

## **Speech-Language Pathology Goals and Objectives Written to the California Standards**

The following Goals and Objectives written to the California Standards were developed by a group of speech-language pathologists from school districts around the state. The original group was given the task of writing goals for the Association of California School Administrators (ACSA) publication. During this endeavor it became clear that general educators begin with the Standard for the student while speech-language pathologists begin with a diagnosis based upon the student's disability. This difference created a problem regarding how the first goal pages were organized. In order to make these pages easier for speech-language pathologists to use, the following Goals and Objectives state the disability in bold at the upper left side of each page.

The goals and objectives were written with basic simplicity so that the user can adjust them to fit a particular student. The group of speech-language pathologists who created these goals and objectives hope they will be of help to fellow colleagues throughout the state.

Submitted by:  
Judith Porter, co-chair  
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Approved by the CSHA Board of Directors  
November 27, 2006

**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Kindergarten through Fifth Grade**

**ARTICULATION**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Listening and Speaking Strategies</u></b>  <b>Organization and Delivery of Oral Communication</b></p> <p>K.1.2 share information and ideas, speaking audibly in coherent complete sentences</p> <p>1.1.2 ask questions for clarification and understanding</p> <p>1.1.3 give, restate, and follow simple two-step directions</p> <p>2.1.2 ask for clarification and explanation of stories and ideas</p> <p>2.1.3 paraphrase information that has been shared orally with others</p> <p>2.1.4 retell stories, including characters, setting, and plot</p> <p>2.1.6 speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)</p> <p>3.1.1 retell, paraphrase and explain what has been said by a speaker</p> <p>3.1.9 read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read</p>	<p>By (annual IEP date), (Name) will improve speech intelligibility by producing (targeted sounds) in (single words, phrases, sentences) in ___ out of ___ trials with ___% accuracy as measured by _____.</p> <p>By (annual IEP date), (Name) will improve speech intelligibility during _____ minutes of conversational speech in ___ out of ___ opportunities with ___% accuracy as measured by _____.</p> <p>Conversational speech may be incorporated into the following school related activities:</p> <ul style="list-style-type: none"> <li>• Sharing information and ideas</li> <li>• Asking/responding to questions</li> <li>• Oral reading or retelling stories</li> <li>• Oral presentation</li> <li>• Reciting poetry</li> <li>• Describing a personal experience</li> <li>• Dramatic presentation</li> <li>• Discussion of core curriculum</li> </ul>	<p>Bench marks to reflect complexity of target and increased accuracy.</p> <p>Bench marks to reflect increased accuracy.</p>

<p>4.1.1 ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings</p> <p>4.1.9 use pitch, volume, phrasing, pace, modulation, and gestures appropriately to enhance meaning</p> <p>5.1.6 engage audience with appropriate verbal cues, facial expressions, and gestures</p> <p><b>Comprehension</b></p> <p>K.1.2 share information and ideas, speaking audibly in coherent complete sentences</p> <p>1.1.2 ask questions for clarification and understanding</p> <p>1.1.3 give, restate, and follow simple two-step directions</p> <p>2.1.2 ask for clarification and explanation of stories and ideas</p> <p>2.1.3 paraphrase information that has been shared orally with others</p> <p>3.1.1. retell, paraphrase , and explain what has been said by a speaker</p> <p>3.1.3 respond to questions with appropriate elaboration</p> <p>4.1.1 ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings</p> <p><b><u>Speaking Applications</u></b></p> <p>1.2.1 recite poems, rhymes, songs, and stories</p> <p>1.2.2 retell stories using basic story grammar, sequencing story, events by and answering who,</p>		
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<p>what, where, why and how questions.</p> <p>1.2.3 relate an important life event or personal experience using simple sequencing</p> <p>2.2.1 recount experience or present stories: (a) move through a logical sequence of events (b) describe story elements (e.g., characters, plot, setting)</p> <p>2.2.2 report on a topic with facts and details, drawing from several sources of information</p> <p>3.2.2 plan and present dramatic interpretation of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone</p> <p>4.2.3 deliver oral summaries of articles and books that contain the main ideas of the events or article and the most significant details</p> <p>4.2.4 recite brief poems (i.e., two or three stanzas). Soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing</p> <p>5.2.1 deliver narrative presentations:  (a) establish a situation, plot, point of view, and setting with descriptive words and phrases  (b) show rather than tell, the listener what happens</p> <p>5.2.2. deliver informative presentations about an important idea, issue or event by the following means:  (a) frame questions to direct the investigation  (b) establish a controlling idea or topic  (c) develop the topic with simple facts, details, examples, and explanations</p> <p>5.2.3 deliver oral responses to literature:  (a) summarize significant events and details  (b) articulate an understanding of several ideas or images communicated by the literary work  (c) use examples and/or textual evidence</p>		
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**STANDARD BASED SPEECH-LANGUAGE GOALS AND OBJECTIVES**  
**Kindergarten Through Fifth Grade**

**SEMANTICS**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Vocabulary and Concept Development</u></b></p> <p>k.1.17 Identify and sort common words from within basic categories (e.g. colors, shapes, foods)</p> <p>k.1.18 describe common objects and events in both general and specific language</p> <p>1.1.17 classify grade appropriate categories of words (e.g. concrete, collections like animals and foods)</p> <p>2.1.7 understand and explain common antonyms and synonyms</p> <p>2.1.8 use knowledge of individual words unknown compound words to predict their meaning</p> <p>2.1.10 identify simple multiple meaning words</p> <p>3.1.4 use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words</p> <p>3.1.5 demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g. dog/mammal/animal/living things)</p> <p>3.1.6 use sentence and word context to find meaning of unknown words</p> <p>4.1.2 apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine meaning of words and phrases</p>	<p>By (IEP date) (Name) will be able to use grade appropriate vocabulary in retelling a story in ___ of ___ opportunities with ___% accuracy as measured by ___</p> <p>By (IEP date) (Name) will be able to formulate questions regarding a specific story in ___ of ___ opportunities with ___% accuracy as measured by ___</p> <p>By (IEP date) (Name) will be able to respond appropriately and accurately to ___ questions regarding a given story in ___ of ___ opportunities with ___% accuracy as measured by ___</p> <p>By (IEP date) (Name) will respond accurately to who, what, and where questions in (small group, classroom) in ___ of ___ opportunities with ___% accuracy as measured by ___</p> <p>By (IEP date) (Name) will respond to when and how questions in (small group, classroom) in ___ of ___ opportunities with ___% accuracy as measured by ___</p> <p>By (IEP date) (Name) will resolve ambiguities about word and sentence meanings when given a grade level story in (small group, classroom) in ___ of ___ opportunities with ___% accuracy as measured by ___</p>	<p>Bench marks to reflect complexity of target and increased accuracy.</p>

**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Kindergarten Through Fifth Grade**

**SYNTAX & MORPHOLOGY**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Sentence Structure/Grammar</u></b></p> <p>K.1.1 recognize and use complete and coherent sentences when speaking</p> <p>1.1.1. write and speak in complete, coherent sentences</p> <p>1.1.2 identify and correctly use singular and plural nouns</p> <p>1.1.3 identify and correctly use contractions (e.g. isn't, aren't, can't, won't) and singular possessive pronouns (e.g. 's , my/mine, his/her, hers/your/s) in writing and speaking</p> <p>2.1.1. distinguish between complete and incomplete sentences</p> <p>2.1.2. recognize and use the correct word order in written sentences</p> <p>2.1.3 identify and correctly use various parts of speech including nouns and verbs I, in writing and speaking</p> <p>3.1.1. understand and be able to use complete and correct declarative , interrogative, imperative, and explanatory sentences in writing and speaking</p> <p>3.1.2. identify and use subject/verb agreement, pronouns. Adjectives, compound words, and articles in writing and speaking</p> <p>3.1.3. use past, present and future verb tenses in</p>	<p>By (date), during conversational speech, (Name) will use appropriate word order with _____% accuracy in ___ out of ___ trials in a variety of settings as measured by _____.</p>	<ol style="list-style-type: none"> <li>1. By (date of marking period), (Name) will imitate correct use of word order/sentence structure during structured therapy tasks with _____% accuracy in ___ out of ___ trials as measured by _____.</li> <li>2. By (date of marking period), (Name) will increase correct use of appropriate word order/sentence structure during structured therapy tasks with _____% accuracy in ___ out of ___ trials as measured by _____.</li> <li>3. By (date of marking period), (Name) will increase correct use of appropriate word order/sentence when responding to (pictures/questions stories) with _____% accuracy in ___ out of ___ trials as measured by _____.</li> <li>4. By (date of marking period), (Name) will increase correct use of appropriate word order/sentence structure during conversational speech with _____% accuracy in ___ out of ___ trials as measured by _____.</li> </ol>

<p>writing and speaking</p> <p>3.1.4 identify and use subject and predicate of single-clause sentences in writing and speaking</p> <p>4.1.1. use simple and compound sentences in writing and speaking</p> <p>4.1.2. combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases</p> <p>4.1.3. identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking</p> <p>5.1.1. identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas</p> <p>5.1.2 identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns</p>		
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**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Kindergarten Through Fifth Grade**

**SYNTAX & MORPHOLOGY**

SELECTED SPEECH & LANGUAGE STANDARDS	ANNUAL GOALS	OBJECTIVE/BENCHMARK
<p><b><u>Sentence Structure/Grammar</u></b></p> <p>K.1.1 recognize and use complete and coherent sentences when speaking</p> <p>1.1.1..write and speak in complete, coherent sentences</p> <p>1.1.2 identify and correctly use singular and plural nouns</p> <p>1.1.3 identify and correctly use contractions (e.g. isn't, aren't, can't, won't) and singular possessive pronouns (e.g. 's , my/mine, his/her, hers/your/s) in writing and speaking</p> <p>2.1.1. distinguish between complete and incomplete sentences</p> <p>2.1.2. recognize and use the correct word order in written sentences</p> <p>2.1.3 identify and correctly use various parts of speech including nouns and verbs I, in writing and speaking</p> <p>3.1.1.understand and be able to use complete and correct declarative , interrogative, imperative, and explanatory sentences in writing and speaking</p> <p>3.1.2. identify and use subject/verb agreement, pronouns. Adjectives, compound words, and articles in writing and speaking</p> <p>3.1.3. use past, present and future verb tenses in writing and speaking</p>	<p>By (date), during conversational speech, (Name) will spontaneously produce ___ (choose from syntax and morphology menu) with ____% accuracy in ___ out of ___ trials in a variety of settings as measured by _____.</p> <p><b><u>Syntax and Morphology Menu:</u></b></p> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• contractible and uncontractible copula</li> <li>• present progressive</li> <li>• 3<sup>rd</sup> person singular</li> <li>• regular and irregular past tense</li> <li>• future tense</li> <li>• modals – can, could, would, may, might, shall, should</li> <li>• passive</li> <li>• infinitive</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• regular and irregular plurals</li> <li>• possessive</li> </ul> <p><b>Prepositions:</b></p> <ul style="list-style-type: none"> <li>• in, on</li> <li>• at, to</li> <li>• up, down</li> <li>• over, under</li> <li>• with, for</li> <li>• out of, off, near</li> <li>• away from</li> <li>• in front of, in back of</li> <li>• next to</li> <li>• around</li> <li>• toward</li> <li>• beside</li> </ul>	<ol style="list-style-type: none"> <li>1. By (date of marking period), (Name) will imitate ___( choose from syntax and morphology menu) in phrases with ____% accuracy in ___ out of ___ trials in a structured speech setting as measured by _____.</li> <li>2. By (date of marking period), (Name) will use ___(choose from syntax and morphology menu) in phrases with ___% accuracy in ___ out of ___ trials in response to visual stimuli as measured by _____.</li> <li>3. By (date of marking period), (Name) will use ___(choose from syntax and morphology menu) in phrases/sentence when responding to (pictures/questions/stories) with ___% accuracy in ___ out of ___ trials in response to questions as measured by _____.</li> <li>4. By (date of marking period), (Name) will spontaneously produce ___(choose from syntax and morphology menu) in phrases/ sentences during conversational speech with ___% accuracy in ___ out of ___ trials as measured by _____.</li> </ol>



<p>writing and speaking</p> <p>3.1.4 identify and use subject and predicate of single-clause sentences in writing and speaking</p> <p>4.1.1. use simple and compound sentences in writing and speaking</p> <p>4.1.2. combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases</p> <p>4.1.3. identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking</p> <p>5.1.1. identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas</p> <p>5.1.2 identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns</p>	<ul style="list-style-type: none"> <li>• ahead of, behind</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>• big, little, small</li> <li>• red, black, yellow, blue, green</li> <li>• round, square</li> <li>• long, short</li> <li>• fast slow</li> <li>• hot, cold</li> <li>• tall short</li> <li>• happy sad</li> <li>• wide, narrow, thin</li> <li>• new old, young</li> <li>• sweet, sour</li> <li>• comparatives: prettier, better</li> <li>• superlatives: prettiest, best</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>• subjective I, you, he, she, it, you, they, we</li> <li>• objective: me, you, her, him, them</li> <li>• possessive: my/mine, your/yours, his, her/hers, its, our/ours, their/theirs</li> <li>• reflexive: myself, yourself, herself, himself, ourselves, yourselves, themselves</li> <li>• demonstrative Pronouns: this, that, these, those</li> <li>• interrogative: why, which, what</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>• coordinating: and, but, or, nor, for, yet, so</li> <li>• subordinating: after, although, as, as much as, because, before, how, if, in order that, in as much as, provided, since, than, that, through, unless, until, when, where, while</li> <li>• correlative: either/or, neither/not, whether/or</li> </ul> <p><b>Sentence Structures</b></p> <ul style="list-style-type: none"> <li>• I _____ (want, see, need, like)</li> <li>• noun is adjective</li> <li>• noun is verbing</li> <li>• nouns are verbing</li> <li>• noun verbs</li> <li>• nouns verb</li> </ul>	
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	<ul style="list-style-type: none"><li>• subject-verb agreement</li><li>• compound sentences</li><li>• complex sentences</li><li>• correct word order</li></ul> <p><b>Question Structures</b></p> <ul style="list-style-type: none"><li>• is, can, could, would, should</li><li>• what</li><li>• who/whose</li><li>• where</li><li>• when</li><li>• why</li><li>• how</li></ul> <p><b>Articles:</b></p> <ul style="list-style-type: none"><li>• a/an</li><li>• the</li></ul> <p><b>Negatives:</b></p> <ul style="list-style-type: none"><li>• no</li><li>• not</li></ul> <p><b>Contractions:</b></p> <ul style="list-style-type: none"><li>• don't,</li><li>• can't</li><li>• won't,</li><li>• wouldn't</li><li>• shouldn't</li><li>• couldn't</li><li>• isn't,</li><li>• doesn't</li></ul>	
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**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Oral English Language Conventions**  
**Kindergarten Through Fifth Grade**

**SYNTAX & MORPHOLOGY**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Sentence Structure/Grammar</u></b></p> <p>K.1.1 recognize and use complete and coherent sentences when speaking</p> <p>1.1.1..write and speak in complete, coherent sentences</p> <p>1.1.2 identify and correctly use singular and plural nouns</p> <p>1.1.3 identify and correctly use contractions (e.g. isn't, aren't, can't, won't) and singular possessive pronouns (e.g. 's , my/mine, his/her, hers/your/s) in writing and speaking</p> <p>2.1.1. distinguish between complete and incomplete sentences</p> <p>2.1.2. recognize and use the correct word order in written sentences</p> <p>2.1.3 identify and correctly use various parts of speech including nouns and verbs I, in writing and speaking</p> <p>3.1.1.understand and be able to use complete and correct declarative , interrogative, imperative, and explanatory sentences in writing and speaking</p> <p>3.1.2. identify and use subject/verb agreement, pronouns. Adjectives, compound words, and articles in writing and speaking</p>	<p>By (date), given (direct model, visual prompt/stimulus, verbal prompt/stimulus, self initiation), (name) will use ___(insert number) word utterances with ____% accuracy in ____ out of ____ trials in the ____ setting, as measured by _____.</p>	<ol style="list-style-type: none"> <li>1. By (date of marking period), (name) will imitate ___(insert number) word utterances with ____% accuracy in ___ out of ____ trials in a structured speech setting as measured by _____.</li> <li>2. By (date of marking period), (name) will use ___(insert number) word utterances with ____% accuracy in ____ out of ____ trials in response to visual stimuli as measured by _____.</li> <li>3. By (date of marking period), (name) will use ___(insert number) word utterances with ____% accuracy in ____ out of ____ trials in response to questions as measured by _____.</li> <li>4. By (date of marking period), (name) will use ___(insert number) word utterances with ____% accuracy in ____ out of ____ trials conversational speech as measured by _____.</li> </ol>

<p>3.1.3. use past, present and future verb tenses in writing and speaking</p> <p>3.1.4 identify and use subject and predicate of single-clause sentences in writing and speaking</p> <p>4.1.1. use simple and compound sentences in writing and speaking</p> <p>4.1.2. combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases</p> <p>4.1.3. identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking</p> <p>5.1.1. identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas</p> <p>5.1.2 identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns</p>		
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**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Kindergarten Through Fifth Grade**

**PRAGMATICS**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Listening and Speaking Strategies</u></b>  <b>Comprehension</b></p> <p>K.1.1 understand and follow one and two step oral directions</p> <p>K.1.2 share information and ideas, speaking audibly in coherent complete sentences</p> <p>1.1.1 listen attentively</p> <p>1.1.2 ask questions for clarification and understanding</p> <p>1.1.3 give, restate, and follow simple two-step directions</p> <p>2.1.1 determine the purpose of purposes of listening (e.g. to get information, to solve problems, for enjoyment)</p> <p>2.1.2 ask for clarification and explanation of stories and ideas</p> <p>2.1.4 ask for clarification and explanation of stories and ideas</p> <p>3.1.1 retell, paraphrase and explain what has been said by a speaker the type of communication (e.g. informal discussion, report to class)</p> <p>3.1.7 use clear and specific vocabulary to communicate ideas and establish tone</p> <p>4.1.7 emphasize points in way that help the listener to viewer to follow important ideas and concepts</p>	<p>By (annual IEP date), (Name) will follow (insert number) of directions when given typical grade level teacher directed classroom instructions (e.g. raise your hand, open your book turn in your papers) in class and/or in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (annual IEP date), (Name) will listen attentively by using appropriate eye contact, body language, and/or proximity during oral communication in class and/or in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p>	<p>By (date of marking period), (Name) will repeat or restate orally given directions upon teacher request during structured therapy tasks in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will ask for clarification of oral directions during structured therapy tasks in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will orally explain (#) purpose(s) of listening (e.g. to get information, to solve problems, for enjoyment) during structured therapy tasks in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will orally explain a speaker’s impression of a listener’s (eye contact, body language, and/or proximity) during structured interactive therapy activities in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will increase correct use of the following conversation strategies: (select appropriate skills) when giving an oral presentation during structured therapy tasks in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p>

<p>4.1.9 use pitch, volume, phrasing, pace, modulation, and gestures appropriately to enhance meaning</p> <p>5.1.6 engage audience with appropriate verbal cues, facial expressions and gestures</p> <p><b>Speaking applications- genres and their characteristics</b></p> <p>1.2.4 provide descriptions with careful attention to sensory detail</p>	<p>By (annual IEP date), (Name) will increase the appropriate use of the following conversational strategies _____ during oral communications in class and/or in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>Examples include (select appropriate skills)</p> <ul style="list-style-type: none"> <li>• Social greetings</li> <li>• Questions to initiate an interaction</li> <li>• Questions to sustain a topic</li> <li>• Bridging questions</li> <li>• Verbal supportive comments</li> <li>• Nonverbal supportive comments</li> <li>• Add-on comments</li> <li>• Bridging comments</li> </ul> <p>By (annual IEP date, (Name) will increase appropriate use of the following pragmatic skills _____ during oral communication in the classroom and /or in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by _____</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Body language</li> <li>• Eye contact</li> <li>• Facial expression</li> <li>• Proximity</li> <li>• Tone of voice</li> <li>• Other physical expressions or communication</li> </ul>	<p>By (date of marking period), (Name) will increase the correct use of the following conversational strategies _____(select appropriate skills) when sharing ideas during structured therapy tasks in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will increase the correct use of the following conversational strategies _____(select appropriate skills) when asking questions during structured therapy tasks in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will increase the correct use of the following conversational strategies _____(select appropriate skills) when giving directions during structured therapy tasks in the therapy setting in ___ out of ___ opportunities with ___% accuracy.</p> <p>By (date of marking period), (Name) will orally explain the meaning of the following pragmatic skill(s) (select appropriate skill) during structured interactive therapy activities in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will orally explain the perception of the following pragmatic skill(s) (select appropriate skill) during structured interactive therapy activities in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p> <p>By (date of marking period), (Name) will increase correct use of the following conversational strategies: (select appropriate skill) when giving an oral presentation during structured therapy task in the therapy setting in ___ out of ___ opportunities with ___% accuracy as measured by ____.</p>
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**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**First Through Fifth Grade**

**FLUENCY**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Speaking Applications</u></b></p> <p>1.2.2 retell stories using basic story grammar, sequencing story, events by and answering who, what, where, why and how questions.</p> <p>1.2.3 relate an important life event or personal experience using simple sequencing</p> <p>2.2.1 recount experience or present stories: (a) move through a logical sequence of events (b) describe story elements (e.g., characters, plot, setting)</p> <p>2.2.2 report on a topic with facts and details, drawing from several sources of information</p> <p>3.2.2 plan and present dramatic interpretation of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone</p> <p>4.2.3 deliver oral summaries of articles and books that contain the main ideas of the events or article and the most significant details</p> <p>5.2.2. deliver informative presentations about an important idea, issue or event by the following means:            (a) frame questions to direct the investigation            (b) establish a controlling idea or topic            (c) develop the topic with simple facts, details, examples, and explanations</p> <p><b><u>Comprehension</u></b></p> <p>K.1.2 share information and ideas, speaking audibly in coherent complete sentences</p>	<p>By ( Annual IEP date) (Name) will identify body parts related to tension during dysfluent speech while relating a personal experience, retelling a story, or read ___ paragraphs of curriculum based materials with ___% accuracy in ___ out of ___ trials as measured by _____.</p> <p>By (Annual IEP date) (Name) will ask ___ questions of ___ person (school adults, friends, upper class students) using eye contact and speech techniques (e.g., prolongations, pull-outs, easy onsets) in ___ out of ___ trials as measured by _____</p>	<p>By (Date of Making Period) using a model (Name) will point to one body part where tension is felt during dysfluent speech in a story retell or paragraph reading with ___ % accuracy in ___ out of ___ trials as measured by _____.</p> <p>By (Date of Marking Period) using a model or a stuttering partner (Name) will name one body on the stuttering partner where tension is noted during partners story retell or paragraphs reading with ___% accuracy in ___ out of ___ trials as measured by _____</p> <p>Using appropriate eye contact (Name) will ask one complete questions of (person without fear to persons most feared) using speech techniques (e.g., prolongations, pull-outs, and easy onsets) in _____ setting in ___ out of ___ trials.</p> <p>Using appropriate eye contact (Name) will ask for information of (person most feared) using speech techniques (e.g., prolongations, pull-outs, and easy onsets) in _____ setting in ___ out of ___ trials.</p>

<p>7.1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions</p>	<p>By ____ (Name) will identify and eliminate secondary stuttering characteristics (e.g., eye closure, inhalation, foot tap, body jerk) while speaking in ____ settings with ____% accuracy in ____ out of ____ trials as measure by ____.</p> <p>By ____ (Name) will spontaneously produce words using easy/fluent speech ____% of ____ trials during structured speaking activities in ____ setting as measured by ____.</p> <p>By ____ (Name) will produce ____ (sentences, questions, conversations) using easy/fluent speech in ____ of ____ trials with ____% accuracy as measure by ____.</p>	<p>By ____ using a mirror the student will identify secondary stuttering characteristics in ____ out of ____ trials with ____% as measure by student tally.</p> <p>By ____ the student will eliminate ____ secondary stuttering characteristics when speaking in blank settings in ____ out of ____ trials with ____% accuracy as measure by ____.</p> <p>By ____ (Name) will produce (modeled words, spontaneous words, modeled phrases, spontaneous phrases) using easy/fluent speech in varied settings (e.g. speech room, with a friend, in small class group, in class) ____ out of ____ trials with ____% accuracy.</p> <p>By ____ (Name) will model (sentences, questions, conversations) in varied settings (e.g. speech room, with a friend, in small class group, in class) ____ out of ____ trials with ____ % accuracy.</p>
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**STANDARD BASED SPEECH GOALS AND OBJECTIVES**  
**Kindergarten Through Fifth Grade**

**VOICE**

<b>SELECTED SPEECH &amp; LANGUAGE STANDARDS</b>	<b>ANNUAL GOALS</b>	<b>OBJECTIVE/BENCHMARK</b>
<p><b><u>Listening &amp; Speaking Strategies</u></b>  <b>Comprehension</b></p> <p>k.1.2 share information and ideas, speaking audibly in coherent complete sentences</p> <p><b>Organization &amp; Delivery of Oral Communication</b></p> <p>2.1.8 retell stories, including characters, setting, and plot</p> <p><b>Speaking Applications</b></p> <p>1.2.2 retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why and how questions.</p> <p>4.2.3 deliver oral summaries of articles and books that contain the event or article and the most significant details.</p>	<p>By (IEP date)(Name) will maintain (whisper, soft voice, speaking) voice to reduce vocal abuse in ___ of ___(small group, classroom, playground) settings with no more than ___ verbal/silent prompts.</p> <p>By (IEP date) (Name) will use good oral resonance while presenting (classroom materials or games) in (small group, classroom, playground) settings for ___ minutes with ___% accuracy in ___ of ___ trials</p> <p>By (IEP date) (Name) will use good voice (pitch, volume, prosody) while discussing (classroom materials or peer outdoor games) in (small group, classroom, playground) setting(s) for ___ minutes with ___% of accuracy in ___ of ___ trials.</p>	<p>Benchmarks to reflect complexity of targets and increased accuracy.</p>