

IEP GOAL BANK

COMMON CORE STANDARDS FOR SPEECH THERAPY

➤ 6TH - 12TH ➤

NINE-TENTH GRADE SPEAKING AND LISTENING		ELEVENTH-TWELFTH GRADE LANGUAGE		ELEVENTH-TWELFTH GRADE INFORMATIONAL TEXT	
SPEAKING AND LISTENING		LANGUAGE		INFORMATIONAL TEXT	
SL.9-10.1	<p>a) Respond thoughtfully to diverse perspectives, agree or disagree, and justify their own views and understanding and use the evidence and reasoning presented.</p> <p>Student will respond thoughtfully to diverse points of agreement and disagreement, and justify their own views and understanding in light of the evidence and reasoning presented or teacher-led discussion with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>L.11-12.1</p> <p>a) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>i) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Student will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase given grades 11-12 reading or content with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>L.11-12.2</p> <p>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., convert, conversion, conversable).</p> <p>Student will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., convert, conversion, conversable) given grades 11-12 reading or content with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>RI.11-12.1</p> <p>1) Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Student will cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text given an informational text over 3 out of 4 consecutive sessions.</p>	<p>RI.11-12.2</p> <p>2) Analyze a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text.</p> <p>Student will analyze a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text given an informational text with 80% accuracy over 3 out of 4 consecutive sessions.</p>
SL.9-10.2	<p>b) Integrate multiple sources of information from diverse media and formats (e.g., visually, quantitatively, orally) to analyze a topic or issue, using the same ideas to make comparisons, contrasts, and inferences.</p> <p>Student will integrate multiple sources of information from diverse media and formats, including visually, quantitatively, orally to analyze a topic or issue, using the same ideas to make comparisons, contrasts, and inferences with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>L.11-12.3</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its etymology, or its standard usage.</p> <p>Student will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its etymology, or its standard usage given grades 11-12 reading or content with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>RI.11-12.3</p> <p>3) Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student will analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally given an informational text with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>RI.11-12.4</p> <p>4) Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student will analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally given an informational text with 80% accuracy over 3 out of 4 consecutive sessions.</p>	<p>RI.11-12.5</p> <p>5) Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student will analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally given an informational text with 80% accuracy over 3 out of 4 consecutive sessions.</p>

Speech Therapy And The Common Core Alignment

Pamela Grunwell



Speech Therapy And The Common Core Alignment:

Common Core State Standards and the Speech-Language Pathologist Lissa A. Power-deFur, 2015-10-01 Common Core State Standards and the Speech Language Pathologist Standards Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards CCSS and the development of interventions to meet student specific needs The CCSS is an education initiative in the United States that details what K 12 students should understand in English language arts and mathematics by the end of each grade The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce As of 2015 forty three states had adopted the CCSS With the implementation of the CCSS it is critical that speech language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners This text offers a practical approach for application of the CCSS with a parallel analysis of children s strengths and needs to create a template for intervention It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum with a focus on students with communication disorders hearing loss vision loss deaf blindness specific learning disabilities autism multiple disabilities and English language learners Key features include Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention both direct and classroom based with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech Language Pathologist is a must have resource for any speech language pathologist working with children as well as their education and administration partners

A Guide to School Services in Speech-Language Pathology Trici Schraeder, Courtney Seidel, 2020-04-22 A Guide to School Services in Speech Language Pathology Fourth Edition serves as a comprehensive textbook for school based speech language pathology SLP courses and college students who are ready to embark on their student teaching experiences With its summaries of cutting edge research evidence based clinical approaches workload solutions and strategies for professionalism the book is also a useful resource for practicing school based SLPs The text begins by providing a brief history of school based SLP services It highlights the legal mandates set forth in the Individuals with Disabilities Education Improvement Act provides a review of the No Child Left Behind Act offers new information about the Every Student Succeeds Act and the Americans with Disabilities Act and summarizes court cases that have influenced and shaped school services Then the text delves into a description of service delivery models provides valuable information about a workload analysis approach to caseload standards in schools offers examples of how to write IEPs that reflect workload solutions shares examples of implementation strategies and offers concrete real life workload success stories In addition this text provides practical strategies for using evidence based practice proactive behavior management conflict resolution professional collaboration conferencing and

counseling skills cultural competencies goal writing informal assessment procedures and testing accommodations including methods for conducting assessments for dual language learners The final chapter provides the evidence base for links between language literacy and the achievement of school standards This chapter is a must read for every school SLP New to the Fourth Edition New coauthor Courtney Seidel MS CCC SLP Examples of how to write IEPs that reflect workload Current court cases that have influenced school practice Information on implementing the 3 1 Model of service delivery and other evidence based workload solutions Information on conducting assessments with dual language learners as well as evidence based clinical strategies for this growing population Strategies to combat compassion fatigue Information about behavior management conflict resolution and mindfulness training Updated tables of evidence based clinical strategies related to each disorder type Updated references throughout to reflect the current state of research Key Features End of chapter summaries and questions to refresh critical information and improve comprehension Related vocabulary at the beginning of each chapter Real life scenarios based on experiences from public school SLPs Links to useful strategies materials and resources such as the ASHA workload calculator and free Apps for intervention purposes An Oral Language Curriculum Standards Inventory OLCSI that provides checklists of what students should know and be able to do at each grade level from Pre K to 12th grade The OLCSI is a must have tool for every school based SLP Information and strategies about current topics such as Telepractice children affected by the opioid crisis assessment of dual language learners and much more Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

[A Guide to School Services in Speech-Language Pathology, Fifth Edition](#) Trici Schraeder, Courtney Seidel, 2024-07-26 A Guide to School Services in Speech Language Pathology Fifth Edition serves as a must read for school based speech language pathologists SLPs college instructors and students in training The text begins by providing a brief history of school based SLP services The foundations of school services are highlighted including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act IDEA Every Student Succeeds Act Americans with Disabilities Act and landmark court cases that have influenced school services such as the 2023 *Midthun Hensen Hensen v GHC* court ruling regarding evidence based practices Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension end of chapter summaries with guiding questions to reinforce important information facilitate class discussions and enhance understanding concrete real life success stories from public school SLPs and links to useful strategies materials and resources This comprehensive textbook addresses issues paramount to school based SLPs Options to expand and diversify service delivery models Step by step instructions to implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic authentic and criterion referenced tools Guidance for implementing

proactive behavior management conflict resolution professional collaboration conferencing and counseling and cultural competencies Evidence bases that link language literacy and the achievement of school standards New to the Fifth Edition New content regarding COVID 19 impacts and the expansion of telepractice Current references throughout that reflect state of the art research Updated evidence based content for practices in the areas of articulation and phonology language and literacy voice feeding and swallowing augmentative and alternative communication social and cognitive aspects of communication hearing habilitation general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book

Clinical Methods and Practicum in Speech-Language Pathology M.N. Hegde, Katrina Kuyujian, 2019-04-19 The sixth edition of Clinical Methods and Practicum in Speech Language Pathology remains a vital resource for students in speech language pathology who are about to begin their clinical practicum The book is divided into two major sections clinical practicum and clinical methods in speech language pathology These sections provide coverage of the structural and functional aspects of clinical practicum in a variety of settings The book emphasizes clinical practicum is an exciting learning experience The students will understand what is expected of them in each setting and what they can expect from their clinical supervisors The book also gives an overview of treatment methods that apply across disorders With this book students will be better prepared to meet the exciting and yet often challenging task of providing ethical and effective services to children and adults with communication disorders Clinical supervisors may find the book helpful in understanding their own roles and responsibilities better so that they can create a productive and exciting clinical practicum experience for their student clinicians Clinical Methods and Practicum in Speech Language Pathology offers a single and comprehensive source of information that will help establish clear expectations for both student clinicians and the clinical supervisors New to the Sixth Edition New coauthor Katrina Kuyumjian A new chapter with an overview of treatment procedures that apply across disorders of communication Revised section on clinical methods to include updated information on the current ASHA guidelines on clinical practicum current legal and professional requirements regarding clinical practicum in educational settings new and expanded information on assessment target behaviors and treatment strategies for all disorders of communication Updated and expanded references throughout Key Features Chapter Outlines open each chapter and provide a summary of the key topics An end of book glossary allows readers to easily find and define important terms or concepts Bulleted and boxed information for easy access Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Beyond Core Expectations Maria G. Dove, Andrea Honigsfeld, Audrey Cohan, 2014-05-20 Create a schoolwide foundation to ensure academic success for ALL students This book demonstrates a system wide approach to support the learning needs of culturally linguistically and academically diverse students The

authors deliver a six point model for developing improved programs policies and practices including Mapping and aligning an integrated curriculum making the mainstream curricula accessible for all learners Collaborative planning and assessment pooling teachers intelligence so the whole is greater than the sum of the parts Teaching students explicit learning strategies empowering students by taking the focus off the teacher and putting it back on learners *The Role of the*

Speech-Language Pathologist in RtI Wayne A. Foster, 2018-01-08 The Role of the Speech Language Pathologist in RtI Implementing Multiple Tiers of Student Support is an innovative resource for school based speech language pathologists SLPs The author examines the current interaction among special and general educators and identifies how SLPs best fit into a multitiered response to instruction process This collaboration requires school staff share the same vision on the operation of the system understand their respective roles and merge the curricular with the developmental perspective to build basic skills in support of student performance growth General educators have traditionally utilized the language of curriculum e g standards pacing guides formative and summative assessments to talk about student goals and achievement Special educators including SLPs most often utilize the language of development e g norms percentile ranks development milestones to measure student growth The Role of the Speech Language Pathologist in RtI assesses this apparent clash in nomenclature and identifies new ways for collaboration and cooperation among faculty and administration In order for the SLP to be an effective partner in the development and implementation of RtI the author proposes that SLPs should understand the language of general education be able to translate the curricular needs of students into skill based units that can be measured and progress monitored have full understanding of the developmental progression of skills and how that progression links to curriculum standards and be knowledgeable on evidence based practices that can have a meaningful impact on closing developmental gaps and result in higher achievement outcomes This text provides the blueprint for the implementation of a system of student support that was envisioned in the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act IDEIA Unlike other books on RtI this essential resource addresses the very specific roles that different school level professionals must play to make the system effective No other text provides SLPs with such a comprehensive schoolwide perspective on the different roles in the process the different languages used by the professionals in those roles and how to navigate those different perspectives *Alignment of Wisconsin Model Early Learning Standards with Common Core State Standards for English Language Arts and Mathematics and Common Core Essential Elements*, 2013

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf, 2020-05-31 Assessing English Language Proficiency in U S K 12 Schools offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English

learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students

Common Core State Standards for Literacy in All Subjects ,2012 *Common Core State Standards for Mathematics* ,2012 **Linguistics and Language Behavior Abstracts** ,2009 **International Journal of Speech-language Pathology** ,2008 **Building School and Home Connections For Every child's Success** Chandra Prough,2013 Speech and Natural Language ,1992 **Selected Writings: Word and language** Roman Jakobson,1962 **Studies on Child Language and Aphasia** Roman Jakobson,1971 **Language** ,2006 **Phonological Assessment of Child Speech (PACS)** Pamela Grunwell,1985

Selected Writings Roman Jakobson,1962 Language and Thought Donald C. Hildum,1967

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