

<b>Kindergarten</b>	
Articulation	The student will speak audibly to express thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (K.SL.6)
Fluency	The student will speak audibly to express thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (K.SL.6) Text
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate singular and plural nouns. (K.L.1b)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate verb tenses. (K.L.1b)
Vocabulary	The student will improve vocabulary acquisition skills by identifying words or pictures. (K.L.4)
Categories	With prompting and support, the student will explore word relationships by sorting common objects into categories to gain a sense of the concepts the categories represent. (K.L.5)
Word Relationships	With prompting and support, the student will describe the relationship between pictures in a field of ____ . (K.RL.7)
Basic Concepts	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using the most frequently occurring concepts. (K.L.1e)
Comprehension, WH Questions	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by understanding and using question words. (K.L.1d)
Main Idea/Details	The student will describe familiar people, places, things and events, and with prompting and support, provide additional details. (K.SL.4)
Sequencing	With prompting and support, the student will retell familiar stories, verbally or with pictures, including key details. (K.RL.2)
Multistep Directions	The student will demonstrate command of the conventions of standard English by using the most frequently occurring concepts when following a two-step direction auditorily. (K.L.1e)
Clarifying Questions	The student will confirm understanding of information presented orally or through pictures by asking and answering questions about key details. (K.SL.2)
Pragmatics	The student will participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in a small group. (K.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (K.SL.6)

<b>First Grade</b>	
Articulation	The student will build on other's ideas and express their own thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (1.SL.1)
Fluency	The student will build on other's ideas and express their own thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (1.SL.1)
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate common, proper and possessive nouns. (1.L.1b)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using personal and possessive pronouns. (1.L.1d)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate verb tenses. (1.L.1e)
Vocabulary	The student will improve vocabulary acquisition skills by identifying words or pictures using sentence-level context clues. (1.L.4)
Categories	With prompting and support, the student will explore word relationships by sorting common objects into categories to gain a sense of the concepts the categories represent. (1.L.5)
Word Relationships	With prompting and support, the student will identify connections between pictures or words in a field of ____ . (1.L.5)
Basic Concepts	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using the most frequently occurring concepts. (1.L.1i)
Comprehension, WH Questions	The student will demonstrate comprehension by asking and answering "wh" questions about information presented orally. (1.SL.2)
Main Idea/Details	The student will demonstrate understanding of the central message or lesson, including key details, of text or pictures. (1.RL.2)
Sequencing	With prompting and support, the student will retell familiar stories, verbally or with pictures, including key details. (1.RL.2)
Multistep Directions	The student will demonstrate command of the conventions of standard English by using the most frequently occurring concepts when following a multi-step direction auditorily. (1.L.1i)
Clarifying Questions	The student will confirm understanding of information presented orally or through pictures by asking and answering questions to gain information to clarify misunderstandings. (1.SL.3)
Pragmatics	The student will participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in a small group. (1.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (1.SL.6)

<b>Second Grade</b>	
Articulation	The student will build on other's ideas and express their own thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (SL.1)
Fluency	The student will build on other's ideas and express their own thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (SL.1)
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate irregular plural nouns. (2.L.1b)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using reflexive pronouns. (2.L.1c)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate irregular past verb tenses. (2.L.1d)
Vocabulary	The student will improve vocabulary acquisition skills by identifying words or pictures by using sentence-level context clues. (2.L.4)
Categories	The student will demonstrate understanding of word relationships by identifying real-life connections between words and their use. (2.L.5a)
Word Relationships	The student will demonstrate understanding of word relationships by distinguishing meaning among closely related words. (2.L.5b)
Concepts	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using the most frequently occurring linguistic concepts. (2.L.1e)
Comprehension, WH Questions	The student will recount or describe key ideas or details for information presented by answering and asking "wh" questions. (2.L.2)
Main Idea/Details	The student will tell a story or recount an experience with appropriate facts and relevant descriptive details. (2.SL.4)
Sequencing	The student will retell familiar stories, verbally or with pictures, including key details. (2.RL.2)
Multistep Directions	The student will demonstrate command of the conventions of standard English by understanding simple and compound sentences when following a multi-step direction auditorily. (2.L.1f)
Clarifying Questions	The student will ask and answer questions about what a speaker says in order to clarify meaning, gather information or to gain a deeper understanding of the topic. (2.SL.3)
Problem Solving	The student will demonstrate problem solving skills by evaluating a speaker's point of view, reasoning and using evidence. (2.SL.3)
Pragmatics	The student will participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in a small group. (2.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (2.SL.6)

<b>Third Grade</b>	
Articulation	The student will speak audibly to express thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (SL.1)
Fluency	The student will speak audibly to express thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (SL.1)
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate regular and irregular plural nouns. (3.L.1b)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate subject-pronoun agreement. (3.L.1f)
	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using appropriate regular and irregular verb tenses. (3.L.1d)
Vocabulary	The student will improve vocabulary acquisition skills by identifying words or pictures by using sentence-level context clues. (3.L.4a)
Categories	The student will demonstrate understanding of word relationships by identifying real-life connections between words and their use. (3.L.5b)
Word Relationships	With prompting and support, the student will describe the logical connection between particular sentences and paragraphs in a text or presented information. (3.RI.8)
Basic Concepts	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using the most frequently occurring concepts. (L.1e)
Comprehension, WH Questions	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by asking and answering “wh” questions about information from a speaker. (3.L.3)
Main Idea/Details	The student will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details. (3.SL.4)
Sequencing	With prompting and support, the student will present information that follows a line of reasoning and organization. (3.RL.4)
Multistep Directions	The student will demonstrate command of the conventions of standard English by understanding simple, compound and complex sentences when following a multi-step direction auditorily. (3.L.1i)
Clarifying Questions	The student will engage effectively in a range of collaborative discussions by asking questions to check for understanding of information presented. (3.SL.1)
Problem Solving	The student will demonstrate problem solving skills by evaluating a speaker’s point of view, reasoning and using evidence. (3.SL.3)
Pragmatics	The student will participate in range of collaborative conversations with diverse partners about grade 3 topics with peers and adults in a small group by building on other’s ideas and expressing their own clearly. (3.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (3.SL.6)

<b>Fourth Grade</b>	
Articulation	The student will speak audibly to express thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (SL.1)
Fluency	The student will speak audibly to express thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (SL.1)
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using and formulating complete sentences with appropriate syntactical structures. (4.L.1f)
Vocabulary	The student will improve vocabulary acquisition skills by using content as a clue to the meaning of a word or phrase. (4.L.4a)
Categories	The student will demonstrate understanding of word relationships by demonstrating an understanding of words by relating them to their antonyms and synonyms. (4.L.5c)
Word Relationships	The student will demonstrate understanding of word relationships and nuances in word meanings. (4.L.5)
Figurative Language	The student will demonstrate an understanding of figurative language by recognizing and explaining common idioms, similies and metaphors. (4.L.5ab)
Comprehension, WH Questions	The student will 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 by asking and answering “wh” questions (4.SL.4)
Main Idea/Details	The student will determine a theme of a story, drama or poem from details in the text and summarize the text. (4.SL.2)
Sequencing	The student will present information that follows a line of reasoning and organization such that the listener can follow. (4.SL.4)
Inferencing	The student will refer to details and examples in a text or presented information to determine what the text says explicitly and to make logical inferences from it. (4.RL.1)
Multistep Directions	The student will demonstrate command of the conventions of standard English by understanding simple, compound and complex sentences when following a multi-step direction auditorily. (L.1i)
Clarifying Questions	The student will pose and respond to specific questions to clarify or follow up on information. (4.SL.1c)
Problem Solving	When presented with narrative text, specific informational text or pictures from the student's content area subject, he/she will be able to describe cause/effect and problem/solution of the presented material. (4.RI.5)
Pragmatics	The student will participate in collaborative conversations with diverse partners about grade 4 topics with peers and adults in a small group. (4.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (4.SL.6)

<b>Fifth Grade</b>	
Articulation	The student will speak audibly to express thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (SL.1)
Fluency	The student will speak audibly to express thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (SL.1)
Syntax	The student will demonstrate command of the conventions of standard English grammar and usage when speaking by using and formulating complete sentences with appropriate syntactical structures. (5.L.1)
Vocabulary	The student will improve vocabulary acquisition skills by using content as a clue to the meaning of a word or phrase. (5.L.4a)
Categories	The student will demonstrate understanding of word relationships by demonstrating an understanding of words by relating them to their antonyms and synonyms. (5.L.5c)
Word Relationships	The student will demonstrate understanding of word relationships and nuances in word meanings. (5.L.5)
Figurative Language	The student will demonstrate an understanding of figurative language by recognizing and explaining common idioms, similies and metaphors. (5.L.5ab)
Comprehension, WH Questions	The student will 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 by asking and answering “wh” questions (5.SL.4)
Main Idea/Details	The student will determine a theme of a story, drama or poem from details in the text and summarize the text. (5.SL.2)
Sequencing	The student will present information that follows a line of reasoning and organization such that the listener can follow. (5.SL.4)
Inferencing	The student will refer to details and examples in a text or presented information to determine what the text says explicitly and to make logical inferences from it. (5.RL.1)
Multistep Directions	The student will demonstrate command of the conventions of standard English by understanding simple, compound and complex sentences when following a multi-step direction auditorily. (L.1i)
Clarifying Questions	The student will pose and respond to specific questions to clarify or follow up on information. (5.SL.1c)
Problem Solving	When presented with narrative text, specific informational text or pictures from the student's content area subject, he/she will be able to describe cause/effect, compare/contrast and problem/solution of the presented material. (5.RI.5)
Pragmatics	The student will participate in collaborative conversations with diverse partners about grad 5 topics with peers and adults in a small group. (5.SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (5.SL.6)

## 6<sup>th</sup> through 12<sup>th</sup> Grade

Articulation	The student will speak audibly to express thoughts, feelings and ideas clearly by producing the ____ phoneme in words, sentences and conversational speech within the therapy setting. (SL.6)
Fluency	The student will speak audibly to express thoughts, feelings and ideas clearly by using learned fluency strategies within the therapy setting. (SL.6)
Syntax Vocabulary	The student will use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3)
	The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.4)
	The student will acquire and use accurately grade appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6)
Categories	See elementary goals.
Word Relationships	The student will determine or clarify the meaning of unknown multiple meaning words and phrases based on grade level meaning and content, choosing flexibly from a range of strategies. (L.4)
Basic Concepts	See elementary goals.
Comprehension	The student will cite textual evidence to support analysis of what the text says explicitly drawn from the text. (RI.1)
Main Idea/Details	The student will determine a central idea of a text and how it is conveyed through particular detail. (RI.2)
	The student will provide a summary of the text distinct from personal opinion or judgments. (RI.2)
Sequencing	The student will present claims and findings sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. (SL.4)
Inferencing	The student will cite textual evidence to support analysis of inferences drawn from the text. (RI.1)
Multistep Directions	The student will demonstrate command of the conventions of standard English by understanding simple, compound and complex sentences when following a multi-step direction auditorily. (L.1i)
Clarifying Questions	The student will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.1c)
Problem Solving Pragmatics	The student will interpret presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study (SL.2)
	The student will participate in collaborative conversations with diverse partners about age appropriate topics with peers and adults in a small group. (SL.1)
	The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. (SL.6)