steps to mastery to reach the goal. Optimally, written goals should be understandable, doable, measurable, and achievable.

GOAL EXAMPLES

Steps to Mastery

Any of the steps to mastery for vocabulary can be developed into IEP goals. The SLP needs to determine which step would be an entry point for the student and which step would be an ending point. The entry point is the step where the student is currently functioning. This is where intervention should begin. The goal(s) placed in an IEP should represent the endpoint—what the student can reasonably attain in the IEP’s time frame. The student must then work through the steps to mastery to reach the goal. Use the following tips to help you transform the steps to mastery into goals.

- Use the *Goal-Writing Worksheet* in Appendix 4–1.
- Replace a # sign with a number.
- Consider the options in parentheses when filling in the blanks.
- Replace the words *identify* or *determine* with a specific instruction that is measurable (e.g., *point to*, *write*, *name*, *state*).
- Remember that goals must be understandable, doable, measurable, and achievable.

Prerequisite Skills

Every skill has several prerequisite skills that must be mastered prior to mastery of the larger skill. Prerequisite skills are not aligned with specific age or grade level. Students at any age or grade level could have or lack any of these skills. The prerequisite skills are generally listed in a hierarchy; however, some develop simultaneously with differing degrees of difficulty. A student does not have to master every prerequisite skill before moving on to another area.

The following examples state all the prerequisite skills that are required for the identified step to mastery. The step to mastery is the expected endpoint for the student, i.e., where the student is expected to be by the end of the IEP. In other words, the student will have had to mastered all the stated prerequisite skills to achieve the step to mastery.

Vocabulary

Example 1

Prerequisite Skills: Nouns, verbs, adjectives, adverbs, spatial concepts

Step to Mastery: Identify/name *(state specific concepts) using objects

The skill to be worked on:	Spatial concepts (<i>in, on, out, under, over</i>)
How the student is expected to respond:	Physically manipulate
What material will be used:	Objects
How material will be presented:	Student asked to demonstrate concept with given objects
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for three sessions
Final goal:	The student will physically manipulate objects to demonstrate the spatial concepts <i>in, on, out, under, and over</i> with 80% accuracy for three sessions.
How the skill will be measured:	Data collection

Example 2

Prerequisite Skill: Receptively understanding nouns

Step to Mastery: Identify/name ____#____ (noun, verb, etc.) from a picture of a single item.

The skill to be worked on:	Labeling food/snack items
How the student is expected to respond:	Will state/label
What material will be used:	Picture cards
How material will be presented:	Picture cards shown to the student
Cues/prompts/supports:	One verbal prompt
Criteria for mastery:	80% accuracy in 4 out of 5 opportunities
Final goal:	The student will state 10 food/snack items when presented with picture cards and given one verbal prompt with 80% accuracy in 4 out of 5 opportunities.
How the skill will be measured:	Data collection

Example 3

Prerequisite Skills: Concepts, Comparatives/superlatives, Categorize, Negations, Describe, Compare/contrast, Antonyms/synonyms, Meaning from context

Step to Mastery: State meaning of unknown word using context clues and use in a sentence that demonstrates the meaning.

The skill to be worked on:	Meaning of unknown words from context
How the student is expected to respond:	Will state
What material will be used:	Grade-level text
How material will be presented:	Read aloud to student
Cues/prompts/supports:	One verbal prompt
Criteria for mastery:	70% accuracy in 3 out of 4 sessions
Final goal:	The student will state the meaning of unknown words using context clues from grade-level text that has been read to him or her and use them in a sentence that demonstrates the meaning with 70% accuracy in 3 out of 4 sessions.
How the skill will be measured:	Data collection, work samples

Narrative Tasks/Summarize***Example 4***

Prerequisite Skills: Answer factual questions, Sequence concepts, Sequence

Step to Mastery: Sequence ___#___ pictures.

The skill to be worked on:	Sequencing
How the student is expected to respond:	Put pictures in order
What material will be used:	Sequence story pictures
How material will be presented:	Pictures given to student
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for four sessions
Final goal:	The student will sequence six pictures with 80% accuracy for four sessions.
How the skill will be measured:	Data collection

Example 5

Prerequisite Skills: Answer factual questions, Sequence concepts, Sequence, Narrative elements

Step to Mastery: Retell routine/story to include details of: the main character, setting, beginning, middle, and end.

The skill to be worked on:	Retell to include main character, setting, beginning, middle, and end
How the student is expected to respond:	Verbally
What material will be used:	Grade-level short story
How material will be presented:	Read aloud to student
Cues/prompts/supports:	None
Criteria for mastery:	4 out of 5 opportunities
Final goal:	The student will retell a grade-level short story that has been read to him or her and include the main character, setting, a beginning, middle, and end in 4 out of 5 opportunities.
How the skill will be measured:	Data collection

Critical Thinking

Example 6

Prerequisite Skills: Answer factual questions, Sequence, Important versus unimportant details, Compare/contrast, Cause/effect, Predict

Step to Mastery: Predict what will happen next in a _____ (story, chapter, etc.) and provide evidence for that prediction.

The skill to be worked on:	Predicting
How the student is expected to respond:	Orally
What material will be used:	Six paragraphs from grade level material
How material will be presented:	Orally with text available
Cues/prompts/supports:	One verbal cue
Criteria for mastery:	3 out of 4 opportunities
Final goal:	The student will predict what will happen next and provide evidence for that prediction when orally read six paragraphs from grade-level text while following along with one verbal cue for 3 out of 4 opportunities.
How the skill will be measured:	Data collection

Example 7

Prerequisite Skills: Answer factual questions, Sequence, Important versus unimportant details, Compare/contrast, Cause/effect, Predict, Problem solve

Step to Mastery: Identify the problem in a paragraph, role play scenario, or video model.

The skill to be worked on:	Identify the problem
How the student is expected to respond:	Will state
What material will be used:	Paragraph, video
How material will be presented:	Orally
Cues/prompts/supports:	None
Criteria for mastery:	70% of opportunities for three sessions
Final goal:	The student will state the problem in an orally presented paragraph, role play situation, or video with 70% accuracy for three sessions.
How the skill will be measured:	Data collection

Pragmatics

Example 8

Prerequisite Skills: Indicate desire for object/action, Label, Request for object or action

Step to Mastery: Request desired _____ (object or action) using _____
(picture, # words, whole sentence, etc.).

The skill to be worked on:	Request object
How the student is expected to respond:	Will verbally request
What material will be used:	Carrier phrase ("I want ____")
How material will be presented:	Three picture choices
Cues/prompts/supports:	Carrier phrase ("I want ____")
Criteria for mastery:	4 out of 5 opportunities for three sessions
Final goal:	The student will verbally request desired object given three picture choices using a carrier phrase ("I want ____") in 4 out of 5 opportunities for three sessions.
How the skill will be measured:	Data collection

Syntax and Morphology

Example 9

Prerequisite Skills: Nouns, Verbs, Sentence construction

Step to Mastery: Use ____*____ during _____ (structured task or unstructured task).

*subject + object (e.g., *Boy book*)

*subject + verb (e.g., *Cat ran*)

*subject + verb + object (e.g., *Boy read book*)

The skill to be worked on:	Subject + verb + object (e.g., <i>Boy read book</i>)
How the student is expected to respond:	Orally with three-word utterance in structured conversation
What material will be used:	Pictures
How material will be presented:	Student shown picture
Cues/prompts/supports:	None
Criteria for mastery:	60% accuracy for four sessions
Final goal:	The student will use a three-word sentence consisting of subject + verb + object (e.g., <i>boy read book</i>) to describe pictures with 60% accuracy for four sessions.
How the skill will be measured:	Data collection and language sample

Articulation and Phonological Processes

Example 10

Prerequisite Skill: /l/

Step to Mastery: Produce _____ (specify sounds) in _____.

The skill to be worked on:	Production of /l/
How the student is expected to respond:	Orally produce
What material will be used:	Student-generated sentences
How material will be presented:	Orally
Cues/prompts/supports:	One visual cue
Criteria for mastery:	80% accuracy for three sessions
Final goal: How the skill will be measured:	The student will produce /l/ in sentences with one visual cue with 80% accuracy for three sessions. Data collection

CASE STUDIES

Abby

Age 3;10 Preschool

According to the developmental evaluation, Abby does not have any significant developmental delays in the areas of adaptive, personal/social, motor, or cognitive skills. Abby's voice and fluency skills are age appropriate. She is demonstrating phonological processes and language delays.

Abby's connected speech can be difficult to understand due to her sound deletions. Language testing indicates that Abby understood the pronouns *me*, *my*, and *your*. She was able to follow commands without gestures (such as pointing). Abby was able to answer yes/no questions. She recognized different actions in pictures, understood the use of pictured objects and understood the quantitative concepts *one* and *all*. She demonstrated joint attention and was able to name 7 out of 10 simple, pictured objects. When asked how old she was, she didn't answer. Her mother approximates that she has an expressive vocabulary of 35 to 40 words. Abby can put two or more words together. She has a mean length of utterance of 3. She can follow two-step directions and is able to verbalize the names of people not seen every week. She is also able to communicate wanting "more" of something.

Articulation/phonological evaluation indicates that Abby leaves the ending sound off words 50% of the time (e.g., *ca/cat*, *do/dog*). This frequency increases in connected speech. Abby is able to say the /p/, /b/, /m/, /n/, /t/, and /d/ sounds consistently. /k/ and /g/ sounds are inconsistent. With a model, verbal, and visual cue, she is able to produce the final sound at the word level. Abby uses gestures more than words to communicate: She will reach, point to, grab, and grunt when she wants something. With heavy verbal and visual prompting, she will use one word to label an object or picture but does not use a variety of nouns, pronouns, and verbs.

Abby needs to work on:

1. Producing final sounds in one-syllable words
2. Expanding her language to include more nouns and verbs

Developing Abby's goals

Goal for producing final sounds in one-syllable words (page 148)

Skill: Producing final consonants

Step to Mastery: Produce final consonant in words

The skill to be worked on:	Producing final consonants
How the student is expected to respond:	Orally / state
What material will be used:	Pictures of one-syllable words
How material will be presented:	Pictures presented to the student
Cues/prompts/supports:	One verbal cue
Criteria for mastery:	80% accuracy for three sessions
Final goal:	Abby will produce final consonants in one-syllable words when shown pictures with one verbal cue with 80% accuracy for three sessions.
How the skill will be measured:	Data collection

Goal for increasing nouns and verbs (page 120)

Prerequisite Skill: Naming nouns and verbs from object

Step to Mastery: Identify/name ____ # ____ (nouns, verbs, etc.) from a picture scene or illustrated story.

The skill to be worked on:	Naming nouns and verbs
How the student is expected to respond:	Orally/state
What material will be used:	Illustrated stories
How material will be presented:	Illustrated stories will be read to the student
Cues/prompts/supports:	One verbal cue
Criteria for mastery:	70% accuracy for three sessions
Final goal:	Abby will state nouns and verbs from an illustrated story that is read to her with one verbal cue with 70% accuracy for three sessions.
How the skill will be measured:	Data collection

Isabella

Age 8;11 Second Grade

Isabella is a bilingual speaker with Spanish being her primary language. She was retained in second grade. She was evaluated through the use of an interpreter. Isabella was administered several tests for Spanish speakers. On items that she missed in Spanish she was also asked in English; however, her answers were not taken into account for scoring purposes as the tests are not normed this way. Several items that Isabella missed in Spanish she was able to answer in English; however, she still demonstrated language deficits. Throughout the evaluation, it appeared that Isabella was having significant difficulty processing language. She responded to items after a 3- to 5-second wait time where she was visibly trying to make sense of the information she just heard. While picture support seemed to help somewhat with receptive tasks, they did not seem to be of much assistance with expressive tasks. Isabella does not appear to mix languages in the same sentence. Her mother indicates that Isabella does not speak Spanish in the same way as her younger sister. Isabella receives support through the Specific Learning Disabled and the English Speakers of Other Languages programs.

Isabella was evaluated using the *Clinical Evaluation of Language Fundamentals-Fourth Edition-Spanish*, the *Receptive One-Word Picture Vocabulary Test—Spanish Bilingual Edition*, the *Expressive One-Word Picture Vocabulary Test—Spanish Bilingual Edition*, and the *Spanish Language Assessment Procedures—Third Edition*. Testing revealed that Isabella demonstrated skills within normal limits for articulation, voice, fluency, and pragmatics. Single-word vocabulary seemed to be a strength for her. Isabella appeared to know what individual words were referring to but she had difficulty understanding the words when they were put together in sentences in a given context. She was able to label common nouns and state the corresponding functions. Isabella followed two-step directions; however, she sometimes had difficulty with the spatial concepts. Isabella had difficulty formulating sentences and understanding relationships between words that share a variety of functional and conceptual relationships. When comparing two words she was able to correctly identify them but was unable to explain the relationship between the two words. Isabella demonstrated numerous inconsistencies throughout testing in both English and Spanish so it is difficult to say with certainty what skills she has truly mastered and which she is struggling with. However, there is evidence that Isabella is having difficulty making sense of the words and grammar structures she knows when they are combined in sentences or instructions with context.

When deciding what skills to work on, one needs to take into account that a number of skills are inconsistent indicating she is developing those skills. Since she is developing those skills, it is decided to work on skills that she does not have. The inconsistent skills can be supported while focusing on other skills. In looking at the second-grade Common

Core State Standards (CCSS), Isabella's areas of need, and the hierarchy of skills, it would be beneficial to work on:

1. Categorizing
2. Describing
3. Answering factual questions
4. Compare/contrast

Developing Isabella's goals

Goal for categorizing (page 121)

Prerequisite Skills: Nouns, Verbs, Pronouns, Adjectives, Adverbs, Match, Sort, Concepts, Comparatives/superlatives, Categorize

Step to Mastery: State ___#___ shared attributes when given ___#___ pictures/words.

The skill to be worked on:	Stating shared attribute
How the student is expected to respond:	Orally/state
What material will be used:	Words
How material will be presented:	Spoken to the student
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for three sessions
Final goal:	Isabella will state a shared attribute when verbally presented with four nouns with 80% accuracy for three sessions.
How the skill will be measured:	Data collection

Goal for describing (page 121)

Prerequisite Skills: Nouns, Verbs, Pronouns, Adjectives, Adverbs, Match, Sort, Concepts, Comparatives/superlatives, Categorize, Negation, Describe

Step to Mastery: Describe picture scenes using ___#___ descriptors

The skill to be worked on:	Describing using nouns, verbs, adjectives, and concepts
How the student is expected to respond:	Orally/state
What material will be used:	Picture scenes
How material will be presented:	Picture scenes shown to the student
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for three sessions
Final goal:	Isabella will use nouns, verbs, adjectives, and concepts when stating four events in a picture scene with 80% accuracy for three sessions.
How the skill will be measured:	Data collection

Goal for compare/contrast (page 121)

Prerequisite Skills: Nouns, Verbs, Pronouns, Adjectives, Adverbs, Match, Sort, Concepts, Comparatives/superlatives, Categorize, Negation, Describe, Compare/contrast

Step to Mastery: State ___ # ___ similarities and ___ # ___ differences when given two picture scenes.

The skill to be worked on:	Compare/contrast (similarities/differences)
How the student is expected to respond:	Orally/state
What material will be used:	Two picture scenes
How material will be presented:	Picture scenes shown to the student
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for four sessions
Final goal:	Isabella will state two similarities and two differences between two picture scenes with 80% accuracy for four sessions.
How the skill will be measured:	Data collection

Goal for answering factual questions (page 126)

Prerequisite Skill: Knows difference between telling (declarative) and asking (interrogative)

Step to Mastery: Answer factual _____ (specify *yes/no, what, where, who, when, why, how*) questions about a ____#____ sentence story providing all required information.

The skill to be worked on:	Answering factual <i>what</i> questions
How the student is expected to respond:	Orally/state
What material will be used:	Five-sentence story
How material will be presented:	Read to the student
Cues/prompts/supports:	One cue
Criteria for mastery:	70% accuracy for three sessions
Final goal:	Isabella will answer factual <i>what</i> questions about five-sentence stories that have been read to her with 70% accuracy for three sessions.
How the skill will be measured:	Data collection

Jeremy

Age 13;0 Sixth Grade

Jeremy is a sixth-grader who is currently eligible under Autism and Speech-Language Impaired programs. Psychological testing showed that he is functioning within the lower limits of Moderately Intellectual Disabled. Jeremy is a nonverbal communicator who has a speech-generating device (SGD).

Jeremy presents with strengths and weaknesses within receptive, expressive, and pragmatic language. Jeremy's communicative intents observed are as follows: request item/action, gain attention, call/summon, deny, seek approval, and protest/resist. Expressively, Jeremy communicates through his SGD, gestures, sounds, and by physically leading his communication partner to requests. His expressive difficulties lie within the following skills: initiating conversation, answering *wh*- and yes/no questions, asking questions, expressing emotions and interests/opinions, and naming familiar people/objects.

Receptively, Jeremy is able to respond to his name, understand some words and phrases, identify some picture icons (e.g., *play, ball, eat, goldfish, cracker, fruit snack, drink*), and follow simple commands given gestural and verbal cueing. Jeremy struggles receptively with identifying objects, understanding basic concepts, identifying emotions, and following routine or attention-getting directions (including safety directions).

Pragmatically, Jeremy can play with both peers and adults, gain a communicative partner's attention prior to sharing interest, and participate in unison group activities. Deficits in pragmatic language include difficulty orienting to speaker, maintaining appropriate proximity to speaker, identifying emotions, requesting a calming activity when upset, using a toy/object functionally, and turn taking during play.

While there are many areas that Jeremy needs to work on, it was decided that the following functional skills would be realistic to achieve for the course of his IEP (1 year):

1. Making a choice when given two options for snack or leisure activity
2. Orienting his body toward the speaker
3. Identifying emotions

Developing Jeremy's goals

Goal for making a choice when given two options for snack or leisure activity (page 120)

Prerequisite Skill: Nouns

Step to Mastery: Identify/name ____#____ (nouns, verbs, etc.) from a picture of a single item.

The skill to be worked on:	Making a snack or leisure activity choice when presented with two options
How the student is expected to respond:	Use appropriate communication (point, speech generating device , verbal)
What material will be used:	Pictures of snack or leisure items
How material will be presented:	Pictures shown to the student
Cues/prompts/supports:	One prompt
Criteria for mastery:	4 out of 5 opportunities
Final goal:	Jeremy will use an appropriate mode of communication (point, speech generating device , verbal) to make a choice when presented with pictures of two snack items or leisure activities with one cue for 4 out of 5 opportunities.
How the skill will be measured:	Data collection

Goal for orienting his body toward the speaker (page 137)

Prerequisite Skill: Responding

Step to Mastery: Body oriented toward the person

The skill to be worked on:	Orienting the body toward the speaker
How the student is expected to respond:	Turn his body towards the person who calls his name
What material will be used:	None
How material will be presented:	Person will call student's name twice
Cues/prompts/supports:	One physical prompt
Criteria for mastery:	4 out of 5 opportunities
Final goal:	Upon hearing his name, Jeremy will orient/turn his body toward the speaker given one repetition and one physical prompt in 80% of opportunities per grading period.
How the skill will be measured:	Data collection

Goal for identifying emotions (page 137)

Prerequisite Skills: Identify emotions through pictures

Step to Mastery: Identify others emotions through social stories or video modeling

The skill to be worked on:	Identifying emotions
How the student is expected to respond:	Use appropriate communication (point, speech generating device, verbal)
What material will be used:	Social stories, videos
How material will be presented:	Orally
Cues/prompts/supports:	One prompt
Criteria for mastery:	4 out of 5 opportunities
Final goal:	Jeremy will use an appropriate mode of communication (point, speech generating device, verbal) to state the emotion occurring in a social story or video.
How the skill will be measured:	Data collection

Kyle

Age 15;5 10th Grade

Kyle is eligible through the Specific Learning Disabilities and Speech Impaired programs. He receives support in all academic subjects. On his most recent psycho-educational evaluation, Kyle achieved a General Conceptual Ability (GCA) score of 90 on the Differential Ability Scale-2 (DAS-2) and a verbal score of 89. He achieved the following scores on the KTEA-3: Oral Expression: 70; Listening Comprehension: 68.

In determining areas of need, information was taken from the *Comprehensive Assessment of Spoken Language-2*, *Listening Comprehension Test-Adolescent*, *WORD Test-2 Adolescent*, Language Sample, and teacher feedback. Results showed that articulation, voice, fluency, pragmatic language, and syntax were all within normal limits. Kyle was able to answer factual questions, distinguish fact from opinion, answer cause-and-effect questions, demonstrate command of the conventions of Standard English grammar when speaking, maintain topic and respond to the speaker appropriately during conversation.

Kyle demonstrated areas of need in vocabulary, determining meaning from context, all areas of nonliteral language, determining main idea and supporting details, and flexible word use. Kyle's teachers stated that he is approaching expectations, just not quite where he should be in the areas of predicting, problem-solving, inferencing and summarizing. Kyle's language deficits impact his oral expression, listening comprehension, reading comprehension, and written communication skills.

In looking at the areas of difficulties Kyle has and the CCSS, main idea and inferencing are skills required for many of the standards. To determine the main idea, one must be able to infer. Kyle has great difficulty with main idea and is inconsistent with inferencing. However, to determine the main idea and infer information, one must have the ability to determine important versus unimportant information. Kyle has difficulty with this so it should be included as a goal. In summary, when looking at the hierarchy of skills, skills that are needed in 10th grade, and where Kyle's weaknesses are, the following is concluded:

Kyle needs to work on:

1. Determining important versus unimportant information
2. Inferencing
3. Determining main idea and supporting details

While he does need to work on determining the meaning from context, inferencing would be considered a prerequisite skill for determining meaning from context. The three

selected skills are also big areas to work on and seem to be realistic for the time frame of the IEP. Remember, you only want to write goals for what can realistically be accomplished, not all areas of weakness. The hope would be that for the next IEP (in 1 year), meaning from context could be included.

Developing Kyle's goals

Goal for determining important versus unimportant information (page 132)

Prerequisite Skills: Answer factual questions, Sequence

Step to Mastery: Determine important from unimportant details in a _____ (story/ chapter/discussion, etc.)

The skill to be worked on:	Determine important versus unimportant details
How the student is expected to respond:	Orally/state
What material will be used:	Instructional-level chapter
How material will be presented:	Read to student
Cues/prompts/supports:	None
Criteria for mastery:	70% accuracy for three sessions
Final goal:	Kyle will state eight important details after an instructional-level chapter has been read to him with 70% accuracy for three sessions.
How the skill will be measured:	Data collection

Goal for Inferencing (page 127)

Prerequisite Skills: Answer factual questions, Important versus unimportant details, Compare/contrast, Cause/effect, Predict, Problem solve, Infer/draw conclusions

Step to Mastery: Provide evidence from a paragraph or situation and background knowledge to support an inference.

The skill to be worked on:	Providing evidence and background knowledge to support an inference
How the student is expected to respond:	Orally/state
What material will be used:	Instructional-level paragraph
How material will be presented:	Read to student
Cues/prompts/supports:	One verbal or visual cue
Criteria for mastery:	70% accuracy for three sessions
Final goal:	Kyle will verbally answer an inferential question and provide the evidence and background knowledge that supports his answer with one cue from an instructional-level paragraph that has been read to him with 70% accuracy for three sessions.
How the skill will be measured:	Data collection

Goal for main idea and supporting details (page 132)

Prerequisite Skills: Answer factual questions, Sequence, Main idea when stated, Important versus unimportant details, Infer/draw conclusions

Step to Mastery: Identify ___#___ details that support a given main idea in a _____ (paragraph, story, poem, chapter, etc.)

The skill to be worked on:	Identifying details that support a given main idea
How the student is expected to respond:	Orally/state
What material will be used:	Instructional-level paragraph
How material will be presented:	Read to student
Cues/prompts/supports:	None
Criteria for mastery:	80% accuracy for three sessions
Final goal:	Kyle will state details that support a given main idea after an instructional-level paragraph has been read to him with 80% accuracy for three sessions.
How the skill will be measured:	Data collection

APPENDIX 4–1

Goal Writing Worksheet

Prerequisite Skill: _____

Step to Mastery: _____

The skill to be worked on:	
How the student is expected to respond:	
What material will be used:	
How material will be presented:	
Cues/prompts/supports:	
Criteria for mastery:	
Final goal:	
How the skill will be measured:	

APPENDIX 4–2

Speech and Language Checklists

PRESCHOOL SPEECH/LANGUAGE CHECKLIST (3-YEAR-OLD)

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses common nouns and verbs when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Knows main body parts 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Concepts: prepositions (<i>in, on, off, up, down, under</i>); qualitative (<i>big, little</i>) <ul style="list-style-type: none"> ✓ Comprehends ✓ Uses when speaking 	<div style="margin-bottom: 5px;"><input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers</div> <div><input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers</div>
<ul style="list-style-type: none"> Identifies pictures in a book 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Describes pictures using common nouns and verbs (e.g., “girl eat apple”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Describes experiences with some details (e.g., “I play mommy”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks <i>what</i> and <i>where</i> questions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Answers most simple questions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Preschool Speech/Language Checklist (3-Year-Old) *continued*

SEQUENCING	
• Follows simple routines	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Follows simple two-step directions (e.g., "go to your room and get your shoes")	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
• Begins to solve problems (e.g., cannot open something . . . asks for help)	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
• Sentence structure ✓ Speaks in three-word sentences	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• When speaking ✓ Uses the pronouns <i>I, me, you</i> , and <i>mine</i> correctly	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
PRAGMATICS	
• Uses greetings and farewells appropriately	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Begins turn taking in conversation ✓ Initiates ✓ Takes turns ✓ Responds on topic	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Makes wants and needs known	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Protests by saying "no" to adults	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Imitates behaviors	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Role plays when playing	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Asks permission to do things	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Responds to simple requests	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Preschool Speech/Language Checklist (3-Year-Old) *continued*

• Understands own feelings (e.g., happy, sad, mad)	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Shows awareness of others' feelings	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
• Produces age-appropriate sounds ✓ Age 3: /b/, /p/, /m/, /n/, /d/, /h/, /w/	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Speech is understood most of the time	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

PRESCHOOL SPEECH/LANGUAGE CHECKLIST (4-YEAR-OLD)

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses common nouns and verbs when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Concepts (e.g., opposites [<i>up/down</i>, <i>stop/go</i>, <i>in/out</i>, <i>on/off</i>]; qualitative [<i>wet/dry</i>, <i>hot/cold</i>]; quantitative [<i>more/less</i>, <i>empty/full</i>]) <ul style="list-style-type: none"> ✓ Comprehends ✓ Uses when speaking 	<div style="margin-bottom: 5px;"><input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers</div> <div><input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers</div>
<ul style="list-style-type: none"> Describes pictures using common nouns, verbs, and modifiers (e.g., "big red ball") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Describes past events using common nouns and verbs 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Describes experiences with some details (e.g., "I eat chicken for dinner") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks questions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Answers questions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Follows classroom routines 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Follows simple directions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Preschool Speech/Language Checklist (4-Year-Old) *continued*

<ul style="list-style-type: none"> Retells some details of a story using pictures or props 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
<ul style="list-style-type: none"> Identifies the topic of a picture with support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> Understands cause/effect relationship of actions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes predictions using title, cover, or pictures 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete simple sentences (four to six words) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> When speaking <ul style="list-style-type: none"> ✓ Uses the pronouns <i>I, me, you, mine, he, and she</i> correctly 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
PRAGMATICS	
<ul style="list-style-type: none"> Uses greetings and farewells appropriately 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses appropriate conversation skills for three turns <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes wants and needs known 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Solves simple conflicts/problems with support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Preschool Speech/Language Checklist (4-Year-Old) *continued*

<ul style="list-style-type: none"> Shows concern when a peer is upset (perspective taking) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Understands different emotions (e.g., happy, sad, mad, scared, frustrated) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Demonstrates understanding of nonverbal language (e.g., facial expressions, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> Produces age-appropriate sounds ✓ Age 4: /b/, /p/, /m/, /n/, /h/, /w/, /k/, /g/, /d/, /t/, /f/, /y/ 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Speech is understood most of the time 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

KINDERGARTEN SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> • Uses common nouns and verbs when speaking <ul style="list-style-type: none"> ✓ Comprehends ✓ Uses when speaking 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Uses common adjectives when speaking 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Comprehends and uses opposites (e.g., <i>up/down, stop/go, in/out</i>) 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Concepts (e.g., prepositions [<i>in, out, on, off, to, from, in, out, for, of</i>]; spatial [<i>front, back, top, bottom, up, down</i>]; temporal [<i>first, last, before, after</i>]) 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Describes past events 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Combines words correctly to convey ideas 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Sorts by attribute (e.g., shape and color) 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • States similarities and differences in physical characteristics between two objects 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
QUESTIONS	
<ul style="list-style-type: none"> • Asks questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>

Kindergarten Speech/Language Checklist *continued*

<ul style="list-style-type: none"> • Answers questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> • Follows classroom routines 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Retells stories and events in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Sequences three pictures 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Understands past, present, future (e.g., <i>yesterday, today, tomorrow</i>) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
<ul style="list-style-type: none"> • Identifies the topic of a picture 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Identifies the topic of a story 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> • Understands cause/effect relationship 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Makes predictions using pictures 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Draws conclusions (infers) based on facts 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> • Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete simple sentences ✓ Speaks in complete compound sentences 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • When speaking <ul style="list-style-type: none"> ✓ Uses regular plural nouns ✓ Uses regular past tense ✓ Uses the pronouns <i>I, me, he, she,</i> and <i>they</i> correctly 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Kindergarten Speech/Language Checklist *continued*

PRAGMATICS	
<ul style="list-style-type: none"> • Uses greetings and farewells appropriately 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Makes wants and needs known 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Solves simple conflicts/problems with minimal support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Requests help when needed 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Shows concern when a peer is upset (perspective taking) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Understands different emotions (e.g., happy, sad, mad, scared, frustrated) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Demonstrates understanding of nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> • Produces age-appropriate sounds <ul style="list-style-type: none"> ✓ Age 5: /b/, /p/, /m/, /n/, /h/, /w/, /k/, /g/, /d/, /t/, /f/, /y/ ✓ Age 6: /l/, /r/ 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Includes final sounds in words when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Speech is understood most of the time 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

FIRST GRADE SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
• Uses common nouns and verbs when speaking	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Uses common adjectives when speaking	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Combines words correctly to convey ideas	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Identifies functions/uses of common objects	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Concepts (e.g., prepositions [<i>in, out, on, off, under</i>]; temporal [<i>first, last, before, after</i>]; quantity [<i>more, less/fewer</i>]) ✓ Comprehends ✓ Uses when speaking	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Describes past events	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Sorts by category	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• States category of item	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• States similarities and differences between two characters in the same text	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

First Grade Speech/Language Checklist *continued*

QUESTIONS	
<ul style="list-style-type: none"> • Answers questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Asks questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> • Follows two-step directions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Follows classroom routines 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Retells stories and events in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Sequences four pictures 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Understands past, present, future (e.g., <i>yesterday, today, tomorrow</i>) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
<ul style="list-style-type: none"> • Identifies the topic of a story read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Identifies one detail of a story 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> • Understands cause/effect relationship 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Makes predictions using pictures and text 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Draws conclusions (infers) based on facts 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

First Grade Speech/Language Checklist *continued*

SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> • Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete simple sentences ✓ Speaks in complete compound sentences 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • When speaking <ul style="list-style-type: none"> ✓ Uses some possessive nouns ✓ Uses matching verb (e.g., "girls walk" versus "girl walks") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses regular past-tense verbs correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses the pronouns <i>his</i>, <i>her(s)</i>, <i>their(s)</i>, and <i>our(s)</i> correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
PRAGMATICS	
<ul style="list-style-type: none"> • Uses greetings and farewells appropriately 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Makes wants and needs known 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Solves simple conflicts/problems 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Requests help when needed 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Can act out different emotions (e.g., happy, sad, mad, scared, frustrated) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Can tell why another person is sad or mad (perspective taking) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

First Grade Speech/Language Checklist *continued*

<ul style="list-style-type: none"> • Demonstrates understanding of nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> • Produces age-appropriate sounds <ul style="list-style-type: none"> ✓ Age 6: /b/, /p/, /m/, /n/, /h/, /w/, /k/, /g/, /d/, /t/, /f/, /y/, /l/, /r/ ✓ Age 7: /sh/, /ch/, /j/, /th/, /v/ 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Produces two sounds of a blend (e.g., /sp/, /sm/, /cl/, /br/) in words 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Speech is understood most of the time 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

SECOND GRADE SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> • Uses common nouns, verbs, and adjectives when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Concepts (e.g., spatial [<i>between, beside, below</i>]; temporal [<i>first, middle, last, finally</i>]; quantity [<i>more, less/fewer</i>]) <ul style="list-style-type: none"> ✓ Comprehends ✓ Uses when speaking 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • Describes <ul style="list-style-type: none"> ✓ Details from text read aloud ✓ Own experience 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>
<ul style="list-style-type: none"> • States category of item 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • States at least one key attribute of item 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • States similarities and differences between two characters in two texts 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> • Answers questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div>

Second Grade Speech/Language Checklist *continued*

<ul style="list-style-type: none"> Asks questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Follows multistep directions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Retells events in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Sequences events (pictures or text) from a story that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Understands past, present, future (e.g., <i>yesterday, today, tomorrow, last week, next month</i>) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
<ul style="list-style-type: none"> Identifies the topic of a story or text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Identifies two details of a story or text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> Answers cause/effect questions about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes predictions using pictures and text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Draws conclusions (infers) about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> States an opinion and a supporting reason 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Second Grade Speech/Language Checklist *continued*

SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> • Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete simple sentences ✓ Speaks in complete compound sentences 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • When speaking <ul style="list-style-type: none"> ✓ Uses some irregular plural nouns ✓ Uses matching verb (e.g., “girls walk” versus “girl walks”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses most irregular past tense verbs correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses the pronouns <i>his</i>, <i>her(s)</i>, <i>their(s)</i>, and <i>our(s)</i> correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
PRAGMATICS	
<ul style="list-style-type: none"> • Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Can state the thoughts, feelings, or motivations of others (e.g., answers “why do you think he/she/they...?”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Changes behavior or response based on others’ nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Solves conflicts/problems with minimal support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Second Grade Speech/Language Checklist *continued*

ARTICULATION	
<ul style="list-style-type: none">• Produces age-appropriate sounds<ul style="list-style-type: none">✓ Age 7: /r/, /l/, /sh/, /ch/, /j/, /th/, /v/✓ Age 8: /s/, /z/	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none">• Speech is understood	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

THIRD GRADE SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses common adjectives and adverbs when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses grade-appropriate vocabulary when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Concepts (e.g., spatial [<i>between, beside, below</i>]; temporal [<i>first, middle, last, finally</i>]; quantity [<i>more, less/fewer</i>]) <ul style="list-style-type: none"> ✓ Comprehends ✓ Uses when speaking 	<div style="margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks and answers factual questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<div style="margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Asks and answers inferential questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<div style="margin-bottom: 5px;"> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers </div> <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Follows multistep directions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Retells key details in sequential order of text presented orally 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Third Grade Speech/Language Checklist *continued*

• Retells events in sequential order including important points	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Understands past, present, future (e.g., <i>yesterday, today, tomorrow, 2 years ago, in 6 months</i>)	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
• Identifies the main topic of text that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Identifies two details supporting the main topic of text that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
• Answers cause/effect questions about academic content that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Makes predictions using pictures and text that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Draws conclusions (infers) about academic content that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• States an opinion and a supporting reason	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• States similarities and differences between two characters in two texts that have been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Compares/contrasts two different points of view	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
• Sentence structure ✓ Speaks in complete simple and compound sentences	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Third Grade Speech/Language Checklist *continued*

<ul style="list-style-type: none"> • Uses most irregular past-tense verbs correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses the pronouns <i>his</i>, <i>her(s)</i>, <i>their(s)</i>, and <i>our(s)</i> correctly when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
PRAGMATICS	
<ul style="list-style-type: none"> • Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Can state the thoughts, feelings, or motivations of others (e.g., answers “why do you think he/she/they . . . ?”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Changes behavior or response based on others’ nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Solves conflicts/problems with minimal support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> • Participates in group work with minimal redirection 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> • Produces all sounds <ul style="list-style-type: none"> ✓ Speech is understood 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

FOURTH GRADE SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses grade-appropriate vocabulary when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Determines the meaning of unknown words using context clues and word parts (e.g., prefix, root, suffix) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks and answers factual questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Asks and answers inferential questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Retells key details in sequential order of text presented orally 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Summarizes events in sequential order, including descriptive details and important points 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Fourth Grade Speech/Language Checklist *continued*

MAIN IDEA	
<ul style="list-style-type: none"> Identifies the main idea of text read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Identifies details supporting the main idea of text read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Explains how specific details support the main idea 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> Answers cause/effect questions about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes predictions using text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Draws conclusions (infers) about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> States an opinion and a supporting reason 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Compares/contrasts two texts on the same topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Distinguishes literal from nonliteral language 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete, compound, and complex sentences using Standard English grammar 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Fourth Grade Speech/Language Checklist *continued*

PRAGMATICS	
<ul style="list-style-type: none"> Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Can state the thoughts, feelings, or motivations of others (e.g., answers “why do you think he/she/they . . . ?”) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Changes behavior or response based on others’ nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Solves conflicts/problems with minimal support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Follows expected behavior for group discussions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Participates in group work 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> Produces all sounds <ul style="list-style-type: none"> ✓ Speech is understood 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

FIFTH GRADE SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses grade-appropriate vocabulary when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Determines the meaning of unknown words using context clues and word parts (e.g., prefix, root, suffix) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks and answers factual questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Asks and answers inferential questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Summarizes text that has been read aloud, including key details in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Summarizes events in sequential order, including descriptive details and important points 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Fifth Grade Speech/Language Checklist *continued*

MAIN IDEA	
• Identifies the main idea of text read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Identifies details supporting the main idea of text read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Explains how specific details support the main idea	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
• Answers cause/effect questions about academic content that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Makes predictions using text that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Draws conclusions (infers) about academic content that has been read aloud to the student	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• States an opinion and a supporting reason	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Compares/contrasts different points of view	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
• Identifies and explains nonliteral language	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
• Sentence structure ✓ Speaks in complete, compound, and complex sentences using Standard English grammar	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Fifth Grade Speech/Language Checklist *continued*

PRAGMATICS	
<ul style="list-style-type: none"> Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses appropriate conversation skills <ul style="list-style-type: none"> ✓ Initiates ✓ Takes turns ✓ Responds on topic 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Can state the thoughts, feelings, or motivations of others (e.g., answers "why do you think he/she/they . . . ?") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Changes behavior or response based on others' nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Solves conflicts/problems with minimal support 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Follows expected behavior for group discussions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Participates in group work 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
ARTICULATION	
<ul style="list-style-type: none"> Produces all sounds <ul style="list-style-type: none"> ✓ Speech is understood 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

MIDDLE SCHOOL (SIXTH, SEVENTH, EIGHTH GRADE) SPEECH/LANGUAGE CHECKLIST

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses grade-appropriate vocabulary when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Determines the meaning of unknown words using context clues and word parts (e.g., prefix, root, suffix) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks and answers factual questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content from multiple sources 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Asks and answers inferential questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content from multiple sources 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Summarizes text that has been read aloud to the student, including key details in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Summarizes events in sequential order, including descriptive details and important points 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Middle School Speech/Language Checklist *continued*

MAIN IDEA	
<ul style="list-style-type: none"> Identifies two or more main ideas of text read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Identifies details supporting the main idea of text read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Explains how specific details support the main idea 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> Answers cause/effect questions about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes predictions using text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Draws conclusions (infers) about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> States an opinion and a supporting reason 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Compares/contrasts two or more themes, settings, characters, events, or points of view using text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Identifies and explains nonliteral language 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete, compound, and complex sentences using Standard English grammar 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Middle School Speech/Language Checklist *continued*

PRAGMATICS	
<ul style="list-style-type: none"> Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses appropriate conversation skills (e.g., initiates, takes turns, responds on topic, offers information): <ul style="list-style-type: none"> ✓ One to one ✓ In groups ✓ Teacher led 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Can state the thoughts, feelings, or motivations of others (e.g., answers "why do you think he/she/they . . . ?") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Changes behavior or response based on others' nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Solves conflicts/problems 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Follows expected behavior for group discussions 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Participates in group work 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

HIGH SCHOOL SPEECH/LANGUAGE CHECKLIST (9TH, 10TH, 11TH, 12TH GRADE)

Student Name: _____ Date of Birth: _____

Completed By: _____ Date: _____

***CHECK ALL SKILLS DEMONSTRATED BY THE STUDENT
AS COMPARED TO SAME-AGE PEERS***

VOCABULARY	
<ul style="list-style-type: none"> Uses grade-appropriate vocabulary when speaking 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Combines words correctly to convey ideas 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Determines the meaning of unknown words and multiple-meaning words using context clues and word parts (e.g., prefix, root, suffix) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
QUESTIONS	
<ul style="list-style-type: none"> Asks and answers factual questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content from multiple sources 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Asks and answers inferential questions <ul style="list-style-type: none"> ✓ In conversation ✓ About academic content from multiple sources 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SEQUENCING	
<ul style="list-style-type: none"> Summarizes text that has been read aloud to the student, including key details in sequential order 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

High School Speech/Language Checklist *continued*

<ul style="list-style-type: none"> Summarizes events in sequential order, including descriptive details and important points 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
MAIN IDEA	
<ul style="list-style-type: none"> Identifies two or more main ideas of text read aloud to the student Identifies details supporting the main idea of text read aloud to the student Explains how specific details support the main idea 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
CRITICAL THINKING	
<ul style="list-style-type: none"> Answers cause/effect questions about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Makes predictions using text that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Draws conclusions (infers) about academic content that has been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> States an opinion and a supporting reason 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Compares/contrasts two or more themes, settings, characters, events, points of view, or texts that have been read aloud to the student 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Identifies and explains nonliteral language 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
SYNTAX/MORPHOLOGY (GRAMMAR)	
<ul style="list-style-type: none"> Sentence structure <ul style="list-style-type: none"> ✓ Speaks in complete, compound, and complex sentences using Standard English grammar 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

High School Speech/Language Checklist *continued*

PRAGMATICS	
<ul style="list-style-type: none"> Asks for clarification as needed <ul style="list-style-type: none"> ✓ During academic instruction ✓ During conversation 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Uses appropriate conversation skills (e.g., initiates, takes turns, responds on topic, offers information): <ul style="list-style-type: none"> ✓ One to one ✓ In groups ✓ Teacher led 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers <input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Can state the thoughts, feelings, or motivations of others (e.g., answers "why do you think he/she/they . . . ?") 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Changes behavior or response based on others' nonverbal language (e.g., facial expressions, body language, tone of voice) 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers
<ul style="list-style-type: none"> Solves conflicts/problems 	<input type="checkbox"/> Below peers <input type="checkbox"/> Same as peers <input type="checkbox"/> Above peers

Provide any necessary additional comments (continue on back if needed):

APPENDIX 4–3

Performance Update

PERFORMANCE UPDATE EXAMPLE (ARTICULATION)

Student's Name: _____ Date: _____

Teacher: _____ Grade: _____

Below are the goals that are being worked on in speech. Your feedback is needed concerning how well the student is doing in your room. Please check the appropriate boxes and return this feedback to _____ by _____.

Goals:

1. Say the /r/ sound correctly in conversation.
2. Say the /l/ sound correctly in conversation.
3. Say the ending sounds in words in conversation.

1. <u>/r/ sound</u>	Yes	No
Does the student:		
• Say the /r/ sound correctly when reading?		
• Say the /r/ sound correctly when talking?		
2. <u>/l/ Sound</u>		
Does the student:		
• Say the /l/ sound correctly when reading?		
• Say the /l/ sound correctly when talking?		
3. <u>Ending Sounds</u>		
Does the student:		
• Say the sound at the end of the word when reading?		
• Say the sound at the of the word when talking?		

Performance Update Example (Articulation) *continued*

On a scale of 1–5, circle how well you can understand the student. (1 is “cannot understand the student”; 5 is “understands the student well at all times.”)					
• When reading	1	2	3	4	5
• When talking	1	2	3	4	5
Comments:					
Overall Classroom Performance:					

PERFORMANCE UPDATE EXAMPLE (LANGUAGE AND ARTICULATION)

Student's Name: _____ Date: _____

Teacher: _____ Grade: _____

Below are the goals that are being worked on in speech. Your feedback is needed concerning how well the student is doing in your room. Please check the appropriate boxes and return this feedback to _____ by _____.

Goals:

1. Comprehends and uses *next to*, *beside*, *under*, *first*, *second*, and *last* concepts.
2. Comprehends and answers *who* and *what* questions.
3. Comprehends and verbalizes categories.
4. Correctly says the /l/ sound in conversation.

1. <u>Concepts: next to, beside, under, first, second, last</u>	Yes	No
Does the student:		
• Understand these concepts?		
• Use these concepts?		
• Are there any basic concepts the student doesn't understand? If so, which ones? _____		
2. <u>Who and What Questions</u>		
Does the student:		
• Demonstrate understanding of <i>who</i> questions?		
• Answer <i>who</i> questions?		
• Demonstrate understanding of <i>what</i> questions?		
• Answer <i>what</i> questions?		

Performance Update Example (Language and Articulation) *continued*

3. <u>Categories</u>	Yes	No
Can the student: <ul style="list-style-type: none"> Name categories when given items from that category? 		
<ul style="list-style-type: none"> Name items in a category? 		
4. <u>/l/ Sound</u> Does the student: <ul style="list-style-type: none"> Say the /l/ sound correctly when reading? 		
<ul style="list-style-type: none"> Say the /l/ sound correctly when talking? 		
On a scale of 1–5, circle how well you can understand the student. (1 is “cannot understand the student”; 5 is “understands the student well at all times.”) <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>		
Comments:		
Overall Classroom Performance:		

PERFORMANCE UPDATE EXAMPLE (LANGUAGE)

Student's Name: _____ Date: _____

Teacher: _____ Grade: _____

Below are the goals that are being worked on in speech. Your feedback is needed concerning how well the student is doing in your room. Please check the appropriate boxes and return this feedback to _____ by _____.

Goals:

1. State the main idea when given three supporting details after a passage has been read to him or her.
2. Underline or state four important details from a passage that has been read to him or her.

1. <u>State the main idea when given three supporting details</u>	Yes	No
Does the student:		
• Do this after the passage is read to him or her?		
• Do this when he or she reads an instructional-level passage independently?		
2. <u>Underline or state four important details from a passage that has been read to him or her</u>		
Does the student:		
• Do this after a passage has been read to him or her?		
• Do this when he or she reads an instructional-level passage independently?		
Comments:		
Overall Classroom Performance:		

PERFORMANCE UPDATE FOR ARTICULATION TEMPLATE

Student's Name: _____ Date: _____

Teacher: _____ Grade: _____

Below are the goals that are being worked on in speech. Your feedback is needed concerning how well the student is doing in your room. Please check the appropriate boxes and return this feedback to _____ by _____.

Goals:

1. _____
2. _____
3. _____

1. _____ Does the student:	Yes	No
• _____		
• _____		
2. _____ Does the student:		
• _____		
• _____		
3. _____ Does the student:		
• _____		
• _____		

Performance Update for Articulation Template *continued*

On a scale of 1–5, circle how well you can understand the student. (1 is “cannot understand the student”; 5 is “understands the student well at all times.”)					
• When reading	1	2	3	4	5
• When talking	1	2	3	4	5
Comments:					
Overall Classroom Performance:					

PERFORMANCE UPDATE FOR LANGUAGE TEMPLATE

Student's Name: _____ Date: _____

Teacher: _____ Grade: _____

Below are the goals that are being worked on in speech. Your feedback is needed concerning how well the student is doing in your room. Please check the appropriate boxes and return this feedback to _____ by _____.

Goals:

1. _____
2. _____
3. _____
4. _____

1. _____ Does the student:	Yes	No
•		
•		
•		
2. _____ Does the student:		
•		
•		
•		

Performance Update for Language Template *continued*

3. _____ Does the student:	Yes	No
•		
•		
•		
4. _____ Does the student:		
•		
•		
•		
Comments:		
Overall Classroom Performance:		

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