



Curriculum Crosswalk

Amplio Speech & Language and North Carolina Standard Course of Study



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Introduction

This crosswalk summarizes the alignment between the evidence-based programs available within Amplio Speech & Language and the North Carolina Standard Course of Study (SCOS). It's a resource for educators and speech-language pathologists in North Carolina seeking to understand how our evidence-based programs effectively support and reinforce the state's educational objectives.

Within this document, you will find detailed correlations between Amplio's programs and the specific objectives outlined in the North Carolina curriculum. This alignment demonstrates our commitment to providing relevant, impactful educational tools that cater to the unique needs of students in North Carolina, facilitating seamless integration into existing educational frameworks.



Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Categorization	L.K.5.a	Sort common objects into categories to gain a sense of the concepts the categories represent.
	L.1.5.a	Sort words into categories to gain a sense of the concepts the categories represent.
State Definitions	L.K.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.
	L.1.5.b	Define words by category and by one or more key attributes.
Compare & Contrast	L.1.5.b	Define words by category and by one or more key attributes.
	L.1.5.c	With guidance and support from adults, demonstrate understanding of nuances in word meanings. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
	L.2.5.a	Demonstrate understanding of nuances in word meanings. Distinguish shades of meaning among closely related verbs and closely related adjectives.
	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
	L.3.5.b	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Verb Production	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Form frequently occurring verbs.
	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Understand and use question words.
	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Convey sense of time.
	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Form frequently occurring verbs.
	L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
	L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Adverb Production	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Understand and use question words.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Accurately choose which to use - adjective or adverb.
	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Form and use comparative adverbs.
	L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
	L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
Multiple Skill Coverage	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Parts of Speech Exploration (POSE)

Skill	Standard	Description
Noun Identification	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the grade 2-3 grammar continuum.
	L.K.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.1.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.2.5	Demonstrate understanding of word relationships and use.
	L.K.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.
	L.1.6	
	L.2.6	
Verb Identification	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the grade 2-3 grammar continuum.

Parts of Speech Exploration (POSE)

Skill	Standard	Description
Verb Identification	L.K.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.1.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.2.5	Demonstrate understanding of word relationships and use.
	L.K.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.
	L.1.6	
	L.2.6	
Pronoun Identification	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the grade 2-3 grammar continuum.
	L.K.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.1.5	With guidance and support, demonstrate emerging understanding of word relationships.
	L.2.5	Demonstrate understanding of word relationships and use.
	L.K.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.
	L.1.6	
L.2.6		

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Auditory Discrimination	RF.K.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	RF.1.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Speech Production	SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.
Phonics	RF.K.4	Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.1.4	Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.2.4	Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.K.4.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds.
	RF.K.4.b	for each consonant.
	RF.K.4.d	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	RF.1.4.a	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	RF.1.4.b	Know the spelling-sound correspondences for common consonant digraphs.
	RF.1.4.c	Know final -e and common vowel team conventions for representing long vowel sounds.
	RF.1.4.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	RF.1.4.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
	RF.1.4.f	Read words with inflectional endings.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Phonics	RF.2.4.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
	RF.2.4.b	Know spelling-sound correspondences for additional common vowel teams.
	RF.2.4.c	Decode regularly spelled two-syllable words with long vowels.
	RF.2.4.d	Decode words with common prefixes and suffixes.
	RF.2.4.e	Identify words with inconsistent but common spelling-sound correspondences.
	RF.2.4.f	Recognize and read grade-appropriate irregularly spelled words.
Phonemic Awareness	RF.K.3.b	Count, pronounce, blend, and segment syllables in spoken words.
	RF.K.3.c	Blend and segment onsets and rimes of single-syllable spoken words.
	RF.K.3.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
	RF.K.3.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	RF.1.3.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	RF.1.3.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonological Awareness	RF.K.3.a	Recognize and produce rhyming words.
Reading Fluency	RF.1.5.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF.2.5.a	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Reading Comprehension	RF.K.5.b	Read emergent-reader texts with purpose and understanding.
	RF.1.5.a	Read on-level text with purpose and understanding.
	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	RF.2.5.a	Read on-level text with purpose and understanding.
	RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	RL.1.3	Describe characters, settings, and major events in a story, using key details.
	RL.2.3	Describe how characters in a story respond to major events and challenges.
	RL.K.2	With prompting and support, retell familiar stories, including key details.
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Vocabulary	L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	RF.2.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Vocabulary	L.2.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Morphological Awareness	L.K.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.
	RF.2.4.d	Decode words with common prefixes and suffixes.
	L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
	L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
Spelling	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Spelling	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words.

Knowledge about Narratives, Grammar and Retelling Occasions in Order (KANGAROO)

Skill	Standard	Description
Sequencing Stories	RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.
	RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
Story Element Knowledge, Identification, and Naming	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	RL.1.3	Describe characters, settings, and major events in a story, using key details.
	RL.2.3	Describe how characters in a story respond to major events and challenges.
	RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.

Knowledge about Narratives, Grammar and Retelling Occasions in Order (KANGAROO)

Skill	Standard	Description
Story Element Knowledge, Identification, and Naming	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
Story Retell	RL.K.2	With prompting and support, retell familiar stories, including key details.
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

Phonological Understanding: Modified cycles Approach (PUMA)

Skill	Standard	Description
Sound Production	SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.
Auditory Bombardment	RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
Rhyming	RF.K.3.a	Recognize and produce rhyming words.

Comprehending, Asking, and Responding to Wh-questions in Early and Elementary Language (CARTWHEEL)

Skill	Standard	Description
Answering and Asking Wh- Questions	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8.)
	L.K.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.
	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
	RL.K.4	With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Comprehending, Asking, and Responding to Wh-questions in Early and Elementary Language (CARTWHEEL)

Skill	Standard	Description
Answering and Asking Wh- Questions	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8).
	RL.1.1	Ask and answer questions about key details in a text.
	RI.1.1	Ask and answer questions about key details in a text.
	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	SL.1.1.c	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.
	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	L.1.6	Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 7.)
	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Comprehending, Asking, and Responding to Wh-questions in Early and Elementary Language (CARTWHEEL)

Skill	Standard	Description
Answering and Asking Wh- Questions	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	SL.2.1.c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	L.2.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Following Instructions, Visualizing and Enacting (High FIVE)

Skill	Standard	Description
Understanding Spatial Basic Concepts	L.K.1 L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Use frequently occurring prepositions
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Explain the function of prepositions.
Understanding Temporal Basic Concepts	L.K.1 L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Convey sense of time.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Convey sense of various times, sequences.
Verb Identification	L.K.1 L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Form frequently occurring verbs.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Explain the function of verbs.
Understanding Negation	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Accurately choose which to use - adjective or adverb Explain the function of adverbs.

Following Instructions, Visualizing and Enacting (High FIVE)

Skill	Standard	Description
Understanding Qualitative Words (Adjectives)	L.K.1 L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Use frequently occurring adjectives.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Explain the function of adjectives. Accurately choose which to use – adjective or adverb.
Following Directions	SL.K.1.a SL.1.1.a SL.2.1.a	Follow agreed-upon rules for discussions.
Noun Identification	L.K.1 L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. Use common, proper, & possessive nouns.
	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. Explain the function of nouns.

Morphological Affixes - Prefixes and Suffixes (MAPS)

Skill	Standard	Description
Prefix Meaning Following Directions	L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content,
	RF.3.4.a	choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
Prefix Identification	RF.2.4.d	Decode words with common prefixes and suffixes.
Suffix Meaning	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
	RF.3.4.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
Suffix Identification	RF.2.4.d	Decode words with common prefixes and suffixes.

Supporting Knowledge in Language and Literacy (SKILL)

Skill	Standard	Description
Sequencing Stories	RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.
Story Element Knowledge, Identification, and Naming	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	RL.1.3	Describe characters, settings, and major events in a story, using key details.
	RL.2.3	Describe how characters in a story respond to major events and challenges.
	RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
Story Retell	RL.K.2	With prompting and support, retell familiar stories, including key details.
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

Supporting Knowledge in Language and Literacy (SKILL)

Skill	Standard	Description
Phrases and Clauses	L.4.1 L.5.1	Form and use prepositional phrases. Explain the function of phrases and clauses. Recognize independent and dependent phrases and clauses.

CHanging Articulation with Minimal Pairs (CHAMP)

Skill	Standard	Description
Sound Production	SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.

Wealth of Words (WOW)

Skill	Standard	Description
Speech Production	SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.

Syntax Acquisition Incorporating Literacy (SAIL)

Skill	Standard	Description
Syntax	L.1.1 L.2.1 L.3.1 L.4.1 L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
Subject/Verb Agreement	L.1.1	Use singular and plural nouns with matching verbs in basic sentences.
	L.2.1 L.3.1	Ensure subject/verb agreement.
	L.4.1 L.5.1	Continue to ensure subject/verb agreement. Ensure pronoun-antecedent agreement.
Verbs Tense	L.2.1 L.3.1	Form and use past tense of frequently occurring irregular verbs. Form and use regular and irregular verbs. Form and use simple verb tenses. Form and use the perfect verb tenses. Recognize inappropriate shifts in verb tense.
	L.4.1 L.5.1	Form and use progressive verb tenses. Use modal auxiliaries (such as may or must). Continue to form and use the perfect verb tenses. Recognize and correct inappropriate shifts in verb tense.
Sentences	L.1.1	Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. Use frequently occurring conjunctions.
	L.2.1 L.3.1	Produce, expand, and rearrange simple and compound sentences. Use coordinating and subordinating conjunctions.
	L.4.1 L.5.1	Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences. Produce, expand, and rearrange simple, compound, and complex sentences. Continue to use coordinating and subordinating conjunctions. Use correlative conjunctions (such as either/or). Order adjectives within sentences according to conventional patterns.



Get in touch



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