

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	Objective 1: Listen to 9 paragraph and answer "wh" questions. Objective 2: Identify details from a story with the aid of a graphic organizer. Objective 3: place story details in correct sequential order from mixed up sentence strips and pictures, retell the story.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.		
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trails with data charted monthly through verbal and written responses.	Objective 1: present vocals. Words that describe attributes. Objective 2: draw pictures demonstrating attributes. Objective 3: used provided attributes to retell story.
6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	Objective 1: Learn how to use context clues by filling in the blanks of sentences. Objective 2: Identify unfamiliar vocabulary from story.
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	Objective 1: review carrier phrases to use during accountable talk. Objective 2: Use carrier phrases during structured small group discussions.
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	Listen to the story. Discuss the main idea. State 3 supporting details.

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6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	.	Discuss characters, setting, time problems, solutions. Present the story summary with 3 details.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trails with data charted monthly through verbal and written responses.	
6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	When given a variety of content materials will generate 3 supporting details after reading a paragraph/story with 80% accuracy as measured by clinicians checklist and teacher made materials.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Student will re-call the elements of a story in response to "wh" questions with 80% accuracy as measured by teacher checklist and provider observations.

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6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	Given content materials, student will use content clues to define unfamiliar vocabulary during a structured task with 80% accountability as measured by teachers/provider observations.
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/session for 3 consecutive session with data charted through direct observation.	given a variety of structured speaking/listening situations, students will ask for clarification of directions 8/10 trials as measured by teacher provider observations and checklist.
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	The student will orally summarize the main events of a story, employing graphic organizers for 8 out of 10 trails, over 4 consecutive sessions, as measured by recorded observations.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	The student will recall the relevant details of a listening passage, pertaining to the setting, characters, events, conflict and resolution, story mapping, for 4 out of 5 trials, over 4 consecutive sessions, as measured by a-structured observation.

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6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	The student will define 10 new vocabulary words though classification and content clues for 8 out of 10 trials, of 4 consecutive sessions as measured by pre and post testing.
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	The student will expand on a related topic related to the story i.e. sharing opinions, in a group discussion, for 4 out of 5 trials, of 4 consecutive sessions, as measured by a teacher made rubric.
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	In the presence of samples of curriculum related narrative/expository texts, the student will present/produce the main idea details in a sequential oral written summary of 3-5 as measured by a written communication rubric/checklist in 4/5 trials
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	After listening to a grade level passage(s), the student will recall all elements of narration such as characters, setting, events and authors/students perspective, the student will recall 8/10 elements as measured by teacher made materials of 80% accuracy.

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6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	Given Samples of grade level texts, the student will identify/use classification, categorization, associative, and context clues to produce meanings/definitions of key vocabulary as measured by clinical records, checklists with 80% accuracy.
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples	Objective1: Listen to story and answer "wh" questions. Objective2: state the main idea and at least 3 supporting details. Objective3: put story in sequence using a timeline. Objective4: retell story using timeline. Objective5: retell without timeline.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Objective1: create a story map to tell character, setting, problems, solutions and events. Objective2: describe using objectives in oral or written form using story map. Objective3 describe story using 4 details and 4 adjectives without story map.

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6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	Objective1: identify vocabulary words. Objective2: categorize by listening synonyms. Objective3: associates the American pioneers settled when... Objctive4: objective: a time when I settled was...
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	Objective1: Listen for incorrect sequence of events and correct in a polite manner. Objective2: Present story to group using correct sequential order of events. Objective3: answer questions and comments on his own presentation.
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	The student will state the main idea of a story or poem, using a graphic organizer to collect information with 90 % accuracy as measured by rubric and provider observation, reported 1x per quarter. Objective1: Students will brainstorm characteristics of body parts - elbow, heart, calf, etc. and will describe them by their shapes and
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	The student will define multiple meaning and figurative associated with the text (attached, tendon, hamstring, band,)
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trails with data charted monthly through verbal and written responses.	

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6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	The student will discuss via turn and talk, their findings of word categorization using a graphic organizer and report to group the words they had in common.
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	Pre-teach vocabulary. Listen to story. ID, MI and SD in first few paragraphs -I do- Discuss different statements related to story.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Pre-teach/review story elements. Listen to story. Create story map with MI and SD. Discuss characters, setting, time, problem solutions. Present story summary with 5 details and include elements.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trails with data charted monthly through verbal and written responses.	Present vocabulary words from story. Discuss descriptive and sensory words create words lists with sensory and descriptive words. Discuss and use adjectives description of story. Retell using vocabulary and adj. with pics then with out.
6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	Identify vocabulary from story. Identify Key words that can help with knew vocabulary clues from sent before and after. Define, classify, categorize associate words from story. Use word in sentences.

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6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and speech provider observation.	Create a story element graphic organizer. Obj2: discuss character, setting, time, problems Obj3: Orally summarize story using 4/8 story elements.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Intervention: retelling objective using vocabulary from reading selections will create a story element graphic organizer.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trials with data charted monthly through verbal and written responses.	
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6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	In one year the student will present an oral review discussing a previously read/heard poem by identifying the main idea and supporting details, including pertinent descriptions and facts as measured by identifying the main idea and 2 details 5/6 consecutive sessions based on work samples and	Replanting the past. Pre discussion. Objective to define examples of the main idea. 1. Listen to the story. 2 Discuss the main idea. 3. State 3 supporting details.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Discuss characters, setting, time problems, solutions. Present the story summary with 3 details.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trails with data charted monthly through verbal and written responses.	Present the story summary with 3 details.
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6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	
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6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year during small group discussions student will replace non- specific words with more precise words as evidenced by providing a clear character description with at least 3 attributes in 8/10 trials with data charted monthly through verbal and written responses.	
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6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	

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6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.	In one year, using curriculum relevant tasks student will use context clues to determine the meaning of unfamiliar words or phrases 8/10 trials with data charted monthly using direct observation.	
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.	In one year, during small group discussions, student will use accountable talk and to agree/disagree or question responses of peers appropriately at least 1x/ session for 3 consecutive session with data charted through direct observation.	
6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.		Obj 1: Create a story elements graphic organizer. Obj 2: Discuss character, setting time, problem(s) Obj 3: Orally summarize story using 4/8 story elements.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	With in one year, student will recall relevant details about story grammar elements (character, setting, kick-off, feelings, plan, events solution and feelings, plan, events, solutions and resolution) after listening to a story or passage selection by stating 4 out of 8 story.	Retelling using vocabulary from ready selections will create a story element graphic organizer.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.		

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6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The student will present an oral review discussing the most important part of a story or poem.	In one year when presented with content based material, the student will identify the main idea and three supporting details with 80% accuracy as measured by clinicians observations.	Pre- discussion. What do you think your neighborhood looked like when your parents were born. Define and give examples of the main idea.
6	Language/Phonology			Listen to the story. Discuss the main idea. State 3 supporting details.
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	In one year when presented with a graphic organizer the student will recall relevant details about setting, character or events after listening to a story or passage selection with 80% accuracy as assessed by structured observation	Discuss characters, setting, time problems, solutions. Present the story summary with 3 details.
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.		

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6	Listening/speaking Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	The Student will present an oral review discussing the most important part of a story or poem.	One year when you given a variety of content materials will generate 3 supporting details after reading a paragraph story with 80% accuracy as measurable by clinicians checklist and teacher made materials.	
6	Language/Phonology			
6	Semantic Literary concepts (plot, genre, perspective, narrative)	After Listening to a story or passage selection, the student will recall relevant details about setting, characters, or events.	Students will recall the elements of a story in response to wh questions with 80% accuracy as measured by clinician checklist and provider observations.	
6	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.		

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
6	Receptive Use context as clue to the meaning of a word or phrase.	The student will identify and use vocabulary through classification, categorization, association and context clues.		
6	Pragmatic Engage actively in a range of collaborative discussions.	The student will use concise, meaningful language when providing directions or discussing an event or topic.		
6	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	1. Activate prior knowledge 2. Read story aloud and question for clarity. 3. identify relevant details and central idea using graphic organizer. 4. verbally summarize central idea and 4 supporting details.
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.		
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	1. Highlight unfamiliar words 2. Create / complete vocabulary chart. 3. Reread texts for clarity and examples make a relevant connection to text.
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	1 Read text / article. 2. Discuss as group and summarize main idea. 3. Independently write response to text. 4. Self monitor writing style (sentence structure).

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	1 -Read article. 2 =Create a synonym/antonym chart-list. 3 -Use synonyms / antonyms to create sentences.
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use __ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	1. List questions about article. 2. verbally present questions to group members for discussion.
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trials across 3 consecutive sessions as assessed by structured observation.	1. Concept of main idea (picture ,comic strip). 2. Identify the main idea and details in paragraphs (graphic org.)
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	1. Identify rhyming words in text read aloud (i.e. Dr.Seuss, rap. verse)
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative language, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	1. What is tone / mood? Musical instrumental. 2. Concept of similar. 3. Identify words that are related. 4. In given paragraphs, use a chart/visual organizer to identify and understand similes and metaphors.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Identify metaphors and similes in text and explain each in connection to tone / mood.
7	Receptive Use the relationship between particular words (antonym/synonyms) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 90% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Students generate similes and metaphors.
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use __ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trials across 3 consecutive sessions as assessed by structured observation.	1. Activate prior knowledge 2. Read story aloud and question for clarity. 3. identify relevant details and central idea using graphic organizer. 4. verbally summarize central idea and 4 supporting details.
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	1. Create 1 complete vocabulary chart. 2. Go back to passage to read text for clarification.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	1. Read passages. 2. Group discussion about feelings. 3. Read aloud and self monitor sentence structure.
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	1. identify vocabulary words. 2. identify synonyms given. 3. Determine synonyms while reading a passage.
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use __ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher observations text and / or topic across 3 sessions as assessed by slp recorded data.	1. Create questions from specific part of text "wh". 2. Create questions.
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In 1 year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	Introduce lesson b activation prior knowledge (what do you know?) KWL chart. Read story aloud and question for clarity. ID relevant details and main idea using graphic organizer. Verbally paraphrase the information by introducing MI and at least 4 supporting details.
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	Highlight and unknown vocabulary words as the story is read aloud in a group. Create vocabulary chart (vocabulary word, what and I think it means, what it means, sentence) Reread the text for clarification.
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Read article. Discuss as a group, Identifying MI and relevant details. Independently write response. Read aloud and self monitor sent structure.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Read article. Create vocabulary chart based on text. List synonyms.
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	Read article independently List questions related to text. Question aloud as a group respond to other group members questions.
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	Objective 1: Students will highlight rhyming words. Objective 2: students will produce their own words to rhyme with the highlighted words.
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Objective 1: Students will use the highlight vocabulary in the story in complete sentences. Objective 2: Students will discuss the story by asking "wh" questions
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Objective 1: Students will identify word relationships. Objective 2: students will request information form peers to engage in conversation.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	Objective 1: students will ask questions when teacher provides a specific topic Objective 2: students will request information from peers to engage in conversations.
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	1. Listen to story and answer "wh" questions. 2. Find the main idea of each paragraph. 3. Name at least three supporting details of each paragraph. 4. Have student retell events of each paragraph in sequence (verbally)
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	Listen to the story. 1. Students will identify multi syllabic words in text. 2. Practice syllabification by clapping out words. 3. Practice syllabic stress after student identify the stressed syllables in the words.
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trials given specific level prompts based on SLP data.	1. Create a story map of main idea and supporting details. 2. Identify story elements such as characters, setting, problem(s) and solution(s). 3. Present the story summary with at least three details for each paragraph.
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Review story after examples of complete sentences, phrases, and sentence fragments on paper. Have students identify complete sentences from fragments. Teach that each sentence should answer who, what, why, and when or how.
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Define words, classify categorize and associate. Make word charts. Use words in a sentence by filling in blanks.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	Have the students listen to the story with added mistakes, sentences out of order. Have students ask for clarification from the speaker. Using correct question format. Have each student answer questions in an appropriate manner or make comments about the story using practice sentence carriers "I think", "why did".
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	Listening to the paragraph (5-6 sentences) and tell what it is mostly about. Students will read paragraph independently and discuss the main idea of paragraph. Map story.
7	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	Students will highlight rhyming words. Students will produce their own rhyming words related to highlighted words.
7	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trails given specific level prompts based on SLP data.	Students will identify similes. Students will identify metaphors/irony. Students will identify idioms. Students will create own language examples.
7	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Present vocabulary from story using complete sentences. Discuss story by "wh" questions.
7	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Student will identify word relationships. Students will use antonyms / synonyms to define words.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
7	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	Student will ask questions when teacher request information from peers. Student will request information from peers.
7	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In 1 year student will verbally identify the central theme of a curriculum based text 4 out of 5 trials across 3 consecutive sessions as assessed by structured observation.	1. Listen to story and answer "wh" questions. 2. Find the main idea of each paragraph. 3. Name at least three supporting details of each paragraph. 4. Have student retell events of each paragraph in sequence (verbally)
8	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	
8	Semantic Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trials given specific level prompts based on SLP data.	Create a story map of main ideas and supporting details. Identify story elements such as characters, setting, problems and solution. Present the story summary with at least three details for each paragraph.
	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	After examples of complete sentences, phrases and sentence fragments on paper. 2. Have students identify complete sentences from fragments.
	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Define words, classify categorize and associate. Make word charts. Use words in a sentence by filling in blanks.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
	Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)	The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.	In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.	Have the students listen to the story with added mistakes, sentences out of order. Have students appropriately ask for clarification from the speaker. Using correct question format. Have each student answer questions in an appropriate manner or make comment
	Listening/speaking Analyze main ideas and supporting details and explain how the ideas clarify a topic, text, or issue under study.	The student will verbally identify the main idea, supporting details, and clarify the topic.	In one year student will verbally identify the central theme of a curriculum based text 4 out of 5 trails across 3 consecutive sessions as assessed by structured observation.	Find Main Idea and three supporting details. Sequence passage using a timeline.
	Language/Phonology Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story.	The student will be able to identify rhymes and alliterations from a poem.	In one year will identify rhymes and alliteration in poems in order to better analyze curriculum related poems and stories with 70% accuracy as measured by pre/post test, writing samples, etc.	
	Semantic Determine the meaning of words and phrases as they are used in a text including figurative , connotative and technical meaning; analyze the impact of a specific word choice or meaning and tone.	The student will identify the elements of figurative language (simile, metaphor, irony) and explain how each enhances a story.	In one year student will determine word meaning using context cues based on grade level text, 4 of 5 trials given specific level prompts based on SLP data.	Create a story map of main idea / supporting details. Discuss the characteristics of the setting and characters. State 4 details about the story.
8	Expressive Language Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	The student will use precise words to provide detailed description of a story or events.	In one year, student will self monitor and produce a written / verbal response to grade level text into 90% accuracy as measured by recorded observation.	Present vocabulary words from the story. Match synonyms to target vocabulary (verbs from passage) Use 4/5 target words when describing the story.
	Receptive Use the relationship between particular words (antonym/synonym) to better understand each of the words	The student will identify and use antonyms and synonyms for increased comprehension of words.	In one year student will identify and use antonyms and synonyms with 80% accuracy, across 3 consecutive sessions assessed by slp recorded data.	Locate vocabulary words form story. Define words using context clues, discuss synonyms. Use the word in, independent sentences.

Grade	Core Curriculum	Goal	Speech/Language Smart Goal	Intervention Ideas
	<p>Pragmatic Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (conversational repair)</p>	<p>The student will formulate and use ___ number of appropriate questions and question forms to clarify information from other speakers.</p>	<p>In one year student will create and use 3 questions to clarify information about teacher provided text and / or topic across 3 sessions as assessed by slp recorded data.</p>	<p>Have the students listen to the story with added mistakes, sentences out of order. Have students appropriately ask for clarification from the speaker. Using correct question format. Have each student answer questions in an appropriate manner or make comments.</p>