Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
K	**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 retell story using picture books and pictures
K	**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 retell a grade level narrative in the right order, given visual stimuli, with less than 2 verbally cues in 3 consecutive sessions.	*Will orally retell the story through their own pictures and verbal explanations. *Will orally retell the story through their own pictures and verbal explanations. *Will retell the story without any visuals.
K	**Expressive Language** Describe events in the order they occurred.	Ask/Answer questions about key details in the story after listening to a book that is read, the student will answer __ questions about the story.	In one year, after listening to a book that is read, student will answer 10 questions about a story presented will 80% accuracy for 5 stories as measured by data collection.	
K	**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, student will verbally identify the beginning, middle and end of a story, provided w/pictures in 3/5 trials.	
K	**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, student will sequence 4 part story cards and narrate the storyline utilizing transition words (first, then , next, and finally) w/ at least 80% accuracy.	*When provided visual and verbal cues, student will sequence 3 story line cards and narrate the storyline utilizing the transition words "first, next/then, finally/ following clinician model w/at least 80% accuracy.
K	**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, student will retell a story presented verbally in sequential order with 80% accuracy as measured by provider checklists.	*Story retell using prompts or pictures in sequential order *Tell me the story using temporal concepts *Tell story - present progressive *Tell story - past tense.
K	**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 student will retell stories with visual and auditory prompts with 80% mastery.	*Retell stories, relate personal story and compare and contrast, two stories, incorporate story elements.
K	**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.		*Retell sequence of story given pictures and temporal markers

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K	**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.		
K	**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.	Within one year student will arrange 3-4 pictures in the correct order and verbally describe each, given VC's as needed with a monitored by SLP using teacher made	
K	**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 prove a previously read story using visual stimuli and verbal prompts presented by clinician in 7/10 trials across 4 sessions.	As inferential questions. Bullying discussion, commenting, taking turns peer talk etc.
K	**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.		
K	**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.	Within one year, the student will sequence and relate information orally in a logical manner when telling a story from visually presented stimuli with 80% accuracy and be assessed by teacher made materials.	
K	**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.	Within one year student will describe sequential events in a story orally presented by the SLP, making sure to name the essential elements of the story with 80% accuracy in 2/3 stories as measured by the speech and language provider	
K	Label, Compare and Contrast	In one year, the student will retell a grade level narrative in the right order, given visual stimuli, with less than 2 verbal cues in 3 consecutive sessions.	In one year the student will answer 4/5 literal "WH" questions about a story read orally to the child across 3 sessions.	*Will sequence a story given visuals. *Will orally retell the story through their own pictures and verbal explanations. *Will retell the story without any visuals.
K	**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.	Specific prompts when needed *Using character names the student will identify and make sound relationships for initial sounds while articulated appropriately. *How many letters in characters name. *Break into syllabus. *blend sounds

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	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.	In one year, student will sequence and relate information presented orally in a logical manner when telling a story from visual presented stimuli with 80% accuracy for 5 trials as measured by data collection.	
K	**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, the student will identify consonants in CVC words when presented orally in 8/10 trails over 3 consecutive sessions as measured by checklist.	*Sound-Symbol correspondence. *What sounds do you hear?
K	**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 verbally identify the initial, medial and final position of letters in CVC words w/80% accuracy independently.	
K	**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's time, student will identify 26 letter and their corresponding sounds w/at least 80% accuracy.	*When provided, visual and verbal and auditory cues, student will identify long vowel sounds and their associated orthographic (letter) symbols, w/at least 80% accuracy.
K	**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 demonstrate understanding of one to one letter sound correspondence with 80% accuracy as measured by provider observations and data collection.	*How many sounds in these words: Victoria, Rita, Jo *Segmenting, Jo, Rita, Victoria *Identifying beginning letter sound *Identify ending letter sound
K	**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 identify letters and associated sounds in response to teacher prompts using picture cards and teacher checklists with 80% mastery.	*using vocabulary *Identify initial and final sounds segmenting and blending.
K	**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 identify phonemes of single syllable with 70% accuracy across 4 sessions	*Identify initial medial and final sounds *Add or substitute phonemes in simple words in book.
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make		

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	With one years time the student will identify 15 letters of the alphabet (Capital/lowercase) Plus produce their corresponding sound, given kinesthetic visual as monitored by SLP. Pre/Post testing.	Match Capital to Lowercase letters Introduce body movement (sounds in motion) Corresponding sounds Sort pictures based on sound Produce another word with that sound
K	**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 will identify and articulate initial phoneme sounds for pictures presented in 7/10 trials relating to the vocabulary or curriculum across 4 sessions.	Specific prompts when needed *Using character names the student will identify and make sound relationships for initial sounds while articulated appropriately.*How many letters in characters name.
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make		
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make		
K	**Language/Phonology** Demonstrates basic knowledge of 1:1 letter sound correspondence	the student will identify the 26 letters and the associated sounds they make	Within one year student will identify / discriminate basic letter / sound associations in simple words (CVC combinations) as measured by the SLP in 4/5 opportunities as assessed by speech teacher and classroom teacher.	
K	**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.	A response to "WH" questions specifically who questions, The Student Will . Respond using full and complete sentences in SVO format regarding story characters
K	**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 listen with their whole body to a teacher presented story for 5 minutes with 2 or less verbal cues in 3 consecutive sessions.	*Will Listen for 2 minutes with no more than 2 visual and verbal cues. *Will answer simple "WH' questions based on one sentence heard.
K	**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 answer literal WH-questions given visual cues literal WH-questions given visual cues and cues to attend during structured activities with 70% accuracy over 3 consecutive sessions as measured by checklist and teacher/provider observations.	*Who questions *Where questions *What - doing questions

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Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
K	**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, student will answer "Wh" questions regarding a story read aloud to have a discussion with peers, w/80% accuracy, independently.	
K	**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 years time student will engage in 3 reciprocal interchanges 2/peers pertaining to the events/details of a story in at least 4/5 trials.	*When provided visual and verbal cues, student will "WH" who, what, where *Ask a question *Answer a question pertaining to the details/events of a story read aloud w/ at least 80% accuracy.
K	**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 in speech the student will listen to a short story with illustrations and respond to simple "wh" questions using 3 - 5 word references to discuss/ verbal details of the story 4/5 times through observation checklist using visual and verbal prompts.	*Sit, Attend, listen, hands to self. *Respond to "wh" questions. *Look at illustrations. *Produce 1-3 word references *Draw pictures about story book
K	**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 , student will attend to speaker listener responsibilities in a discussion with peers for 10 minute intervals in 2/3 trials over 4 consecutive sessions as measured by provider checklists.	*Attend to session, clinician/peers *Whole body listening *Use of turn taking, how would you feel if you were Chrysanthemum?
K	**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 Student will identify characters, setting problems and solution in response to wh questions with 80% mastery by teachers checklist.	*Using a personal experience tell story relating your experience of fear. *Identify story elements and definitions. *Identify, vocabulary words *Read story
K	**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 and will attend the speaker listener responsibility. Ask and answer 5-7 questions about key details in a story with 90% accuracy as measuring by teacher clinician	*Whole body listening *2-3 Turn-taking exchanges *Asking 1-2 "wh" questions about text
K	**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, student will name story grammar elements (i.e. stetting, character) after listening to an orally presented story given verbal/in 8/10 trials across 3 sessions.	*Who - nouns- people, animals and things *Where - places *When - time morning, afternoon, night month, seasons.
K	**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 student will take in the direction from speaker and comment. In 3 out of 4 trials, given 1-2 clinical cues as using monitored by SLP using checking of correct responses.	Review parts of body involved (eyes, nose, mouth, back, feet, hands) Using visual support (sounds in motion sheet) Students will comment on "likes"
K	**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 lending verbal aids in 5/10 evaluations across 4 sessions	A Response to "Wh" questions Specifically who questions, TSW (The Student Will) Respond using full and complete sentences in S- VOW format regarding story characters.

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Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
K	**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		
K	**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 listen to a teacher presenting story 90% of the time and will attend to speaker/listener discussions with peers to be assessed by observation check list.	
K	**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 listen to a teacher presenting story and will attend to speaker listener responsibilities responding to fact questions as measured by the SLP with 2 correct answers out of 3 consecutive opportunities.	Seating - Mouth closed, quiet body, eye contact Turn taking - SLP states questions to cause student to respond. Language Making sure children understand "Wh" when using their chronological development.
K	**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	Bullying discussion commenting taking turns peer talk etc.
K	**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 will appropriately attend to the speaker - listener responsibilities for 3/5 verbal exchanges as measured by teacher observation for 5 sessions.	
K	**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's time, student will engage in 3 verbal interchanges w/a peer following agreed upon speaker - listener responsibilities.	*When provided clinician model, student will engage in 3 verbal interchanges w/ a peer to exchange information regarding a text read aloud, w/at least 80% accuracy performance will be measured through data collection on individual checklist's). (i.e.: in classroom and/or small group setting)
K	**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 demonstrate appropriate use level pragmatic skills by attending to the speaker - listener for 8/10 verbal exchanges as measured by provider observations and data collection.	*turn taking - take turns listening and describing a time someone was mean/kind *Show good listening/speaking *Discussion - Topic maintenance - Ask a question - make a statement.
K	**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 students will use turn-taking skill to collaboratively complete an activity following directions with 80% mastery with teacher charting.	*Using story props *Will follow directions to retell story.

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K	**Pragmatic** Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.		*Topic to discuss details with visual cues to identify speaker and listener roles. As questions to peers when provided with a "wh" question starters. When provided with higher level thinking questions use turn- taking strategies to answer questions.
K	**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 look at the speaker, wait a turn to speak when engaging in a conversation/discussion over 3-4 sessions given visual/verbal cues as needed.	*Turn and talk, visuals *Are you looking at the speaker? Waiting a turn for discussion. *Focused on topic and commenting appropriately.
K	**Pragmatic** Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.		
K	**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 will make appropriate comments related to peer discussions regarding content area or grade level curriculum session objectives within session opportunities presented across 4 sessions.	
K	**Pragmatic** Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.	Within one year the student will appropriately attend to the speaker-listener responsibilities for no verbal exchanges with 80% mastery and to be assessed by observation check list.	
K	**Pragmatic** Follow agreed upon rules for discussions	The student will appropriately attend to the speaker-listener responsibilities for a number of verbal exchanges.		
K	**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.	*Ask inferential questions what could he/she done to feel better? *How would you have felt if someone was making fun of you, or a friend? *What should the teacher do about the bullying

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K	**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 answer 4/5 literal "WH" questions about a story read orally to the child across 3 sessions.	
1	**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's time, student will answer basic "who, what and where" questions pertaining to the story read aloud w/at least 80% accuracy.	*When provided visual and verbal cues, student will answer "where"(location/setting) questions pertaining to the details of a story read aloud w/at least 80% accuracy in 4/5 trials.
1	**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 be able to answer wh questions related to an orally presented story in 9/10 trials as measured by providers observations and data collection.	*Discussion of meanness/kindness *what did Victoria do to hurt chrysanthemum's feelings? *Draw pictures and show feelings with expression. *Identify story grammar markers basic)
1	**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 respond to "wh" questions with 80% mastery and speech checklist.	*Respond to who, what where, when, why. *focus on increasing MLU.
1	**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.		*Match pictures with short sentence to story read aloud. *Order/sequence of pictures with short sentence to story read aloud. *Retell story using pictures paired of story read aloud with sentences.
1	**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.		
1	**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.	With one year after listening to a grade level story he/she will ask and answer a variety of "Wh" 80% accountability in consecutive sessions as monitored by therapist using SLP observation.	

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
	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 level 2 DOK questions related to a grade level story previously read with specific to general verbal prompting presented by clinician in 4/5 trials across 4 sessions.	Ask inferential questions - what's could have the character done to feel better? How would you have felt if someone was making fun of you or a friend?
	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.	Within one year after listening to a book that is read. The student will answer 5 questions about the story with 80% mastery to be assessed by observation checklist.	
1	**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.		
1	**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.	Categorize things are due in the morning Examples, Eat breakfast, get dressed, wake up, afternoon, eat lunch, come home from school, have a snack, do homework, Take a bath, go to sleep.
1	**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, the student will label pictured vocabulary related to the K level content area curriculum and display association skills with 80% all across 3 sessions.	Label a given picture. Compare and contrast the 3 goals.
1	**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, the student will identify and use vocabulary related to the K level content area curriculum through classification categorization and association skills with 85% accuracy over 3 consecutive sessions as measured by teacher checklist.	*Book- the three billy goats gruff *categorize goats by size, color, over/under
1	**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 sort common nouns (person, Place, thing) into categories w/80% accuracy, independently.	
1	**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's time, student will verbally identify at least 5 categorical item and sort items according to categorical features, w/at least 80% accuracy.	*When provided visual and verbal cues, student will identify 5 or more locations/habitats and sort these items according to associated inhabitants with at least 80% accuracy(i.e.. Princess/castle dragon/cave animals/forest).

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	**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 use grade level specific vocabulary through classification, categorization and association, skills in 8/10 trials as measured by pre and post tests.	*Present vocabulary from story - pre and post test *Relate story using specific details using vocabulary words and objectives.
1	**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 classify vocabulary associated with a Kindergarten level content.	*Fall vocabulary, holiday, clothing, weather words. *Show pictures to elicit vocabulary words for fall activities, clothing, weather and holiday related words.
1	**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		*identify categories of a story and what they mean (setting, characters) *Identify elements of content story *label elements of content story
1	**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 name the category as well as items within a specific category when presented with pictures/ subjected in 8/10 trials across 3 sessions.	*Categories, nouns, verbs pertaining to story princess and the pea.
1	**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 classify and categorize items/objects based on similarities given monitored by SLP's checklists.	Recognized objects items in pictures (spoon, fork, watering can, knife, case, pot) describe objects Location/where we find items/objects. Identify which item does not belong in a group.
1	**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.	Using pacing visuals to retell story sequentially Using visuals specific to school day to retell events during school day.
1	**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		
1	**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		

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	**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	Within one year student will define and use 20-30 grade appropriate vocabulary words with prompts with 80% accuracy. As assessed by speech teacher and classroom teacher.	
1	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.	Using a personal experience tell story relating your experience of fear. Identify story elements and definitions. Identify vocabulary words read in the story. Turn and Talk.
1	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.	Using vocabulary to identify initial and final sounds segmenting and blending.
1	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.	Fall vocabulary, holidays, clothing, weather words. Show pictures to elicit vocabulary words for fall activities, clothing, weather holiday related words.
1	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.	Retell stories, relate personal story and compare and contrast two stories incorporate story elements.
1	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.	Respond to who, what where, when, why. Focus on increasing MLU.
1	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 props pieces will follow directions to retell story. Build scarecrow.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	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.	When provided visual and verbal cues, student will : who/what/where A) ask questions B) answer a question who, what, where pertaining to the details/events of a story read aloud w/at least 80% accuracy.
1	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.	When provided visual , verbal and auditory cues, student will identify long vowel sounds and their associated orthographic (letter) symbols, w/at least 80% accuracy.
1	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.	When provided visual and verbal cues, student will identify 5 or more locations/habitats and sort these items according to associated inhabitants with at least 80% accuracy
1	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.	when provided visual and verbal cues, students will sequence 3 story line cards and narrate the storyline utilizing the transition words, first, next, then, finally following clinician model w/at least 80% accuracy in 4/5 trials.
1	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.	When provided visual and verbal cues, students will answer where (location/setting) questions pertaining to the details of a story read aloud w/at least 80% accuracy in 4/5 trials
1	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	When prided clinician model, student will engage in 3 verbal interchanges w/ a peer to exchange information regarding a text read aloud w/ at least 80% accuracy.
1	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.	Attend to session- clinician/peers whole body listening. Use of turn taking how would you feel if you were the story character.
1	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.	How many sounds in these words Victoria, Rita, Jo?

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	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.	How many sounds in these words: Victoria, Rita, Jo. Segmenting Jo, Rita and Victoria. Identify beginning letter sound. Identify ending letter sound.
1	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.	Present vocabulary from story pre and post test. Relate story using specific details using vocabulary words and adjectives.
1	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.	Story retell, using prompts or pictures in sequential riders. Tell me the story using temporal concepts. Tell story present progressive. Tell story past tense.
1	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	Discussion of meanness/kindness. What did Victoria do to hurt chrysanthemum's feelings? What feelings were displayed? Show pictures and show feelings with expression. Identification of story grammar markers (basic)
1	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.	Turn taking take turns listening and describing a time someone was mean / kind . Show good listening/speaking skills. Discussion, topic maintenance, ask a question, and make a statement.
1	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.	
1	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.	Sort common objects into categories to gain a sense of the concepts of what it is to categories presentation. Goal - in one year the student will use a circle map to identify features of characters in the story. And use the vocabulary words in sentences.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	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.	
1	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.	
1	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	
1	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 8/10 evaluations across for sessions.	Participate in collaborative conversation. The student will listen to a teacher presented story and will attend to speaker listener responsibilities in a discussion with peers.
1	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.	
1	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.	
1	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.	

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	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.	
1	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	
1	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 8/10 evaluations across for sessions.	Will retell beginning of story. Will retell middle of story. Will retell end of story. Will role-play various characters in a story.
1	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.	Students will identify a given sound in the initial position, medial position and final position.
1	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.	
1	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.	

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
1	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.	
1	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	
2	**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.	
2	**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.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2	**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.	
2	**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.	students identify story elements. Identify sequence events. Identify problem. With 80% accuracy.
2	**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.	Answer "wh" questions. Based on an orally presented passage or story with 80% accuracy

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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	Student states 3-5 events. States beginning, middle, and end. Identify problem
2	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 8/10 evaluations across for sessions.	
2	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.	
2	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.	use temporal words to indicate order of events in a narrative. Student will use complete sentences to describe events from pictures within a story.
2	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.	The student will sequence and relate information from a story using temporal.
2	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.	The student will use first, next and last to sequence events from a story read.
2	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	student will ask questions of pictures in the story and describe happenings within the story.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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 relate informed presented orally in a logical manner.
2	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 relate information about story / event presented orally in a logical manner using 3-5 details with 80 accuracy of understanding.
	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.	Students will recount story also relating to own experience with appropriate facts and relevant, descriptive details.
	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.	Story - characters, settings events, problem and solution. In sequence as story was originally told.
2	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 ask and comprehend response of story questions and answers.
2	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	
2	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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 tell story recount experience with facts. Coherent sentences.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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.	The student will relate information presented orally in a logical manner.
2	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.	The student will sequence the related information that was presented orally in a logical manner
2	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 listen to a 2nd grade level story and retell it using accurate sequencing of events and including 3/5 details with 80% accuracy.
2	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.	Students will ask "Wh" questions to find better clarification from the story.
2	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	Student will speak and also listen logically in a rational manner.
2	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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 relate information presented orally in a logical manner.
2	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.	

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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.	Student will categorize character types, settings, emotions orally in a logical manner.
2	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 sequence events from story.
2	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 answer 20 number of who, what, where, when, why regarding to a story.
2	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	Student will attend to respond for 5-7 communication exchanges with 80% accuracy for 4 sessions by data collection.
2	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Within a year after listening to a book that is read student will answer 9/10 wh questions about the story as assessed by observation checklists
2	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.	
2	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.	Student will retell story in a correct sequence from beginning to end.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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 in sequential order.
2	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 answer who, where, when questions appropriately.
2	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	Student will relate information presented orally in a logical manner.
2	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Using whole body listening: pictures students will use 5 words and their sound associations by matching and sequencing the correct word/sound associations in the order of their events. As charted over one therapy session
2	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 identify characters, setting, problems and solution in orally presented stones in response to "wh" questions with 70% mastery as measured by teacher observation checklist.
2	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.	Student will classify 2nd grade level vocabulary words and pictures by responding to questions associated with people, places, things and events, weather.
2	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(s) will re-tell story when given visual cues/ prompts by the clinician 75% or for 3/5 trials, visual/verbal associations as charted.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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(s) will respond to why, what, where, when questions related to the already presented story using short -term memory recall. 80% mastery.
2	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	Student(s) will share a collaborative account involving a sequence in the story. Student will re-tell by working with other students to participate in a turn-taking skill to complete activity.
2	Listening/speaking Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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 recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2	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 develop better grasps of concepts presented for rhyming and alliteration. Orally presented words.
2	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.	Student will classify actions, categorize animals and describe animals and related actions. Student will compare/contrast farm animals compared to zoo animals. "Mr. Grumpy's Outing"
2	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 formulate "wh" questions to comprehend and use appropriately.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	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 "wh" questions regarding story with 80% accuracy as assessed by observation checklist to intern answer with who, where and when.
2	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	
2	**Listening/speaking** Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Using whole body listening: pictures students will use 5 words and their sound associations by matching and sequencing the correct word/sound associations in the order of their events. As charted over one therapy session with 3T series completed independently
2	**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 identify characters, setting, problems and solution in orally presented stones in response to "wh" questions with 70% mastery as measured by teacher observation checklist.
2	**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.	In one year, student will classify 2nd grade level vocabulary with pictures by responding to questions associated with people, places, things and events.
2	**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.	In one year, students will re-tell stories when given usual clues/prompted by the clinician 75% or for 3/5 trials visual/verbal associations as charted.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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.	In one year, students will respond to why, what, where, when questions related to be already presented story using short-term memory recall. 80% mastery.
2	**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	In one year, student will share in a collaborative action involving a sequencing puzzle re-tell by asking each child to participate in turn taking skills to complete an activity.
2	**Listening/speaking** Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Copy pictures from book to help to understand the beginning, middle and end of the book.
2	**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.	Read book emphasize and acoustically highlight parts of book. Explain.
2	**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.	Bring in actual objects and write down objects to describe each
2	**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.	Read story and ask questions. After each page then after a few pages. Demonstrating each.
2	**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.	The students will answer with basic "wh" questions using pictures, with beginning, middle and end.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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	Teacher will role play aa situation that is relatable to student in their everyday life.
2	**Listening/speaking** Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Put pictures/ sentence strips in sequence.
2	**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.	Retell the story using the pictures.
2	**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.	Retell the story using other visual aids such as a graphic organizer/ story grammar aids.
2	**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.	Retell the story with verbal emphasis.
2	**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.	Retell the story with visual cues.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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	
2	**Listening/speaking** Participate in collaborative conversations	The student will listen to a teacher presented story and will attend to speaker listener 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.	Put pictures/ sentence strips in sequence.
2	**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.	Retell story using pictures.
2	**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.	Retell story using graphic organizer
2	**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.	Retell story independent.
2	**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.	
2	**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	

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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.	While listening to the story, the student put pictures in sequence, then re-tell the story using the pictures.
2	**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.	Then turn over the pictures and student re-tells the story without the visual pictures cues. Reducing level of support.
2	**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.	Visual/picture cues from story will be given initially to assist student in answering "who, what, where questions.
2	**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.	
2	**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.	
2	**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	
2	**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.	Teach parts of a story and "story vocabulary" Character- who in story. Setting - Where in story. Event - What happened? Problem - what is wrong? Solution - how did story end.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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.	listen to story and put pictures presented in sequence.
2	**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.	use visual aids to retell the story in sequence.
2	**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.	Tell the sequence and then turn over picture after statement.
2	**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.	
2	**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	
2	**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.	Teach parts of story - character, settings, event, problem and solution.
2	**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.	Read story and ask questions. After each page then after a few pages. Demonstrating each.

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Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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.	use visual aid (pictures) to sequence story and retell in order.
2	**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.	use visual aid (pictures) to sequence story and retell in order.
2	**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.	Child retells story in sequence order with 3-5 details checking with visual aids after retell.
2	**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	
2	**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.	Teacher will read story (Grammar Buddy) Ask questions. What the story is about. Where it takes place. When questions: what happened 1st, if child can't remember reread the story use visual cues Pictures, or flow chart. Student can use flow chart, with
2	**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.	Identify the words that have sp, scr, spr, st, consonant blends in the beginning of the words. Name and say the sounds.
2	**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.	Student will identify an adjective in the sentence presented as a way of introducing an understanding of the concept of adjectives.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
2	**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.	Students will use WH questions to get more information about the main character.
2	**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.	The student will answer the WH questions about the story as then relate to character(who) setting(where) problem(why/what) plot(when/what) solution(what)
2	**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	