

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year the student will speak in complete sentences using SVO format during conversational interactions related to a level story conversations using visual aids in 7/10 evaluations across for sessions.	Identify story grammar markers for "Thunder Cake". Sequence story w/visual cues. Retell setting, characters, plan, initiating event, character feelings, resolution and character feelings at the end of the story.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year using visuals the student level identified and articulated initial phoneme sounds for pictures presented in 7/10 trials relating to the vocabulary or curriculum across for sessions.	Segment/Blend. (lighting, listening, thunder)
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	The students will categorize items using visuals related to the classroom content area curriculum in 8/10 attempts with general verbal prompts presented by clinician across for sessions.	
3	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will sequence (verbally) story events from a previously read story using visual stimuli and verbal general prompts presented by clinician in 7/10 trials across 4 sessions.	Identify nouns, verbs w/a short paragraph. Will change words into regular or irregular plural words.
3	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, the student will respond to read 2/ DOK questions related to a grade level story previously read with specific to general verbal prompting. Presented by clinicians in 4/5 trials across 4 sessions.	Identify meaning of word given a field of three. Identify meaning of word within a sentence. Identify meaning of word in a paragraph.
3	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, the student (at least 2) will make appropriate comments related to peer discussions regarding content area or grade level (curriculum session)objectives within session opportunities presented across 4 sessions	Using story grammar markers the student will initiate a topic of conversations using appropriate eye contact. Student will maintain topic in 4 out of 5 conversational exchanges. Student will modify the topic using story grammar markers.
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year the student will speak in complete sentences using SVO format during conversational interactions related to a level story conversations using visual aids in 7/10 evaluations across for sessions.	Student will recall and generate 4 out of 5 phrases. Sentences conveying facts of a story using verbal/pictorial/written cues as needed over 3 consecutive sessions.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year using visuals the student level identified and articulated initial phoneme sounds for pictures presented in 7/10 trials relating to the vocabulary or curriculum across for sessions.	Student will generate complete phrases/sentences describing events/characters in story.

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3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	The students will categorize items using visuals related to the classroom content area curriculum in 8/10 attempts with general verbal prompts presented by clinician across for sessions.	
3	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will sequence (verbally) story events from a previously read story using visual stimuli and verbal general prompts presented by clinician in 7/10 trials across 4 sessions.	Student will Describe events by generating sentences in activities.
3	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, the student will respond to read 2/ DOK questions related to a grade level story previously read with specific to general verbal prompting. Presented by clinicians in 4/5 trials across 4 sessions.	Student will respond to questions based on descriptions in story presented using target regular and irregular plural words.
3	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, the student (at least 2) will make appropriate comments related to peer discussions regarding content area or grade level (curriculum session) objectives within session opportunities presented across 4 sessions	
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year the student will speak in complete sentences using SVO format during conversational interactions related to a level story conversations using visual aids in 7/10 evaluations across for sessions.	Identify the story grammar with markers for "Thunder Cake" Will sequence the story "Thunder Cake" with visual cues. Retell setting, characters, initiating even, feelings, resolution and characters feelings at the end of the story in a cohesive manner.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year using visuals the student level identified and articulated initial phoneme sounds for pictures presented in 7/10 trials relating to the vocabulary or curriculum across for sessions.	Will segment 2-4 syllable words (e.g. lightening, thunder) Will blend 2-4 syllable words.
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	The students will categorize items using visuals related to the classroom content area curriculum in 8/10 attempts with general verbal prompts presented by clinician across for sessions.	Will identify the meaning of words within the story with pictorial cues and a sentence. Will identify words given a story sentence. Will identify the meaning of a word given a field of 3-words.
3	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will sequence (verbally) story events from a previously read story using visual stimuli and verbal general prompts presented by clinician in 7/10 trials across 4 sessions.	Will identify the meaning of words within the story with pictorial cues and a sentence. Will identify words given a story sentence. Will identify the meaning of a word given a field of 3-words.

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3	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, the student will respond to read 2/ DOK questions related to a grade level story previously read with specific to general verbal prompting. Presented by clinicians in 4/5 trials across 4 sessions.	Will identify nouns, verbs and plural a short paragraph from a text. Will change words into regular and irregular plurals. Will produce nouns, verbs, regular
3	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, the student (at least 2) will make appropriate comments related to peer discussions regarding content area or grade level (curriculum session)objectives within session opportunities presented across 4 sessions	Using the story grammar markers, the students will initiate a topic of conversations using appropriate eye-contact. Will produce nouns, verbs, regular and irregular plural in their conversational speech.
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year will describe an event or story with 3 key detail in sequential order with appropriate morphological, syntactic structure with 80% accuracy measured with check list.	student will listen to the Big Green Pocketbook and retell the story using 3 key details and sequence words
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one yearwill produce sentences with 1 or more rhymes teaching a 4 line poem with 100% accuracy measured as the product.	He will label a rhyming word for 3 words from the Green/Big/Book
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	In one yearwill increase figurative language identifying / labeling similar metaphors, etc., with 80% accuracy measured by teacher observation	“My whole morning” is in my pocket book.1- Say “everything she did that morning was in the pocketbook”. “Out and about” 2-to be out in the community
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	Within one year, student will retell 3 stories using story grammar markers and relevant vocabulary from the story with visuals fading out with 80% accuracy as assessed by a story retell rubric, vocabulary checklist, and teacher’s observation.	
3	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	Student will recall and generate 4 out of 5 phrases/ sentences conveying facts using verbal/pictorial/written cues as needed over 3 consecutive sessions.	Student will be able to present a story with pictures depicting story and respond to clinician generated questions/verbal prompting, student will generate complete phrases/sentences describing events and characters in the story.

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3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	Student will be able to generate rhyming CVC words when given verbal stimuli in phonological activities presented in 8 out of 10 trials over three consecutive sessions with cueing as needed.	Student will describe events by generating sentences in sentences construction activities, conveying target regular and irregular plural noun.
3	Listening/speaking Participate in collaborative conversations	The student will accurately use numbers of facts and data items in making an oral report.	Within one year a student will retell the story using 8-story markers with 80% or greater accuracy as measured by checklists developed by SLP.	Identify the story grammar markers. Sequence the story with visual cues. Retell setting, characters, initiating event, feelings, resolutions and characters feelings at the end of the story in a cohesive manner.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will be able to rhyme CVC words	Within 1 year the student will segment and blend multi-syllabic grade level words with 80% accuracy as measured with this checklists.	Will segment 2-4 syllable words (e.g. lightening, thunder) Will blend 2-4 syllable words.
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will verbally complete phrases using analogies, similes, and metaphors	Within one year the student will use context cues to determine the meaning of unfamiliar words to improve both reading comprehension and vocabulary with few prompts with 80% or greater accuracy as measured with checklists. Categories, parts to whole, compare /contrast, description.	Will identify the meaning of words within the story with pictorial cues and a sentence. Will identify words given a story sentence. Will identify the meaning of a word given a field of 3-words.
3	Expressive Language Describe events in the order they occurred.	The student will be able to identify the correct usage of regular and irregular plural nouns.	Within one year the student will identify and use syntactical structures in their conversation speech with 80% or greater accuracy as measured by checklists.	Will identify nouns, verbs and plurals a short paragraphs from a text. Will change words into regular and irregular plurals. Will produce nouns, verbs, regular and irregular plurals at the sentence levels and conversational levels
3	Receptive Ask and answer questions about key details in the story	The student will identify the correct usage of regular and irregular plural verbs		

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3	Pragmatic Follow agreed upon rules for discussions	The student will maintain close and modify a topic using appropriate eye contact with provider instructional and peers	Within one year, the student will initiate, maintain, close and modify a topic using appropriate eye- contact with provider and peers with 80% accuracy as measured by checklists. Within one year the student will retell a story using eight story grammar markers with 80% accuracy as measured by checklists	Using the story grammar markers, the students will initiate a topic of conversations using appropriate eye-contact. Will produce nouns, verbs, regular and irregular plural in their conversational speech.
3	Listening/speaking Participate in collaborative conversations	The student will accurately use numbers of facts and data items in making an oral report.	Within one year the student will segment and blend multi-syllabic grade level words with 90% accuracy as measured by checklists.	Identify story telling grammar markers. O2 Sequence story with visual cues O3 retell setting character feelings, plan, initiating events at the end of the story.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will be able to rhyme CVC words	Within one year the student will use context cues to determine the meaning of unfamiliar words to improve both reading comprehension and vocabulary with few prompts with 80% or greater accuracy as measured with checklists.	Segment/Blend. (lighting, listening, thunder)
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will verbally complete phrases using analogies, similes, and metaphors	Within one year the student will identify and use syntactical structures in their conversation speech with 80% or greater accuracy as measured by checklists.	Obj 1 Identify meaning of words, meaning of words within a sentence, and paragraph.
3	Expressive Language Describe events in the order they occurred.	The student will be able to identify the correct usage of regular and irregular plural nouns.		Identify nouns, verbs, plural within short paragraph. Will change words into regular or irregular plural words. Will produce nouns, verbs, plural on the sequence level. Will produce nouns, verbs and plurals in
3	Receptive Ask and answer questions about key details in the story	The student will identify the correct usage of regular and irregular plural verbs		
3	Pragmatic Follow agreed upon rules for discussions	The student will verbally discuss an object in terms of attributes/similarities/comparisons.		Using story grammar markers the student will initiate a topic of conversations using appropriate eye contact. Student will maintain topic in 4 out of 5 conversational exchanges. Student will modify the topic

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3	Listening/speaking Participate in collaborative conversations	The student will accurately use numbers of facts and data items in making an oral report.	In one year using listening comprehension program the student will orally summarize key details with 80% accuracy as measured by student performance.	The student will label and modify story grammar elements. The student will answer wh-questions that correlate to story grammar elements. Students will summarize story elements based on the book.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will be able to rhyme CVC words		Discriminate rhymes choice of 2 minimal pairs, Identify CVC rhymes out of 2 or 3 CVC words, Produce CVC rhymes from the book.
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will verbally complete phrases using analogies, similes, and metaphors		Student will use context clues to decipher meaning of target words. Provider will define vocabulary words with examples student will restate definition in their own words. Students will understand meaning and
3	Expressive Language Describe events in the order they occurred.	The student will be able to identify the correct usage of regular and irregular plural nouns.	In one year using a phonology program will identify and produce CVC rhymes with 80% accuracy in 2-3 sessions as measured by student performance.	
3	Receptive Ask and answer questions about key details in the story	The student will identify the correct usage of regular and irregular plural verbs		
3	Pragmatic Follow agreed upon rules for discussions	The student will verbally discuss an object in terms of attributes/similarities/comparisons.		
3	Listening/speaking Participate in collaborative conversations	The student will accurately use numbers of facts and data items in making an oral report.		Identify story grammar elements. Answer wh questions about the story.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will be able to rhyme CVC words		Discuss rhymes when given choice of 2 min pair words. Identify CVC that rhyme. Produce word that rhymes with target CVC word.
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will verbally complete phrases using analogies, similes, and metaphors		Student will use context clues to attempt to identify the meaning if a target word. Student will understand meaning of analogy. Student will provide analogy for a chosen word.
3				

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3	Expressive Language Describe events in the order they occurred.	The student will be able to identify the correct usage of regular and irregular plural nouns.		
3	Receptive Ask and answer questions about key details in the story	The student will identify the correct usage of regular and irregular plural verbs		
3	Pragmatic Follow agreed upon rules for discussions	The student will verbally discuss an object in terms of attributes/similarities/comparisons.		
3	Listening/speaking Participate in collaborative conversations	The student will accurately use numbers of facts and data items in making an oral report.		Students will respond wh questions about the story. Students will identify story elements. Students will use story elements/grammar to summarize a story.
3	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will be able to rhyme CVC words	Within one year students will identify and produce CVC words 80% of the time as measured by checklists. Within one year student will complete phrases using analogies, 80% of the time as measured by checklists. Within new year, student will identify and use regular and irregular plural nouns with 80% accuracy as measured by structure and checklist.	Students will discriminate between rhyming and non-rhyming words. Students will identify CVC words that rhyme. Student will produce CVC words that rhyme.
3	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will verbally complete phrases using analogies, similes, and metaphors		Students will use context clues to attempt to identify target words. Students will understand the meaning of an analogy. Students will understand the relationship between analogies and vocabulary used.
3	Expressive Language Describe events in the order they occurred.	The student will be able to identify the correct usage of regular and irregular plural nouns.		
3	Receptive Ask and answer questions about key details in the story	The student will identify the correct usage of regular and irregular plural verbs		
3	Pragmatic Follow agreed upon rules for discussions	The student will verbally discuss an object in terms of attributes/similarities/comparisons.		

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4	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year the student will speak in complete sentences using SVO format during conversational interactions related to a level story conversations using visual aids in 5/10 evaluations across for sessions.	Student will correctly sequence the story "Johnny Appleseed" Will answer "wh"- questions. Give main idea, supporting details about the story. Retelling story events using pictures. Retelling stories without pictures using nominal language.
4	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year using visuals the student level identified and articulated initial phoneme sounds for pictures presented in 7/10 trials relating to the vocabulary or curriculum across for sessions.	Given a list of words, student will clap out the number of syllables in teacher presented words from the story. Students will put slash line between syllables to identify the number of syllables in the words.
4	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	The students will categorize items using visuals related to the classroom content area curriculum in 8/10 attempts with general verbal prompts presented by clinician across for sessions.	
4	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will sequence (verbally) story events from a previously read story using visual stimuli and verbal general prompts presented by clinician in 7/10 trials across 4 sessions.	Student answer wh-questions after listening to story, using selected paragraphs. Student will retell the events of the story using nominal language.
4	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, the student will respond to read 2/ DOK questions related to a grade level story previously read with specific to general verbal prompting. Presented by clinicians in 4/5 trials across 4 sessions.	
4	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, the student (at least 2) will make appropriate comments related to peer discussions regarding content area or grade level (curriculum session)objectives within session opportunities presented across 4 sessions	
4	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year , the student will verbally retell orally presented information, including 3 key details while working with a peer or teacher with 80% accuracy, measured by teacher provided checklist.`	Obj. 1: Answer simple "wh" questions (Who, where, when, why, how) Obj. 2: Sequence of events (Beginning, middle, end) Obj. 3: Describe key scene (using 1-2 details), conflict, solutions.
4	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year, student will divide multisyllabic words into syllables with 80% accuracy, measured by teacher provided observations	Obj. 1: Consonant and vowel (letter to sound correspondence) Obj. 2: How many syllables do you hear? (clap syllables) Obj. 3: They (student) divides word into syllables (verbally).

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4	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	In one year, student will define and use key vocabulary words from the text, through classification, categorization and association skills with 80% accuracy measured by provider checklist.	1. Identify unknown words (discuss any word association prior knowledge). 2. Identifying words with same /different meanings (synonyms and antonyms) 3. Use more vocabulary words in context of story and in a novel way. (pounce, scuffle, disguise, clamor)
4	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will verbally state or write the main idea of a story/text during group or independent work with 80% accuracy, measured by provider checklist	1. give a choice of 3, correctly identify main idea. 2. Using a graphic organizer to write main idea. 3. Write theme statement.
4	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, student will determine the main idea by answering "wh" questions with 80% accuracy as measured by checklist.	1. who, what, when, where, why. 2. Problem. 3. Solution.
4	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, student will appropriately attend to the speaker-listener responsibilities for ____ number of verbal exchanges with 80% accuracy as assessed by provider observation /checklist.	1. talking (discussing) favorite parts of story. 2. If you could change a part of the story, what would it be? 3. What lessons are learned?
4	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	Within one year the student will identify and use syntactical structures in their conversation speech with 80% or greater accuracy as measured by checklists. the student will verbally retell orally presented information, including 3 key details while working with a peer or teacher with 80%	Paraphrase a short message. Paraphrase a paragraph of text. Paraphrase a page of text.
4	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year, student will divide multisyllabic words into syllables with 80% accuracy, measured by teacher provided observations	Target Words: Word segmenting and blending. I.D. meaning of prefixes/ suffixes. I.D. Morphological endings.
4	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	In one year, student will define and use key vocabulary words from the text, through classification, categorization and association skills with 80% accuracy measured by provider checklist.	Classification of words. Categorization of words. Association.
4	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will verbally state or write the main idea of a story/text during group or independent work with 80% accuracy, measured by provider checklist	Identify the main idea of sentences. Identify the main idea of a paragraph and 2 supporting details. Identify the main idea of a short passage with 3 supporting details.
4	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, student will determine the main idea by answering "wh" questions with 80% accuracy as measured by checklist.	

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4	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, student will appropriately attend to the speaker-listener responsibilities for ____ number of verbal exchanges with 80% accuracy as assessed by provider observation /checklist.	
4	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	Within one year the student will identify and use syntactical structures in their conversation speech with 80% or greater accuracy as measured by checklists.	Student will correctly sequence the story "Johnny Appleseed" Who, what, when , where. Give main idea, supporting details about the story. Retell the story events using pictures.
4	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year, student will divide multisyllabic words into syllables with 80% accuracy, measured by teacher provided observations	
4	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	In one year, student will define and use key vocabulary words from the text, through classification, categorization and association skills with 80% accuracy measured by provider checklist.	
4	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will verbally state or write the main idea of a story/text during group or independent work with 80% accuracy, measured by provider checklist	
4	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, student will determine the main idea by answering "wh" questions with 80% accuracy as measured by checklist.	
4	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, student will appropriately attend to the speaker-listener responsibilities for ____ number of verbal exchanges with 80% accuracy as assessed by provider observation /checklist.	
4	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listen responsibilities in a discussion with peers	In one year, the student will verbally retell orally presented information, including 3 key details while working with a peer or teacher with 80% accuracy, measured by teacher provided checklist.`	
4	Language/Phonology Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	In one year, student will divide multisyllabic words into syllables with 80% accuracy, measured by teacher provided observations	

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4	Semantic Sort common objects into categories to gain a sense of the concepts the categories represent	The student will identify and use vocabulary related to the K Level content area curriculum through classification, categorization and association skills	In one year, student will define and use key vocabulary words from the text, through classification, categorization and association skills with 80% accuracy measured by provider checklist.	
4	Expressive Language Describe events in the order they occurred.	The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when.	In one year, the student will verbally state or write the main idea of a story/text during group or independent work with 80% accuracy, measured by provider checklist	
4	Receptive Ask and answer questions about key details in the story	After listening to a book that is read, the student will answer a number of questions about the story.	In one year, student will determine the main idea by answering "wh" questions with 80% accuracy as measured by checklist.	
4	Pragmatic Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	In one year, student will appropriately attend to the speaker-listener responsibilities for ____ number of verbal exchanges with 80% accuracy as assessed by provider observation /checklist.	
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____minutes regarding a story heard	Within 1 year students will summarize a text read by paraphrasing key ideas in 4/5 trials that measured by provider observations and checklists.	Obj. 1 Paraphrase a short message(1 paragraph) Obj. 2 Paraphrase a page of text Obj. 3 Paraphrase a page of text, techniques, take notes, use charts, graphs.
4	Phonology Use combined knowledge of all letter sound correspondences, syllabication patters and morphology to read accurately unfamiliar multi syllabic words in and out of context	The student will be able to divide ____ number if multi-syllabic words into syllables	Within 1 year students will be able to segment multi-syllabic words into syllables out of a text to read novel words using sound correspondence, syllabification patterns and morphology with 80% accuracy as measured by checklists.	Obj. 1 Word segmenting and blending Obj. 2 i.d. meaning or prefixes and suffixes Obj. 3 i.d. Morphological endings
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	Within 1 year student will determine the meaning of words and phrases of a text to improve comprehension using classification, categorization, and association with 80% accuracy as measured by checklists.	Obj. 1 Classification of words Obj. 2 Categorization of words Obj.3 association

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4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	Within 1 year students will explain the main idea and 3 supporting details of a text using graphic organizers with 80% accuracy as measured by provider observations and checklists.	Obj. 1 Identify the main idea/ key words of sentences. Obj 2 Identify the main idea of a paragraph and 2 supporting details. Obj 3 Identify the main idea of a short passage with 3 supporting details. Highlighter, graphic organizer.
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	The student will present an oral review for ____ minutes regarding a story heard		Students will correctly sequence the story, will answer "wh" questions, give main idea, supporting details about the story, retell story events using pictures, retell story without pictures using nominal language.
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patters and morphology to read accurately unfamiliar multisyllabic words in and out of context	The student will be able to divide ____ numbers of multi-syllabic words into syllables	In one year `Students will divided 20 words multi syllable words with syllables with 80% accuracy as measured by checklists using clapping, tapping.	Given a list of words, student will clap out the number of syllables in teacher presented words from the story. Students will put slash line between syllables to identify the number of syllables in the words. Students will correctly syllabic read multiple words independently with minimal prompts.
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.		
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	In one year students will identify four main ideas and supporting details of a story with 80% accuracy as measured by checklists rubric.	Students will answer wh-questions after listening to a story, using selected paragraphs. Students will retell the events of the story using nominal language.
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	In one year the students will take topic and maintain topic during the discussion for at least 5 exchanges.	

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	The student will present an oral review for ____ regarding a story heard	In one year the student will retell the story in sequence using temporal concepts (before, after, first, last, then next) 80% of the time as measured by observational checklists.	Student will correctly answer wh-questions about the story including the main idea and details. Student will sequence narrative pictures. Student will retell the story using temporal concepts without pictures.
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multi-syllabic words in and out of context	The student will be able to divide ____ number if multi-syllabic words into syllables	In one year, the student will divide 20 multi-syllabic words and syllables with 80% accuracy over three consecutive sessions as measured by an observational checklist.	Student will clap out correct number of syllables from teacher presented words from the story. Student will write a slash mark to identify syllables in each multisyllabic word. Student will correctly read multi-syllabic words given minimal prompts
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.		
4	Expressive Language Explain the main idea of a text, story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	In one year, student will identify the main idea and three-five supporting details of a story with 80% accuracy over three consecutive sessions as measured by an observational checklist.	Student will correctly answer wh-questions about the story. Student will identify the main idea of a passage within a story. Student will identify supporting details of the main idea in each passage. Students will identify main idea and supporting details of the story.
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	In one year, student will take turns and maintain a topic of discussion during at least 5 exchanges with 80% accuracy over three consecutive sessions as measured by an observational checklist.	
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____ minutes regarding a story heard		

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multi syllabic words in and out of context	The student will be able to divide ____ number if multi-syllabic words into syllables		
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.		
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	In one year will identify the main idea with 4-5 supporting details from the story with 80% accuracy as noted in session notes, and teacher made checklist.	Will answer all the appropriate wh-questions as presented by teacher, to demonstrate auditory comprehension. Will derive main idea of a single page for many pages through out the book. Will identify supporting ideas that underline the main idea. Will identify the main idea of the entire story with 4-5 supporting story details.
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	In 1 year will appropriately turn take small group discussion. 5 exchanges during with 80% accuracy over 3 consecutive sessions as measured by observational checklist, as found in session notes.	
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____minutes regarding a story heard	Within one year the student will retell the story using 8 story grammar marker with 80% accuracy as measured by clinician checklist.	Obj. 1 Identify the story grammar components for the story. Obj. 2 Sequence major events in theory from beginning, middle and end using pre- written sentences from the story. Obj. 3 Student will formulate basic statements to retell character, setting, etc. with visual cues and carrier phrase: The story takes place..., the action starts...

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multi syllabic words	The student will be able to divide ____ number if multi-syllabic words into syllables	Within one year the student will segment and blend multi-syllabic grade level with 80% accuracy using checklists.	Student will segment 2-4 syllable words. Student will blend 2-4 syllable words when presented through auditory channel.
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	Within one year the student will use contextual clues to determine the meaning on an unfamiliar words to improve both reading comprehension and vocabulary with 80% accuracy using checklist.	Obj. 1 Identify new word in a field of 3 possible hen given a descriptive sentence from book. Obj 2 student will provide definition of vocabulary word when descriptive sentence is given.
4	Expressive Language Explain the main idea of a text, story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.		
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.		
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____minutes regarding a story heard	Within 1 year students will orally retell with 90% accuracy and orally presented story telling graphic organizers to record wh-events in the story.	Picture walk prior to read. Given graphic organizers with who, where. Students will record who's what information. Using sentence ships student will write events sequentially. Using graphic organization sheets and sequenced events students will retell story lines.
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multi syllabic words in and out of context	The student will be able to divide ____ number if multi-syllabic words into syllables	Within a school year, student will identify initial and final consonant sounds in target words in 3 non consecutive sessions with 80% accuracy as measured by provider checklists and teacher/provider observations.	Obj 1 Identify sound/symbol consonants in a story, Obj 2 How many sounds do the student hear when verbally presented.

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	By June student will identify and use at least 20 new vocabulary words through categorization, description, associative skills with 80% accuracy as assessed by structured observations.	Categorize by size, categorize by character, describe environment in story, describe moods, feelings, emotions of main character,
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	The student will comprehend and use verb tense , regular and irregular past tense via sequencing and relating information, from the story with 75% accuracy as asserted by structured observations.	Obj 1 Given a graphic organizer the student will sequence the story. Obj 2 Using the completed graphic organizer the student will use progressive verb tense regular, and irregular past tense. Obj3 The student will answer orally
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	Within 1 year the student will use "author's Role' to ask questions and answer questions of peers and adults with 90% accuracy using eye contact, taking turns, and listening as measured by checklists as measured by 4/5 sessions.	Intro - Author's Role - What would you ask? Set up Visual Board Intro Clinician. Read book using what would you ask chart. Children can ask questions. Have a child read a book with a clinician prompts or cues as needed. Have peers and clinician ask questions taking turns, raising hand, waiting turn. Have peers partnered to discuss favorite character, event in the story. Clinician to move around-hastening observation intercepting.
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____minutes regarding a story heard	Within 1 year student will present an oral review for 2 minutes in order to retell a portion of a story heard 3/5 trial using a checklist.	
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patters and morphology to read accurately unfamiliar multi syllabic words in and out of context	The student will be able to divide ____ number if multi-syllabic words into syllables	Within 1 year student will divide 10 multi-syllabic words into syllables to increase reading efficiency using a checklist with 80% accuracy.	

Grade	Core Curriculum	Goal	Speech/ Language Smart Goal	Intervention Ideas
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	Within 1 year student will identify and use grade 4 content related vocabulary through classification, categorization, and to determine the meaning of words in a text with 80% accuracy using teacher made materials.	Identify the story grammar elements
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	Within 1 year student will orally retell a story by discussing the main idea and supporting details with 80% accuracy using a detailed checklist.	Locating context clues
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story	Within 1 year the student will discuss main idea of a story in order to present an oral review of the story with 80% accuracy using a teacher made license.	Pre-discussion
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.		Turn taking
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____minutes regarding a story heard	On one year student will be able to paraphrase portions of a text read aloud or information presented in diverse media formats for 3 to 5 minutes 90% of the time as measured by a stopwatch.	
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patters and morphology to read accurately unfamiliar multi syllabic words	The student will be able to divide ____ number if multi-syllabic words into syllables	In one year student will be able to divide 8 out of 10 multi-syllabic words not syllables as measured by observation checklist.	
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	In one year a student will be able to decode and comprehend grade 4 curriculum based vocabulary as measured by observation checklist and teacher based consultation.	
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	In one year student will be able to orally state and write the main idea of a fiction or nonfiction text with 75% accuracy as measured by observations and teacher consultation.	

4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story		
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	In one year student will demonstrate 3 to 5 conversational exchanges during turn and talk periods using learned curriculum based vocabulary as measured by provider checklist and observation.	
4	Listening/speaking Paraphrase portions of a text read aloud or information presented in diverse media formats	Students will present an oral review for ____ minutes regarding a story heard	After each third of a story is verbally presented, the student will retell that portion in 5 sentences with 80% accuracy.	
4	Language Phonology Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multi syllabic words	The student will be able to divide ____ number if multi-syllabic words into syllables	The student will segment and blend new vocabulary words with 80% accuracy	
4	Semantic Determine the meaning of words and phrases as they are used in a text	The student will identify and use vocabulary related to the grade 4 content area through classification, categorization, and association.	The student will explain the meaning of 10 vocabulary words from the story with 80% accuracy.	
4	Expressive Language Explain the main idea of a text. story and how it is supported by key details, summarize	The student will present an oral review discussing the most important part of a story.	The student will categorize targeted words into musical instruments, occupations, or buildings with 80% accuracy.	
4	Receptive Determine the main idea of a text/story	The student will present an oral review discussing the main ideas of a story	The student will verbally explain the main idea of the story and include supporting details in 5 sentences with 80% accuracy	
4	Pragmatic Conversation turn taking for multiple exchanges within the same topic	The student will use learned techniques and learned targeted vocabulary for responsive discourse to maintain a topic, transition from one topic to another.	The student will verbally describe the major character traits of the most significant character within 3 targeted conversations with 80% accuracy.	