

Common Core

Standards

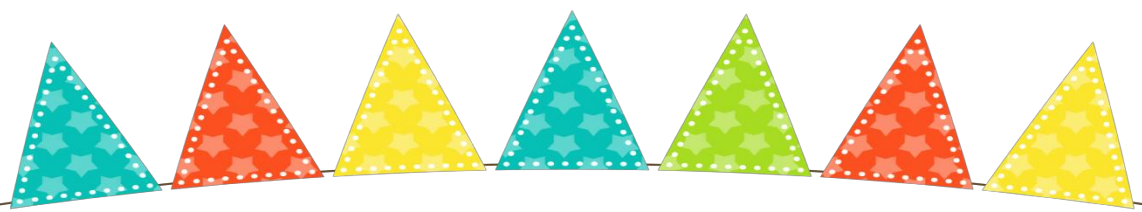
for

English Language Arts

IEP Goals

- Levels K-5
- Arranged by standard and topic
- Lists examples of IEP goals with supporting standard
- Ideal for Speech-Language Pathologists
- Does not contain every standard-only those most relevant to Speech and Language

Created by: Nicole Allison



Common Core

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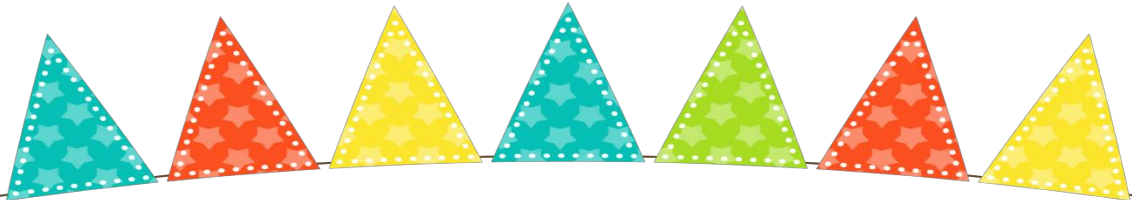
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English Language Arts

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Common Core Standards for Speech and Language K-5

Reading Standards for Literature (RL)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Asking and answering questions	When given text (orally or read), student will answer literal questions with ___% accuracy in ___ trials.	RL 1. With prompting and support, ask and answer questions about key details in a text.	RL 1. Ask and answer questions about key details in a text.	RL 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		RL 2. With prompting and support, retell familiar stories, including key details	RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Compare and Contrast	When given text (orally or read), student will compare and contrast events/objects/ experiences with ___% accuracy in ___ trials.	RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL 9. Compare and contrast the adventures and experiences of characters in stories.	RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Same/Different							

Reading Standards for Informational Text (RI)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Main idea	When given text (orally or read), student will identify the main idea with ___% accuracy in ___ trials.	RI 2. With prompting and support, identify the main topic and retell key details of a text.	RI 2. Identify the main topic and retell key details of a text.	RI 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading Standards: Foundational Skills (RF)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Phonological Awareness	When given a visual letter symbol, student will name the letter with ___% in ___ trials.	RF 1d. Recognize and name all upper- and lowercase letters of the alphabet.					
	When given a letter, student will name its corresponding sound with ___% in ___ trials.	RF 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.					
	When given a sound, student will name its corresponding letter with ___% in ___ trials.	RF 2a. Recognize and produce rhyming words.					
Phonological Awareness	When given word pairs, student will determine if they rhyme with ___% accuracy in ___ trials.						
	When given words, student will name a rhyming word with ___% in ___ trials.						
Phonological Awareness	When given words, student will count/pronounce/blend/segment syllables with ___% in ___ trials.	RF 2b. Count, pronounce, blend, and segment syllables in spoken words.					

Reading Standards: Foundational Skills (RF) Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Phonological Awareness	When given consonant-vowel-consonant (CVC) words, student will say each sound with ___% in ___ trials.	RF 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	RF 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
Phonological Awareness	When given consonant-vowel-consonant (CVC) words, student will manipulate the sounds to make a new or rhyming word with ___% in ___ trials. (Ex. "Say cat. Now change the /k/ to a /b/ sound....bat.)	RF 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
Vocabulary (prefixes, suffixes, root words)	When given words, student will identify the root, prefix and/or suffix with ___% in ___ trials.				RF 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.	RF 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	RF 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

Writing Standards (W)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Fact/ Opinion	When given statements, student will identify whether they are facts or opinions with ___% in ___trials.		W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
			W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W 2b. Develop the topic with facts, definitions, and details.	W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Writing Standards (W)
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Sequencing	When given pictures/situations/events, student will sequence the events with ___% accuracy in ___trials.	W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening (SL)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Social (Pragmatic) *This standard also supports articulation or fluency goals as <u>students must be able to participate effectively within the classroom.</u>	Given prompts or independently, student will maintain conversation for ___ consecutive turns in ___ trials. Given prompts or independently, student will initiate conversation in ___ trials.	SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	When presented with a problem/situation, student will respond appropriately with ___% in ___ trials. When presented with a choice, student will indicate (verbally/head movement/ eye gaze) which choice he/she prefers with ___% in ___ trials.	SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Social (Pragmatic) Functional		SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		

Speaking and Listening (SL) Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (attributes)	When presented with vocabulary words, student will name 4 attributes about the word in ___ trials.	SL 4. Describe familiar places, things, and events and, with prompting and support, provide additional detail.	SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	When presented with vocabulary words, student will provide a definition that contains at least 3 attributes for the word in ___ trials.						
Summarizing	When presented with information (orally or text), student will summarize information, including at least 3 main points in ___ trials.				SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening (SL) Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Expressive Language, Articulation, Fluency This standard can also be used for articulation or fluency goals.	When given 2 sentences, student will identify the complete sentence with ___% in ___ trials. When given pictures, student will describe the picture using complete sentences with ___% in ___ trials.	SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL 6. Produce complete sentences when appropriate to task and situation.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	When given statements, student will identify the appropriate context with ___% in ___ trials. (ex. "Hey, what's up?" choices: teacher or friend).	SL 6. Produce complete sentences when appropriate to task and situation.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language (L)

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Grammar (nouns)	Given pictures, student will name the object in the picture with ___% in ___ trials.	L 1b. Use frequently occurring nouns and verbs.	L 1b. Use common, proper, and possessive nouns.	L 1b. Form and use frequently occurring plural nouns (e.g., feet, children, teeth, mice, fish).	L 1b. Form and use regular and irregular plural nouns.		L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Given pictures or prompts, student will name plural nouns with ___% in ___ trials. (ex. 1 girl, 2 girls)	L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
Grammar (verbs)	Given situations/ pictures, student will name irregular plurals with ___% in ___ trials.						
	Given pictures, student will name the verb (or "doing") in the picture with ___% in ___ trials.	L 1b. Use frequently occurring nouns and verbs.	L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)	L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L 1d. Form and use regular and irregular verbs.	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	Given situations/ pictures, student will name the past/present/future verb tense with ___% in ___ trials.		L 1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.			L 1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L 1c. Use verb tense to convey various times, sequences, states, and conditions. L 1d. Recognize and correct inappropriate shifts in verb tense.*

Language (L)
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Grammar (prepositions)	Given objects, student will manipulate them to convey prepositions with ___% in ___ trials. (put the pencil under the block). Given pictures/objects/situations, student will name prepositions with ___% in ___ trials	L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L 1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.
Receptive Language (Answering questions)	Given WH questions (who, what, where, when, why), student will answer them with ___% in ___ trials. Given prompts, student will ask WH questions (who, what, where, when, why) with ___% in ___ trials.	L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	*Can also cite L 1	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.

Language (L)
Continued

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Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Expressive language	When given 2 sentences, student will identify the complete sentence with ___% in ___ trials. When given pictures, student will describe the picture using complete sentences with ___% in ___ trials.	L 1f. Produce and expand complete sentences in shared language activities.	L 1f. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L 1f. Produce, rearrange complete simple and compound sentences	L 1i. Produce simple, compound, and complex sentences.	L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	*Can also cite L 1
Grammar (pronouns)	When given pictures, student will match the picture to its corresponding pronoun with ___% in ___ trials. When given pictures/situation, student will describe it using the correct pronouns with ___% in ___ trials.		L 1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	L 1c. Use reflexive pronouns (e.g., myself, ourselves).	L 1f. Ensure subject-verb and pronoun-antecedent agreement.*	L 1a. Use relative pronouns (who, whose, whom, which, that)	*Can also cite L 1
Grammar (adjectives)	When given vocabulary words, student will describe it using at least 3 adjectives or attributes in ___ trials.		L 1f. Use frequently occurring adjectives.	L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L 1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	*Can also cite L 1

Language (L)
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Grammar (conjunctions)	Given 2 phrases, student will choose the appropriate conjunction (ex. but, and, or) to join them with ___% in ___ trials. (ex. I like pizza.....but.....I don't like subs).		L 1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L 1g. Produce, expand, and rearrange complete simple and compound sentences	L 1h. Use coordinating and subordinating conjunctions.	L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).
Grammar (comparative, superlative)	Given pictures/situations, student will identify the correct comparative or superlative with ___% in ___ trials.				L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	*Can also cite L 1	*Can also cite L 1
Grammar (capitalization)	Given words/sentences, student will identify the correct form of capitalization. Given sentences, student will identify the correct punctuation with ___% in ___ trials.	L 2a. Capitalize the first word in a sentence and the pronoun I. L 2b. Recognize and name end punctuation.	L 2a. Capitalize dates and names of people. L 2b. Use end punctuation for sentences.	L 2a. Capitalize holidays, product names, and geographic names. L 2b. Use commas in greetings and closings of letters.	L 2a. Capitalize appropriate words in titles. L 2b. Use commas in addresses.	L 2a. Use correct capitalization. L 2b. Use commas and quotation marks to mark direct speech and quotations from a text	*Can also cite L 2
Grammar (punctuation)			L 2c. Use commas in dates and to separate single words in a series.		L 2c. Use commas and quotation marks in dialogue. d. Form and use possessives.	L 2c. Use a comma before a coordinating conjunction in a compound sentence.	L 2b. Use a comma to separate an introductory element from the rest of the sentence. L 2c. Use a comma to set off the words yes and no (e.g., Yes, thank you)
							L 2d. Use underlining, quotation marks, or italics to indicate titles of works.

Language (L) Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (Multiple meaning words/homophones)	Given words, student will name a multiple-meaning word (homophone) with ___% in ___trials.	L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Vocabulary (affixes, root words)	Given words, student will determine its meaning using affixes with ___% in ___trials.	L 4b. Use the most frequently occurring affixes and affixes (e.g., -ed, -s, -re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L 4b. Use frequently occurring affixes as a clue to the meaning of a word.	L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, photosynthesis).	L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Vocabulary (context clues)	Given sentences, student will determine the meaning of unknown words using context clues (the text around the word) with ___% in ___trials.		L 4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L 4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Language (L)
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (dictionary skills)	When given words, student will look up the word using a dictionary (book or online) to determine word meanings with ___% in ___ trials.			L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L 4e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L 4e. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L 4e. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Given categories, student will name at least 3 items that belong in ___ trials.	L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	L 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L 5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
Vocabulary (categorizing, attributes)	Given objects/ words, student will determine which word does not go with the others in ___ trials. (ex. banana, apple, carrot, watermelon).	L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L 5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).				
	Given words, student will name at least 3 attributes for each word in ___ trials.						

Language (L)
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (antonyms)	Given words, student will name antonyms (opposites) with ___% in ___ trials.	L 5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	*Can also cite L 5 with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	*Can also cite L 5	*Can also cite L 5.	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Vocabulary (synonyms)	Given words, student will name synonyms (words that mean the same) with ___% in ___ trials.	L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L 5d. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and adjectives (e.g., thin, slender, skinny, scrawny).	L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Inferential Language (metaphors, similes, idioms)	When given a sentence or phrase containing inferential language, student will correctly interpret its meaning with ___% in ___ trials.				L 5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L 5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	L 5a. Interpret figurative language, including similes and metaphors, in context. L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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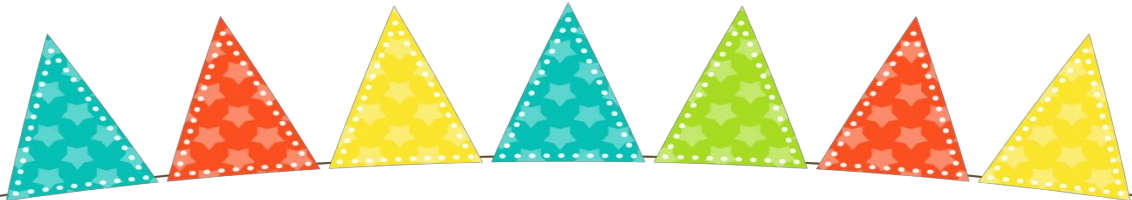
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- Does not contain every standard-only those most relevant to Speech and Language

Created by: Nicole Allison



Common Core Standards for Speech and Language K-5 Expressive and Receptive Language

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Producing Sentences	When given 2 sentences, student will identify the complete sentence with ___% in ___ trials.	SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL 6. Produce complete sentences when appropriate to task and situation.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes; speak clearly at an understandable pace.	SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant details to support main ideas or themes; speak clearly at an understandable pace.
	When given pictures, student will describe the picture using complete sentences with ___% in ___ trials.						
	When given vocabulary words, student will use those words in a complete sentence with ___% in ___ trials.		L 1f. Produce and expand complete simple and compound declarative, interrogative, and imperative, and exclamatory sentences in response to prompts.	L 1f. Produce, expand, and rearrange complete simple and compound sentences	L 1i. Produce simple, compound, and complex sentences.	L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	*Can also cite L 1
	When given pictures, student will describe the picture using complete sentences with ___% in ___ trials.						

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RI =Reading Standards for Informational Text

RF =Reading Standards: Foundational Skills

W=Writing Standards

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Expressive and Receptive Language Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Asking and Answering questions	<p>Given WH questions (who, what, where, when, why), student will answer them with ___% in ___ trials.</p> <p>Given prompts, student will ask WH questions (who, what, where, when, why) with ___% in ___ trials.</p>	<p>L 1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>					
Asking and answering questions	<p>When given text (orally or read), student will answer literal questions with ___% accuracy in ___ trials.</p>	<p>RL 1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL 2. With prompting and support, retell familiar stories, including key details</p>	<p>RL 1. Ask and answer questions about key details in a text.</p> <p>RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RL 1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>

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Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Compare/Contrast Same/ Different	When given text (orally or read), student will compare and contrast events/objects/experiences with ___% accuracy in ___ trials. When given two objects/situations/pictures, student will name 3 similarities and 3 differences with ___% in ___ trials.	RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL 9. Compare and contrast the adventures and experiences of characters in stories.	RL 9. Compare two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Main idea	When given text (orally or read), student will identify the main idea with ___% accuracy in ___ trials.	RI 2. With prompting and support, identify the main topic and retell key details of a text.	RI 2. Identify the main topic and retell key details of a text.	RI 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Summarizing	When presented with information (orally or text), student will summarize information, including at least 3 main points in ___ trials.				SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Expressive and Receptive Language Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Fact/ Opinion	When given statements, student will identify whether they are facts or opinions with ___ % in ___ trials.		W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
			W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W 2b. Develop the topic with facts, definitions, and details.	W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Expressive and Receptive Language Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Sequencing	When given pictures/situations/ events, student will sequence the events with ___% accuracy in ___trials. When given pictures/situations/ events, student will retell the story using transition words (ex. First, next, second, last) with ___% accuracy in ___trials.	W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Vocabulary

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (Multiple meaning words/homophone)	Given words, student will name a multiple-meaning word (homophone) with ___% in ___trials.	L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Vocabulary (affixes, root words)	Given words, student will determine its meaning using affixes with ___% in ___trials.	L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L 4b. Use frequently occurring affixes as a clue to the meaning of a word.	L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/re-tell).	L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
		L 4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		

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Vocabulary Continued

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Vocabulary (prefixes, suffixes, root words)	When given words, student will identify the root, prefix and/or suffix with ___% in ___ trials.				RF 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.	RF 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	When given words, student will determine its meaning using affixes with ___% in ___ trials.				RF 3b. Decode words with common Latin suffixes.		
Vocabulary (context clues)	Given sentences, student will determine the meaning of unknown words using context clues (the text around the word) with ___% in ___ trials.		L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	L 4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Vocabulary (dictionary skills)	When given words, student will look up the word using a dictionary (book or online) to determine word meanings with ___% in ___ trials.			L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L 4e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L 4e. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L 4e. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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Vocabulary Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (categorizing, attributes)	Given categories, student will name at least 3 items that belong in ___ trials.	L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	L 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L 5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
	Given objects/ words, student will determine which word does not go with the others in ___ trials. (ex. banana, apple, carrot, watermelon). Given words, student will name at least 3 attributes for each word in ___ trials. Given words, student will name antonyms (opposites) with ___% in ___ trials.	L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L 5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an understandable pace.	SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Vocabulary (attributes)	When presented with vocabulary words, student will name 4 attributes about the word in ___ trials. When presented with vocabulary words, student will provide a definition that contains at least 3 attributes for the word in ___ trials.	SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					

Vocabulary Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Vocabulary (antonyms)	Given words, student will name synonyms (words that mean the same) with ___% in ___ trials.	L 5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	*Can also cite L 5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	*Can also cite L 5	*Can also cite L 5.	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar meanings (synonyms).	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Vocabulary (synonyms)	When given a sentence or phrase containing inferential language, student will correctly interpret its meaning with ___% in ___ trials.	L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L 5d. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Vocabulary- Inferential Language (metaphors, similes, idioms)	When given a sentence or phrase containing inferential language, student will correctly interpret its meaning with ___% in ___ trials.				L 5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L 5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	L 5a. Interpret figurative language, including similes and metaphors, in context. L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Phonological Awareness

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Phonological Awareness	When given a visual letter symbol, student will name the letter with ___% in ___ trials.	RF 1 d. Recognize and name all upper- and lowercase letters of the alphabet.					
	When given a letter, student will name its corresponding sound with ___% in ___ trials.	RF 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.					
	When given a sound, student will name its corresponding letter with ___% in ___ trials	RF 2a. Recognize and produce rhyming words.					
Phonological Awareness	When given words, student will determine if they rhyme with ___% accuracy in ___ trials.						
	When given words, student will name a rhyming word with ___% in ___ trials.						
Phonological Awareness	When given words, student will count/pronounce/blend/segment syllables with ___% in ___ trials.	RF 2b. Count, pronounce, blend, and segment syllables in spoken words.					
	(pick one per goal to make it easier when measuring data)						

Phonological Awareness Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Phonological Awareness	When given consonant-vowel-consonant (CVC) words, student will say each sound with ___% in ___trials.	RF 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	RF 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
Phonological Awareness	When given consonant-vowel-consonant (CVC) words, student will manipulate the sounds to make a new or rhyming word with ___% in ___trials. (Ex: "Say cat. Now change the /k/ to a /b/ sound....bat.)	RF 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				

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Pragmatic

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Social (Pragmatic)	Given prompts or independently, student will maintain conversation for ___ consecutive turns in ___ trials. Given prompts or independently, student will initiate conversation in ___ trials. Given prompts or independently, student will respond to conversation in ___ trials.	SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Social (Pragmatic) Functional	When presented with a problem/situation, student will respond appropriately with ___% in ___ trials. When presented with a choice, student will indicate (verbally/head movement/ eye gaze) which choice he/she prefers with ___% in ___ trials.	SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		

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Pragmatic
Continued

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Social (Pragmatic)	When given statements, student will identify the appropriate context with ___% in ___ trials. (ex. "Hey, what's up?" choices: teacher or friend).		SL 6. Produce complete sentences when appropriate to task and situation.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grammar

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Grammar (nouns)	Given pictures, student will name the object in the picture with ___% in ___ trials.	L 1b. Use frequently occurring nouns and verbs.	L 1b. Use common, proper, and possessive nouns.	L 1b. Form and use frequently occurring plural nouns (e.g., feet, children, teeth, mice, fish).	L 1b. Form and use regular and irregular plural nouns.	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Given pictures or prompts, student will name plural nouns with ___% in ___ trials. (ex. 1 girl, 2 girls)	L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
Grammar (verbs)	Given situations/ pictures, student will name irregular plurals with ___% in ___ trials.						
	Given pictures, student will name the verb (or "doing") in the picture with ___% in ___ trials.	L 1b. Use frequently occurring nouns and verbs.	L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)	L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L 1d. Form and use regular and irregular verbs.	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Grammar (verbs)	Given situations/ pictures, student will name the past/present/future verb tense with ___% in ___ trials.		L 1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.			L 1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L 1c. Use verb tense to convey various times, sequences, states, and conditions.
	Given situations/ pictures, student will name irregular plurals with ___% in ___ trials.						L 1d. Recognize and correct inappropriate shifts in verb tense.*

Grammar

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Grammar (prepositions)	Given objects, student will manipulate them to convey prepositions with ___% in ___ trials. (put the pencil under the block).	L 1 e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with), _.	L 1 i. Use frequently occurring prepositions (e.g., during, beyond, toward).	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.	*Can also cite L 1.
	Given pictures/objects/situations, student will name prepositions with ___% in ___ trials		L 1 d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	L 1 c. Use reflexive pronouns (e.g., myself, ourselves).	L 1 f. Ensure subject-verb and pronoun-antecedent agreement.*	L 1 a. Use relative pronouns (who, whose, whom, which, that)	*Can also cite L 1
Grammar (pronouns)	When given pictures, student will match the picture to its corresponding pronoun with ___% in ___ trials.						
	When given pictures/situation, student will describe it using the correct pronouns with ___% in ___ trials.		L 1 f. Use frequently occurring adjectives.	L 1 e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	L 1 g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L 1 d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	*Can also cite L 1
Grammar (adjectives)	When given vocabulary words, student will describe it using at least 3 adjectives or attributes in ___ trials.						

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Grammar (conjunctions)	Given 2 phrases, student will choose the appropriate conjunction (ex. but, and, or) to join them with ___% in ___ trials. (ex. I like pizza.....but.....I don't like subs).		L 1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L 1g. Produce, expand, and rearrange complete simple and compound sentences	L 1h. Use coordinating and subordinating conjunctions.	L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).
Grammar (comparative, superlative)	Given pictures/situations, student will identify the correct comparative or superlative with ___% in ___ trials.				L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	*Can also cite L 1	*Can also cite L 1
Grammar (capitalization)	Given words/sentences, student will identify the correct form of capitalization.	L 2a. Capitalize the first word in a sentence and the pronoun I.	L 2a. Capitalize dates and names of people. L 2b. Use end punctuation for sentences. L 2c. Use commas in dates and to separate single words in a series.	L 2a. Capitalize holidays, product names, and geographic names. L 2b. Use commas in greetings and closings of letters.	L 2a. Capitalize appropriate words in titles. L 2b. Use commas in addresses. L 2c. Use commas and quotation marks in dialogue. d. Form and use possessives.	L 2a. Use correct capitalization. L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. L 2c. Use a comma before a coordinating conjunction in a compound sentence.	*Can also cite L 2
Grammar (punctuation)	Given sentences, student will identify the correct punctuation with ___% in ___ trials.	L 2a. Recognize and name end punctuation. L 2b. Recognize and name end punctuation.	L 2a. Capitalize dates and names of people. L 2b. Use end punctuation for sentences. L 2c. Use commas in dates and to separate single words in a series.	L 2a. Use commas in greetings and closings of letters. L 2b. Use commas in greetings and closings of letters.	L 2b. Use commas in addresses. L 2c. Use commas and quotation marks in dialogue. d. Form and use possessives.	L 2a. Use commas and quotation marks to mark direct speech and quotations from a text. L 2b. Use commas and quotation marks to separate items in a series.* L 2c. Use a comma to separate an introductory element from the rest of the sentence. L 2d. Use a comma to set off the words yes and no (e.g., Yes, thank you)	L 2d. Use underlining, quotation marks, or italics to indicate titles of works.

Articulation and Fluency

Topic	IEP Goal	K	1 st	2 nd	3 rd	4 th	5 th
Articulation or Fluency	These standards support any articulation or fluency goal.	SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL 6. Produce complete sentences when appropriate to task and situation.	SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



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