

## TEKS Correlations—

### Speech Sound Production, Voice, Fluency, & Language

REVIEW360 SLP GOAL	TEKS LISTENING & SPEAKING STANDARD	GRADES												
		K	1	2	3	4	5	6	7	8	Eng I	Eng II		
<b>Speech Sound Production</b>														
<b>Articulation</b> Produce phonemes correctly in connected speech	• Speak clearly	●	●	●										
	• Speak employing enunciation to communicate effectively				●	●	●	●	●	●	●	●	●	●
<b>Phonological Processes/Patterns</b> Reduce use of word and syllable patterns, assimilation patterns, and substitution patterns to more closely match age/grade expected speech														
<b>Motor Speech Disorders</b> Demonstrate control and coordination of articulators; use compensatory strategies to increase intelligibility including slower rate, contrastive word stress, and overall speaking effort														
<b>Childhood Apraxia of Speech (CAS)</b> Demonstrate correct production of all syllable shapes; increase functional vocabulary words produced with good intelligibility; demonstrate motor planning for transitions and timing movements for good intelligibility in connected speech														
<b>Voice</b>														
<b>Phonation Quality</b> Identify and eliminate harmful behaviors and use easy voice productions or reduce loudness	• Speak audibly and clearly	●												
	• Speak employing eye contact, speaking rate, volume, enunciation to communicate effectively				●	●	●	●	●	●	●	●	●	●
<b>Pitch/Resonance/Loudness/Respiration</b> Use optimal pitch level, range, variability, correct resonance, loudness, and sustained breath support for vocal production														
<b>Fluency</b>														
Use fluent speech or speak with easy disfluencies; maintain fluent speech with no struggle in the presence of stressors	• Speak clearly at an appropriate pace		●	●										
	• Speak employing eye contact, speaking rate, volume, enunciation to communicate effectively				●	●	●	●	●	●	●	●	●	●

REVIEW360 SLP GOAL	TEKS ENGLISH LANGUAGE ARTS STANDARD	GRADES										
		K	1	2	3	4	5	6	7	8	Eng I	Eng II
<b>Language: Morphology/Syntax</b>												
<b>Grammatical Morphemes</b> Use age-/grade-level grammar in sentences with regular/irregular past tense verbs, regular/irregular plurals, comparatives and superlatives, possessive noun markers, and past/present/future verb tense	<ul style="list-style-type: none"> <li>Use and understand the function of verbs to convey a sense of past, present, and future; singular and plural nouns; comparative and superlative adjectives; and adverbs</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Pronouns</b> Use personal, demonstrative, and reflexive pronouns	<ul style="list-style-type: none"> <li>Use and understand the function of pronouns in the context of reading, writing, and speaking</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Conjunctions</b> Use conjunctions to join two phrases into a compound sentence when speaking and in writing	<ul style="list-style-type: none"> <li>Use and understand the function of conjunctions in the context of reading, writing, and speaking</li> </ul>				●	●	●	●	●	●		
<b>Phrases and Clauses</b> Use grammatically correct sentences when speaking and writing with relative clauses; prepositional phrases; and conditional, justification, and referential clauses	<ul style="list-style-type: none"> <li>Use complete simple, compound, and complex sentences when speaking and writing</li> <li>Use and understand the use of prepositions and prepositional phrases in reading, writing, and speaking</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Language: Semantics</b>												
<b>Basic Concepts</b> Use developmental level vocabulary including nouns, verbs, adjectives, adverbs, and prepositions in sentences	<ul style="list-style-type: none"> <li>Identify and use words that name actions, directions, positions, sequences, and locations</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Grade-Level Vocabulary</b> Use grade-level core vocabulary words in sentences	<ul style="list-style-type: none"> <li>Determine the meaning of grade-level academic English words</li> </ul>					●	●	●	●	●	●	●
<b>Tier 2 Vocabulary</b> Use grade-level Tier 2 vocabulary words in sentences	<ul style="list-style-type: none"> <li>Identify and use antonyms, synonyms, homographs, and homophones</li> </ul>				●	●	●	●	●	●	●	●
<b>Multiple-Meaning Words</b> Use grade-level multiple-meaning words in sentences	<ul style="list-style-type: none"> <li>Use context to determine the relevant meaning of multiple-meaning words</li> </ul>			●	●	●	●	●	●	●	●	●
<b>Figurative Language</b> Use grade-level figurative language in sentences	<ul style="list-style-type: none"> <li>Use figurative language</li> <li>Explain how authors use figurative language to create meaning</li> </ul>				●	●	●	●	●	●	●	●

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved. Review360, Always Learning, Pearson, design for P4, and PsychCorp are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s). 310026CA 03/15

REVIEW360 SLP GOAL	TEKS ENGLISH LANGUAGE ARTS STANDARD	GRADES										
		K	1	2	3	4	5	6	7	8	Eng I	Eng II
<b>Language: Pragmatics</b>												
<b>Oral Narratives</b> Generate a complete story with all story elements expected for grade level	<ul style="list-style-type: none"> <li>Retell a story with beginning, middle, and end with attention to the sequence of events</li> <li>Describe characters and reasons for their actions and feelings</li> </ul>	●	●	●								
<b>Discourse</b> Use grade-level discourse skills by initiating and maintaining topics, and participating in whole class and small group discussions	<ul style="list-style-type: none"> <li>Speak clearly and to the point; share information and ideas that focus on the topic under discussion; follow agreed-upon rules for discussion</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Topic Maintenance</b> Maintain the topic in a conversation	<ul style="list-style-type: none"> <li>Share information and ideas that focus on the topic under discussion</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Communicative Attention</b> Demonstrate age-/developmental-level joint attention; intentional seeking of attention, comment, and clarification from others; engaging in communicative interaction and conversational turn taking	<ul style="list-style-type: none"> <li>Follow rules for discussion, including taking turns and speaking one at a time, listening to others, and making appropriate contributions</li> </ul>	●	●	●	●	●	●					
<b>Inference/Prediction/Drawing Conclusions</b> Make predictions (inference) of what will happen next in a story; draw conclusions after a conversation or story	<ul style="list-style-type: none"> <li>Make inferences and draw conclusions about elements of a story, theme and genre</li> </ul>	●	●	●	●	●	●	●	●	●	●	●
<b>Language: Literacy Connections</b>												
<b>Phonology/Phonological Awareness</b> Demonstrate phonological awareness skills with rhyming, syllable manipulation, sound segmentation, and sound synthesis	<ul style="list-style-type: none"> <li>Blend and segment phonemes and syllables; orally generate rhymes, decode multisyllabic words by applying letter-sound correspondences</li> </ul>	●	●	●	●							
<b>Reading/Writing/Editing (Literate Language)</b> Write a grammatically correct narrative/ expository paragraph using literate language elements	<ul style="list-style-type: none"> <li>Write expository and procedural texts to communicate ideas and information for specific purposes</li> <li>Use conventions of academic language when speaking and writing</li> </ul>			●	●	●	●	●	●	●	●	●
<b>Metalinguistics</b> Paraphrase, summarize, draw conclusions; use multiple meaning words and figurative language	<ul style="list-style-type: none"> <li>Paraphrase themes and supporting details</li> <li>Use figurative language</li> <li>Use context to determine the meaning of multiple-meaning words</li> </ul>				●	●	●	●	●	●	●	●

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved. Review360, Always Learning, Pearson, design for Pk, and PsychCorp are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s). 310026A 03/15