

# Clinton-Glen Gardner School District



## Curriculum Management System

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Speech and Language

Grades PreK-8

April 2012

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: May 15, 2012

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# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Richard S. Katz, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Christine Steiner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

## BOARD OF EDUCATION

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**Mrs. Amanda DiRienz**  
**Mrs. Margaret Layding**

## Acknowledgments

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**Writers' Names:** Susan Kirby DeSapio  
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# **Clinton-Glen Gardner School District**

## **Mission**

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

A speech-language disorder is a disorder of articulation/phonology, language, fluency, or voice. It can be secondary to many neurological, cognitive, and genetic disorders such as cerebral palsy, hearing impairment, trisomy 21 (Down's Syndrome), autism, and cleft lip/palate. It can also result from a developmental delay. Students in preschool (ages three to five) through grade eight who have deficits in any of these areas that affect communication may experience academic and social failure. Clinton Public School students who meet eligibility requirements for the New Jersey Administrative Code for Special Education (N.J.A.C.6A:14) receive speech-language services.

The Town of Clinton Board of Education strongly supports the Speech-Language department at Clinton Public School. A wide range of services, materials and assessment tools are available to students with communication disorders.

The role of the speech-language specialist (SLS) in schools is multi-faceted. Specific responsibilities depend on the nature and size of the student population being served as well as the educational setting in which the services occur. The following is a list of the key responsibilities of the speech-language specialist in the school setting:

- Direct Service Provider
- Evaluator
- Consultant
- Child Study Team Member
- Case Manager

In accordance with N.J.A.C.6A:14, students are initially evaluated by a New Jersey state certified Speech-Language Specialist on an individual basis. The results of the speech-language evaluation (formal and/or functional) and other relevant assessments are used to determine if the child meets the law's eligibility criteria. The student may receive Speech-Language services under one of two classifications:

1. Eligible for Special Education with Speech as a Related Service

or

2. Eligible for Speech-Language Services (ESLS)

As part of the speech-language evaluation the student's strengths and weaknesses are assessed. An Individual Education Plan (IEP) is developed for each classified student. The SLS develops the speech and/or language goals based on the student's areas of weakness and the impact on educational performance.

Once a student has been determined eligible for speech-language services, as part of the IEP process, the **service delivery model** or models must be identified. The following are the most commonly used models:

- Traditional "pull-out" model
- In-class "push-in" model
- Integrated therapy – use of classroom curriculum and materials within the speech room

Group size, frequency and duration of services are determined by the IEP team depending on the speech-language needs of the individual student.

Each year an annual review is held with but not limited to the student's parent(s), guardian(s) and teacher(s) to discuss individual student progress and make appropriate changes to the IEP. A triennial review is conducted to reassess eligibility for speech-language services. If the student no longer meets eligibility requirements, he/she is formally declassified and services are terminated. If the student remains eligible for S/L Services, classification is maintained and a new IEP is developed.

## **INTRODUCTION**

A research-based speech-language program is provided at Clinton Public School. In this curriculum guide, therapy objectives have been sequenced in a developmental hierarchy to be followed as deemed appropriate by the SLS. Due to the extremely individualized planning that the discipline of speech-language pathology requires, it should be noted that the objectives are general in nature. The sequence of objectives is to be decided by the SLS according to the individual needs of each student.

Four skill areas are presented in this curriculum guide:

1. Articulation and Phonology
2. Language
3. Fluency
4. Voice

Each area includes:

- Definition
- Eligibility Criteria
- Educational Impact
- Long Term Goals
- Short Term Objectives
- Common Core Standards
- Essential Questions and Conceptual Understanding
- Instructional Tools/Materials
- Technology
- Resources/Reference Books
- Learning Activities
- Interdisciplinary Activities
- Assessment Models

The Clinton Public School SLS uses this curriculum to develop treatment plans based on the student's needs. An eclectic approach to therapy is most effective in this discipline. The SLS constantly stays abreast of evidenced-based practices within the field of Speech-Language Pathology.

The long-range goal of speech-language services is to improve the student's communication as it relates to academic content and classroom performance. Short-term objectives are sequenced in the order most appropriate for each student.

**New Jersey State Department of Education  
Common Core State Standards**

**A note about Common Core State Standards for Language Arts.**

The Common Core State Standards for Language Arts were adopted in 2010. The standards referenced in this curriculum guide refer to the progress indicators in these newly adopted standards. A complete copy of the Common Core State Standards for Language Arts may be found at:

<http://www.corestandards.org/the-standards/english-language-arts-standards> (by grade band)

<http://www.corestandards.org/the-standards> (in their entirety)



## **Grades PreK-8 Speech and Language**

### **Language**

A language disorder is impairment in the development or use of:

- Receptive Language (i.e. comprehension, concept development)
- Expressive Language (i.e. spoken and/or written language)

The disorder may involve the:

- content of language (semantic system)
- form of language (phonologic, morphologic, and syntactic systems)
- use of language in communication (pragmatic system)
- metalinguistic aspects of language (thinking about language by focusing on the language form, structure, and/or meaning; phonological awareness)
- auditory perception and processing

### **Eligibility Criteria**

According to N.J.A.C. 6A:14-3.6(a)2 the problem shall be demonstrated through functional assessment of language in other than a testing situation and performance below 1.5 standard deviations from the mean, or the 10<sup>th</sup> percentile on at least two standardized oral language tests, where such tests are appropriate [N.J.A.C. 6A:14-3.5(c)4].

### **Educational Impact**

Any language disability that negatively impacts a student's success in achieving the College and Career Readiness (CCR) and grade-specific standards, set forth in the Common Core State Standards, should be considered to demonstrate detrimental academic impact. A language disability may result in poor academic performance across all areas of the curriculum.

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 1:</b> The student will develop <b>semantics</b> (Content of Language – Bloom/Lahey, 1988).</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>1.1. Understand and use the following content categories:  Existence  Non-existence  Recurrence  Rejection  Denial  Attribution  Possession  Action  Locative action  Locative state  State  Quantity  Notice  Temporal  Additive  Causal  Specification  Dative  Epistemic  Adversative  Communication</p> <p>1.2. Develop linguistic relationships through:  Labeling  Functions  Associations  Categorization  Concepts (Spatial, Temporal, Qualitative, Quantitative)  Antonyms  Synonyms  Homonyms</p>	<p><b>Essential Questions:</b>  How will improving your vocabulary make you a better student?  How will improving your vocabulary help you to communicate better in your classroom and with your friends?</p> <p><b>Conceptual Understandings:</b>  Improving my vocabulary will help me follow directions; understand my teachers' lessons; understand assignments and key words in all my subject areas.</p> <p>Improving my vocabulary will help me participate and feel more confident in classroom discussions and when talking with my friends.</p>	<p><b>Instructional Tools/Materials:</b>  Worksheets  Language picture cards  Gameboards  Language comprehension workbooks  Academic subject material  Fokes Sentence Builder  Spotlight Series  Sparc for Concepts  Bridge for Vocabulary  Just for Me Vocabulary  Just for Me Concepts  Scissors, Glue and Concepts Too!  Scissors, Glue and Vocabulary Too!  Vocabulary to Go  Webber Classifying Cards  HELP for Language Processing - Elementary  HELP for Language Processing - Middle School</p> <p><b>Technology:</b>  CD-ROMS  Compact Discs  iPod, iPad</p> <p><b>Resources/Reference Books:</b>  Bloom/Lahey – Language Development &amp; Language Disorders  The Source for Processing Disorders – G. Richard</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 1:</b> The student will develop <b>semantics</b> (Content of Language – Bloom/Lahey, 1988).</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>Similarities (Comparison)  Differences (Contrast)  Multiple Meanings  Analogies  Idioms  Inferences  Metaphors  Hyperbole  Personification</p> <p>The following standards apply to the objectives listed above:</p> <p>Language (L)  L.K.1.b-f; L.K.4.a,b; L.K.5.a-d; L.K.6  L.1.1.b-j; L.1.4.a-c; L.1.5.a-d; L.1.6  L.2.1.a-f; L.2.3.a; L.2.4.a-e; L.2.5.a, b;  L.2.6  L.3.1.a-i; L.3.3.a, b; L.3.4.a-d; L.3.5.a-c;  L.3.5.6  L.4.1.a-g; L.4.3.a,c; L.4.4.a-c; L.4.5.a-c;  L.4.6  L.5.1.a-e; L.5.3.a, b; L.5.4.a-c; L.5.5.a-c;  L.5.6  L.6.1.a-e; L.6.4.a-d; L.6.5.a-c; L.6.6  L.7.1.a-c; L.7.3.a; L.7.4.a-d; L.7.5.a-c;  L.7.6  L.8.1.a-c; L.8.3.a; L.8.4.a-d; L.8.5.a-c;  L.8.6</p>		<p><b>Learning Activities/Strategies:</b>  Prompt- await and evaluate response – adjust prompt/pre-teach  Use appropriate charts and graphic organizers to move student from direct prompting to more independent functioning  Listen and follow directions  Insert language picture cards into slotted board  Discuss vocabulary  Pre-teach on self, then 3 dimensional mode before moving to 2 dimensional activities  Noun, Verb tense, Adjective, Adverb, and Idiom cards  Function, Association and Classification cards  Drills for vocabulary pre-teaching and reinforcement  Cloze activities  Sign Language</p> <p><b>Interdisciplinary Activities:</b>  Literacy and academic support through language development activities  Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language therapist  Demonstration of skill transfer into classroom as reported by teacher</p>

<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades PreK-8</b> <b>Speech and Language</b>	<b>Topic: Language</b>	
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
Speaking and Listening (SL) SL.K.2; SL.K.4; SL.K.6 SL.1.2; SL.1.3; SL.1.4; SL.1.6 SL.2.2; SL.2.3; SL.2.4; SL.2.6 SL.3.2; SL.3.3; SL.3.4; SL.3.6 SL.4.2; SL.4.4; SL.4.6 SL.5.1.c, d; SL.5.2; SL.5.4 SL.6.1.c; SL.6.4; SL.6.6 SL.7.1.c; SL.7.4; SL.7.6 SL.8.1.c; SL.8.4; SL.8.6		

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 2:</b> The student will develop <b>morphology</b> to an age, grade, or cognitively appropriate level.  (Form of Language – Bloom/Lahey, 1988)</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>2.1. Understand and use the rules of morphology including:</p> <ul style="list-style-type: none"> <li>a. Word-formation rules (nouns) Noun plural Noun possessive (singular/plural)</li> <li>b. Word-formation rules (verbs) Present progressive Third-person singular-present Past tense</li> <li>c. Word-formation rules (adjectives) Comparative Superlative Prefixes Suffixes</li> <li>d. Noun Derivation</li> <li>e. Adverb Derivation</li> <li>f. Diminutive of nouns</li> </ul> <p>The following standards apply to each of the objectives listed above:</p> <p>Language (L)  L.K.1.c; L.K.4.b  L.1.1.c; L.1.4.b-c  L.2.4.b  L.3.1.d-e; L.3.2.d-f; L.3.4.b  L.4.4.b  L.5.1.c; L.5.4.b  L.6.4.b  L.7.4.b  L.8.4.b</p>	<p><b>Essential Questions:</b>  How will improving your understanding of the way words are formed help you be a better student and communicate better with your friends? (Receptive)  How will improving the way you form your words help you communicate better in your classroom and with your friends. (Expressive)</p> <p><b>Conceptual Understandings:</b>  Improving my understanding of the way words are formed will help me: read, write, and spell better in all my subject areas. (Receptive)</p> <p>Improving the way I form my words will help me in my writing and speaking assignments for all my subjects. It will also help me sound like my friends and then be more respected by them. (Expressive)</p>	<p><b>Instructional Tools/Materials:</b>  Worksheets  Language picture cards  Gameboards  Academic subject material  Fokes Sentence Builder  Spotlight Series  HELP for Language Processing – Elementary  Super Duper – Fun Decks  No Glamour Sentence Structure  Build a Sentence  Scissors, Glue and Grammar, Too!</p> <p><b>Technology:</b>  CD-ROMS  Compact Discs</p> <p><b>Additional Resources/Reference Books:</b>  Bloom/Lahey – Language Development &amp; Language Disorders</p> <p><b>Learning Activities:</b>  Prompt- await and evaluate response – adjust prompt and pre-teach  Use more appropriate charts and graphic organizers to move student from direct prompting to more independent functioning  Listen and follow directions</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 2:</b> The student will develop <b>morphology</b> to an age, grade, or cognitively appropriate level.  (Form of Language – Bloom/Lahey, 1988)</p>	
<p><b>Objectives / Cluster Concepts /  Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions,  Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology /  Resources / Learning Activities / Interdisciplinary  Activities / Assessment Model</b></p>
		<p>Insert picture cards into slotted board  Discuss vocabulary  Pre-teach on self, then 3 dimensional mode before moving to 2 dimensional activities  Index card matching  Drills for vocabulary pre-teaching and reinforcement  Noun, Adjective, Adverb and Verb tense cards</p> <p><b>Interdisciplinary Activities:</b>  Literacy and academic support through language development activities  Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language specialist  Demonstration of skill transfer into classroom as reported by teacher</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 3:</b> The student will develop <b>syntax</b> to an age, grade, or cognitively appropriate level.  (Form of Language – Bloom/Lahey, 1988)</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.1. Understand and use correct syntax including:  Recognition and judgment of correct grammar  Declarative sentence  Negation  Active  Passive  Interrogative sentence  Yes/no interrogative  “Wh” interrogative  Negative interrogative  Imperative sentence  Exclamatory sentence  Sentence structure  Simple sentence  Compound sentence  Complex sentence  Noun/verb agreement</p> <p>The following standards apply to each of the objectives listed above:</p> <p>Language (L)  L.K.1.c-f; L.K.4.b  L.1.1.b-j; L.1.4.c  L.2.1.b-f  L.3.1.b,d-f, h-j; L.3.2.d  L.4.1.b-f  L.5.1.a-e; L.5.3.a  L.6.1.a-d  L.7.1.a-c; L.7.3.a</p>	<p><b>Essential Questions:</b>  How will improving your understanding of grammar help you be a better student and communicate better with your friends? (Receptive)  How will improving your grammar help you to communicate better in your classroom and with your friends? (Expressive)</p> <p><b>Conceptual Understandings:</b>  Improving understanding of my grammar will help me: read, write, and spell better in all my subject areas. (Receptive)</p> <p>Improving the way I use grammar in my speech will help me in my writing and speaking assignments for all my subjects. It will also help me sound like my friends and then be more respected by them. (Expressive)</p>	<p><b>Instructional Tools/Materials:</b>  Worksheets  Language picture cards  Gameboards  Academic subject material  Fokes Sentence Builder  Spotlight Series  HELP for Language Processing – Elementary  Super Duper – Fun Decks  No Glamour Sentence Structure  Build a Sentence  Scissors, Glue and Grammar, Too!  Wh – question, Noun, Verb, cards</p> <p><b>Technology:</b>  CD-ROMS  Compact Discs</p> <p><b>Additional Resources/Reference Books:</b>  Bloom/Lahey – Language Development &amp; Language Disorders</p> <p><b>Learning Activities:</b>  Prompt- await and evaluate response – adjust prompt and pre-teach  Use more appropriate charts and graphic organizers to move student from direct prompting to more independent functioning</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>L.8.1.a-d; L.8.3.a</p>		<p>Insert picture cards into slotted board  Discuss vocabulary  Pre-teach on self, then 3 dimensional mode before moving to 2 dimensional activities  Drills for vocabulary pre-teaching and reinforcement</p> <p><b>Interdisciplinary Activities:</b>  Literacy and academic support through language development activities  Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language specialist  Demonstration of skill transfer into classroom as reported by teacher</p>



<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 4:</b> The student will improve <b>pragmatic</b> skills so his/her own intentions are communicated and intentions of others are interpreted appropriately. (Use of Language)</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>4.1. Understand and participate appropriately in the verbal and non-verbal communication process.</p> <p>Label</p> <p>Request object</p> <p>Request action</p> <p>Request answer</p> <p>Comment</p> <p>Greeting</p> <p>Call</p> <p>Gain attention</p> <p>Protest answering</p> <p>Language Play</p> <p>Ritualizing function:</p> <ul style="list-style-type: none"> <li>Greetings and farewells</li> <li>Availability response</li> <li>Expressions of appreciation</li> </ul> <p>Informing function:</p> <ul style="list-style-type: none"> <li>Communication of reasons</li> <li>Communication of outcomes</li> <li>Communication of justifications</li> <li>Identification of factual versus opinionated information</li> </ul> <p>Controlling function:</p> <ul style="list-style-type: none"> <li>Identification and formulation of indirect requests</li> <li>Prohibitions</li> <li>Warning</li> </ul> <p>Feeling function:</p> <ul style="list-style-type: none"> <li>Identifying and formulating tasks</li> <li>Emotional reaction</li> </ul> <p>Imagining Reaction:</p>	<p><b>Essential Questions:</b></p> <p>How will improving your social skills make you a better student?</p> <p>How will improving your social skills help you communicate better in your classroom and with your friends?</p> <p><b>Conceptual Understandings:</b></p> <p>Improving my social skills will make me communicate better and make me a better student/friend because it will help me pay attention; use self-control; take turns; respond appropriately and understand the feelings of others.</p>	<p><b>Instructional Tools/Materials:</b></p> <p>Say and Do – Positive Pragmatic Gameboards</p> <p>The New Social Story Book – Carol Gray</p> <p>The Social Skills Picture Book - Jed Baker</p> <p>Spotlight on Social Skills</p> <p>Tasks of Problem Solving (TOPS)</p> <p>Social-Pragmatic Success – Timothy Kowalski</p> <p>Are You in the Zone – Timothy Kowalski</p> <p><b>Technology:</b></p> <p>CD-ROMS</p> <p>iPod, iPad</p> <p><b>Resources/Reference Books:</b></p> <p>The Source for Intervention in Autism Spectrum Disorders</p> <p>The Source for Autism</p> <p><b>Learning Activities:</b></p> <p>Prompt- await and evaluate response – adjust prompt and pre-teach</p> <p>Dialogue bubbles</p> <p>Worksheets</p> <p>Listen and follow directions</p> <p>Discussion</p> <p>Role Playing</p> <p>Drills for vocabulary pre-teaching and reinforcement</p> <p>Social skills gameboards</p> <p>Social Stories</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 4:</b> The student will improve <b>pragmatic</b> skills so his/her own intentions are communicated and intentions of others are interpreted appropriately. (Use of Language)</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>Storytelling and other imagining tasks</p> <p>The following standards apply to each of the objectives listed above:  Speaking and Listening (SL)  SL.K.1.a,b; SL.K.2; SL.K.3  SL.1.1.a,b,c; SL.1.3  SL.2.1.a,b,c; SL.2.3  SL.3.1.b,c,d; SL.3.3  SL.4.1.b,c,d; SL.4.6  SL.5.1.b,c,d; SL.5.6  SL.6.1.b,c,d; SL.6.4; SL.6.6  SL.7.1.b,c,d; SL.7.4; SL.7.6  SL.8.1.b,c,d; SL.8.4; SL.8.6</p>		<p>Emotions thermometer/Thought bubble  Behavior charts  Coping mechanisms  Video modeling</p> <p><b>Interdisciplinary Activities:</b>  Academic support through development of appropriate pragmatic language and conversation skills  Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language specialist  Demonstration of skill transfer into classroom as reported by teacher</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Goal 5:</b> The student will develop <b>metalinguistics</b> in order to notice, think about, and work with words and sounds in spoken language as part of reading readiness and early literacy development.</p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>5.1. Develop phonological awareness skills:  Auditory discrimination of words and/or sounds  Compound word manipulation  Syllable counting  Onset-Rime (Identification, Generation)  Phoneme Identification  Phoneme Blending  Phoneme Segmentation  Phoneme Deletion  Phoneme Addition  Phoneme Substitution  Transposition</p> <p>The following standards apply to each of the objectives listed above:  Reading - Foundational Skills: (RF)  RF.K.2.a-e; RF.K.3.a, b, d  RF.1.2.a-d; RF.1.3.a-e  RF.2.3.a-c</p>	<p><b>Essential Questions:</b>  How will learning about letter sounds and how you can put them together and take them apart make you a better student?</p> <p><b>Conceptual Understandings:</b>  Learning about letter sounds, putting sounds together and taking them apart will help me understand how words work. This will make me be a better reader and speller.</p>	<p><b>Instructional Tools/Materials:</b>  Sound Awareness Workout  Say and Glue Phonological Awareness  Gameboards  Worksheets  LiPS mouth pictures</p> <p><b>Technology:</b>  Earobics Step I and II (CD-ROM)  Hear Builder Phonological Awareness (CD-ROM)  Phonemic Awareness for Reading &amp; Spelling (CD-ROM)  I'm All Ears (Compact Disc)  Alphabet Sounds – Sounds Like Fun (Compact Disc)</p> <p><b>Resources/Reference Books:</b>  Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS)  Phonemic Awareness Sound by Sound  Sounds Abound  Phonemic Awareness for Young Children  The Literacy Link  Ladders to Literacy</p> <p><b>Learning Activities/Strategies:</b>  Prompt- await and evaluate response – adjust, prompt and pre-teach  Use more appropriate charts and graphic organizers to move student from direct prompting to more independent</p>

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<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p>functioning</p> <p>Insert picture cards into slotted board for sound placement</p> <p>Pre-teach on self, then 3 dimensional mode (i.e. tiles, blocks) before moving to 2 dimensional activities</p> <p>Rhyming cards</p> <p>Minimal Pair cards</p> <p>Teach phonological processing vocabulary</p> <p>Phonological Awareness processing drills</p> <p>Auditory cloze activities</p> <p>Phonemic Awareness activities (i.e. sound manipulation, deletion, blending, segmenting, rhyming...)</p> <p>Phoneme manipulation with colored blocks, squares and/or letter tiles, mouth pictures</p> <p><b>Interdisciplinary Activities:</b></p> <p>Literacy and academic support through sound development activities</p> <p>Coordination of speech activities with grade level curriculum subject matter (i.e. reading, spelling, writing)</p> <p><b>Assessment Models:</b></p> <p>Accomplishment of objectives 80% of time as measured by formal or informal assessments</p> <p>Observations by speech-language specialist</p> <p>Demonstration of skill transfer into classroom as reported by teacher</p>

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<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Goal 6:</b> The student will develop <b>metalinguistics</b> in order to notice, think about and work with words and sounds for the development of reading comprehension and receptive/expressive language.</p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1. Understand and use the following self-cueing strategies:  Reflective pausing  Gesture cueing  Phonemic cueing  Graphemic cueing  Imagery cueing  Associative cueing  Category name substituting  Synonym cueing  Antonym cueing  Rapid naming</p> <p>The following standards apply to each of the objectives listed above:  Reading Foundations (RF)  RF.K.3.a  RF.1.3.a</p> <p>Language (L)  L.K.5.a-b  L.1.1.b, e-f; L.1.5.a-b, d  L.2.1.e; L.2.5.a-b  L.3.4.c; L.3.6  L.4.4.b; L.4.5.a-c  L.5.4.b; L.5.5.a-c  L.6.4.a-b; L.6.5.a-c; L.6.6</p>	<p><b>Essential Questions:</b>  How will learning about words and how to remember them help make you a better student?</p> <p><b>Conceptual Understandings:</b>  Learning about words and how to remember words will help improve my vocabulary in all my subjects.</p>	<p><b>Instructional Tools/Material:</b>  Worksheets  Synonym, Antonym, Association and Category cards  Gameboards</p> <p><b>Technology:</b>  Word Concepts (CD-ROM) Level I &amp; II  Early Classifying Interactive Games (CD-ROM)  iPad, iPod Applications</p> <p><b>Resources/Reference Books:</b>  The Source for Reading Comprehension  Word Finding Intervention Program – Diane German  Language Processing Remediation – Gail Richard  Visualizing and Verbalizing Manual &amp; Stories – Nanci Bell</p> <p><b>Learning Activities/Strategies:</b>  Prompt- await and evaluate response – adjust, prompt and pre-teach  Use more appropriate charts and graphic organizers to move student from direct prompting to more independent functioning  Discuss vocabulary  Pre-teach on self (gesture), 3 dimensional mode before moving to 2 dimensional activities  Synonym, Antonym, Association, Category card matching  Drills for vocabulary pre-teaching and reinforcement  Cloze activities</p>

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<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Interdisciplinary Activities:</b>  Literacy and academic support through language development activities  Coordination of speech activities with grade level curriculum subject matter (i.e. reading comprehension, themes, units, plays, vocabulary)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language specialist  Demonstration of skill transfer into classroom as reported by teacher</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Language</b></p> <p><b>Goal 7:</b> The student will be able to develop <b>auditory perception and auditory processing</b> the ability to listen on a variety of levels: empathetic listening, critical listening, listening for pleasure, listening for comprehension, listening for recall.</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>7.1. Develop auditory perceptual skills:  Auditory Segmentation  Auditory Attention  Auditory Association  Auditory Closure  Auditory Discrimination  Auditory Figure-Ground  Auditory Localization  Auditory Memory  Auditory Sequential Memory  Auditory Synthesis/Sound Blending</p> <p>The following standards apply to each of the objectives listed above:  Reading - Foundational Skills: (RF)  RF.K.2.a-e; RF.K.3.a-b, d  RF.1.2.a-d; RF.1.3.a-e  RF.2.3.a-c</p>	<p><b>Essential Questions:</b>  How will improving your listening skills help make you a better student?  How will improving your listening skills help make you communicate better in your classroom and with your friends?</p> <p><b>Conceptual Understandings:</b>  Improving my listening skills will help me pay attention; answer questions correctly; follow directions; improve my memory; remember my assignments; be better organized and become a better reader and speller.</p> <p>Improving my listening skills will help me communicate better in my classroom and with my friends because it will help me understand and be part of discussions and conversations.</p>	<p><b>Instructional Tools/Materials:</b>  HELP – Elementary  HELP – Middle School  Gameboards  Worksheets  Central Auditory Processing Kits 1, 2, 3: Auditory Memory, Discrimination, Closure, Synthesis, Figure-Ground, Cohesion, Binaural Integration, Compensatory Strategies  Remedia – Following Directions, Sequencing  LiPS mouth pictures  Blocks</p> <p><b>Technology:</b>  Earobics Step I &amp; II (CD-ROM)  Hear Builders Following Directions (CD-ROM)  Hear Builders Phonological Awareness (CD-ROM)  Stereo Amplified Listener  Auditory feedback headset  iPod, iPad</p> <p><b>Resources/Reference Books:</b>  The Source for Processing Disorders – Gail Richard  Phonemic Synthesis Kit – J. Katz  When the Brain Can't Hear – Teri Bellis  Don't You Get It? - Living with Auditory Learning Disabilities – Jay Lucker</p>

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<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Learning Activities/Strategies:</b>  Prompt- await and evaluate response – adjust, prompt and pre-teach  Use more appropriate charts and graphic organizers to move student from direct prompting to more independent functioning  Listen and follow directions  Sequence cards  Pre-teach on self, then 3 dimensional mode before moving to 2 dimensional activities  Sound localization activities  Auditory perceptual drills  Phoneme manipulation with colored blocks, squares and/or letter tiles</p> <p><b>Interdisciplinary Activities:</b>  Literacy and academic support through activities that develop listening skills  Coordination of speech activities with grade level curriculum subject matter (i.e. oral reading comprehension, decoding and spelling)</p> <p><b>Assessment Models:</b>  Accomplishment of objectives 80% of time as measured by formal or informal assessments  Observations by speech-language specialist  Demonstration of skill transfer into classroom as reported by teacher</p>



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