

Supplemental Material S1. Student Work Sample Analysis.

This Student Work Sample Analysis demonstrates how the SLP can analyze the student's classroom work for linguistic strengths and needs that can be correlated to the academic standards and potential IEP goals and objectives.

SD ELA Standard (South Dakota Department of Education, n.d.-a)	Strengths (+) and Needs (-)	Potential IEP Goals to support academic progress <i>When engaged in classroom discussion and writing tasks, Student will...</i>
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	+ Writes sentences about voting and democracy. - Sentences do not refer to text content.	...ask and answer questions about spoken or written grade-level texts
3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.	+ Addresses voting, which is part of a democracy. - Does not use adverbial clauses to express cause/effect relationship.	...form complex sentences containing adverbial clauses using conjunctions "because, since, therefore"
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	+ Uses "voting, democracy" and "exist" in response. - Response does not demonstrate understanding of "democracy." - Uses non-specific verb "do." - Missing domain-specific words, e.g., government, laws, citizens, decisions, elect, etc.	...choose the meaning of academic vocabulary presented in text or discussion from a set of 3 choices.
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c.	+ Lists reasons that are tangentially related to the topic. - No topic sentence/opinion statement - No cause-effect organization of sentences - No relative pronouns (e.g., I think <u>that</u> ...) - No subordinating causal	...write 4-sentence paragraphs containing a main idea/opinion, 2 supporting details, and a conclusion ...form complex sentences containing object complement clauses using relative pronouns "that, what, who" ...form complex sentences containing adverbial clauses

Use grade level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.	conjunctions (because, so that) - No conclusion	using conjunctions "because, since, therefore"
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Write legibly in print or cursive, using appropriate spacing and margins. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood). e. Form and use regular and irregular verbs. f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use adverbs and adjectives (comparative and superlative). i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences	+ Legible print, observes margins and spacing rules + Abstract noun "democracy" + Verbs: means, know, vote, exist + Accurate subject-verb agreement + Simple past (didn't), 3rd person singular (means), (can vote) verb tenses. - Sentence does not show understanding of "democracy." - "e" not removed from "vote" to form "voting" - "Knew" misspelled "new" - No adjectives or adverbs - No conjunctions - No compound or complex sentences	...use previously taught abstract nouns in grammatically correct, meaningful sentences ...add inflectional suffixes to root words to say and write regular and irregular plural nouns and simple verb tenses in sentences ...choose adjectives and adverbs to modify nouns and verbs ...form complex sentences containing object complement clauses using relative pronouns "that, what, who" ...form complex sentences containing adverbial clauses using conjunctions "because, since, therefore"
3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly,	+ Ends each sentence with "." - Inconsistent capitalization of words in sentences. - missing apostrophe "Didnt" - Incorrect spelling "voteing, new/knew"	...use contracted forms of words in written and spoken sentences ...select correct homophone (e.g., knew/new) to complete sentences ...add prefixes and suffixes to base words to form grade-level words with accurate spelling

consulting reference materials as needed.		
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	<ul style="list-style-type: none"> + Uses "voting, democracy" and "exist" in response. - Sentence does not show understanding of "democracy." - Missing domain-specific words, e.g., government, laws, citizens, decisions, elect, etc. 	...express academic vocabulary in grammatically correct, meaningful sentences