

Speech and Language Goals Aligned to Common Core Standards

Compiled by: Jill Housand

****Please include appropriate measure for mastery and appropriate cuing level for each goal to meet the needs of each individual student. The date for when the goal or benchmark is expected to be achieved should also be included. In some cases, the total number of items/words/stories will also need to be added, along with the type of task (structured vs. unstructured).**

Kindergarten Reading Standards for Literature (RL)

STANDARD	POSSIBLE GOAL
1. With prompting and support, ask and answer questions about key details in a text.	After hearing a grade level story read aloud, student will answer questions about the key details of the text and will ask at least 1 question about the story on _ out of _ opportunities given # of type of cues as measured by
2. With prompting and support, retell familiar stories, including key details.	Student will retell a personal story, story read to him/her, or story read by himself/herself to contain the following components: characters, setting, at least 1 number of events, conclusion
3. With prompting and support, identify characters, settings, and major events in a story.	After hearing a grade level appropriate story read aloud, student will correctly identify characters, setting and major events in the story
4. Ask and answer questions about unknown words in a text.	After hearing a sentence with an unknown kindergarten level vocabulary word, student will ask an appropriate question or answer adult question to correctly determine the meaning of the new word
5. Recognize common types of texts.	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.	Student will correctly verbalize the author and illustrator of the text and relay their role in telling the story
7. With prompting and support, describe the relationships between illustrations and the story in which they appear.	When given two pictures from a story, student will identify at least 2 ways they are similar and two ways they are different.
8. N/A	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	After hearing a grade level story read aloud or 2 grade level appropriate stories read aloud, student will provide at least 2 ways that the characters in the story are similar and two ways they are different.
10. Actively engage in group reading activities with purpose and understanding. A. Activate prior knowledge related to the information and events in texts b. Use illustrations and context	Student will use illustrations and context of a picture to make correct predictions about the story

Common Core And Speech And Language Goals

Trici Schraeder, Courtney Seidel



Common Core And Speech And Language Goals:

Common Core State Standards and the Speech-Language Pathologist Lissa A. Power-deFur, 2015-10-01 Common Core State Standards and the Speech Language Pathologist Standards Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards CCSS and the development of interventions to meet student specific needs The CCSS is an education initiative in the United States that details what K 12 students should understand in English language arts and mathematics by the end of each grade The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce As of 2015 forty three states had adopted the CCSS With the implementation of the CCSS it is critical that speech language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners This text offers a practical approach for application of the CCSS with a parallel analysis of children s strengths and needs to create a template for intervention It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum with a focus on students with communication disorders hearing loss vision loss deaf blindness specific learning disabilities autism multiple disabilities and English language learners Key features include Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention both direct and classroom based with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech Language Pathologist is a must have resource for any speech language pathologist working with children as well as their education and administration partners

Goal Writing for the Speech-Language Pathologist and Special Educator Gozdziwski, 2018-01-12 Geared for undergraduate and graduate students Goal Writing for the Speech Language Pathologist and Special Educator details different types of goals essential elements of goals how to establish goals from information garnered from evaluations and how to write continuing goals for the field of Speech Language Pathology and Communication Sciences It is written for students in a Clinical Methods Clinical Practicum course who are about to begin their clinical experience in SLP Real world exercises are provided throughout in order to provide realistic examples of what students may encounter in speech and hearing clinics hospitals and schools Goal writing is practiced by SLPs on a daily basis and understanding how to turn diagnostic information into therapy is a difficult yet crucial task This important subject is not covered in depth in other clinical methods titles yet is a skill all students and clinicians must master

IEP Goal Writing for Speech-Language Pathologists Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech Language Pathologists Utilizing State Standards Second Edition familiarizes the speech language pathologist SLP with specific Early Learning Standards ELS and Common Core State Standards CCSS as well as the speech language skills necessary for students to be successful with the school curriculum It also describes how to write

defensible Individualized Education Plan IEP goals that are related to the ELS and CCSS SLPs work through a set of steps to determine a student's speech language needs First an SLP needs to determine what speech language skills are necessary for mastery of specific standards Then the SLP determines what prerequisite skills are involved for each targeted speech language skill Finally there is a determination of which Steps to Mastery need to be followed It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP The text takes an in depth look at the following speech language areas vocabulary questions narrative skills summarize compare and contrast main idea and details critical thinking pragmatics syntax and morphology and articulation and phonological processes These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning For each listed area the text analyzes the prerequisite skills and the corresponding Steps to Mastery It provides a unique step by step process for transforming the Steps to Mastery into defensible IEP goals The key is to remember that the goal must be understandable doable measurable and achievable This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP School based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards All SLPs working with school aged children in public schools private practice or outpatient clinics will benefit from the information in this text New to the Second Edition Ten Speech and Language Checklists for determining speech and language needs of an individual 3-21 years of age as well as measuring progress Material on measuring progress including five performance updates Goal writing case studies for four students of different ages and skill levels A thoroughly updated chapter on writing goals with up to date examples Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research Expanded focus on evidence based practice Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Behavioral Principles in Communicative Disorders Christine A. Maul, Brooke R. Findley, Amanda Nicolson Adam, 2015-12-17 *Behavioral Principles in Communicative Disorders* Applications to Assessment and Treatment examines the basic principles of the science of behaviorism and applies those principles to the assessment and treatment of communicative disorders It begins with the history and basic principles of behaviorism as well as a chapter examining Skinner's 1957 concept of verbal behavior and functional units of verbal behavior The text then discusses functional behavior assessment the formulation of operationally defined target behaviors discrete trial treatment procedures and various techniques for increasing desirable behaviors and decreasing undesirable behaviors The concluding chapters describe single case research designs that support the efficacy of behavioral principles and address ethical questions and historic controversies surrounding the application of those principles Speech language pathologists SLPs seek to change communicative behaviors in the clients they serve the principles of behavioral science have many applications to the assessment and treatment of communicative disorders There is a vast body of evidence indicating the efficacy of behavioral

approaches in behavior modification and SLPs have been tasked by their professional associations to employ evidence based practices Also there is an appreciation for the usefulness of behavioral principles in treating clients with very severe communicative disorders such as autism apraxia and dysfluency This is evidenced by the development of the field of applied behavior analysis and the growing numbers of board certified behavior analysts BCBA with whom SLPs may be called upon to collaborate Behavioral Principles in Communicative Disorders is primarily designed for practicing speech language pathologists looking for detailed descriptions of evidence based treatment procedures as well as professors and students in university programs in communicative disorders However professionals in other fields such as applied behavior analysis and special education will also find this to be a highly useful text

Clinical Methods and Practicum in Speech-Language Pathology, Seventh Edition M.N. Hegde, 2023-11-29 With major content updates and enhanced supporting online materials the seventh edition of Clinical Methods and Practicum in Speech Language Pathology remains an essential resource for students in speech language pathology who are about to begin their clinical practicum The text is a comprehensive source of information that will help establish clear expectations for both student clinicians and clinical supervisors It is hoped that students who read this book prior to starting their clinical practicum will be better prepared to meet the exciting and yet often challenging task of providing ethical and effective services to children and adults with communication disorders Readers will gain an understanding of the structure of different clinical practicum sites principles of ethical practices conduct behavior and competencies expected of them justifiable expectations of their clinical supervisors and the many fundamental principles of assessment and intervention across most disorders of communication The book is divided into two sections clinical practicum and clinical methods in speech language pathology These sections provide coverage of the structural and functional aspects of clinical practicum in a variety of settings The author emphasizes that clinical practicum is an exciting learning experience The students will understand what is expected of them in each setting and what they can expect from their clinical supervisors An overview of treatment methods that apply across disorders is also included New to the Seventh Edition Two new chapters Chapter 5 on assessment which includes a sample assessment report Chapter 6 on clinical reports treatment plans and data documentation The clinical methods sections include new and expanded information on assessment target behaviors and treatment strategies for all disorders of communication The section on clinical practicum in public schools has been expanded to reflect the current guidelines and practices Infused multicultural issues into all relevant chapters and consequently eliminated a separate chapter on the topic Updated information on ASHA s new or current requirements and guidelines for clinical practicum and certification in speech language pathology Expanded and updated ASHA guidelines on telepractice Summary of ASHA s latest position on the qualifications of clinical supervisors Information on the qualifications and scope of practice of speech language pathology assistants in various settings Added chapter summary questions so students can assess their understanding of the material Key Features Outlines open each

chapter and provide a summary of the key topics A comprehensive glossary allows readers to easily find and define important terms or concepts Bulleted and boxed information for easy access Disclaimer Please note that ancillary content such as printable forms and reports are not included as in the original print version of this work

Language Disorders in Children Joan N. Kaderavek, Victoria S. Henbest, 2024-11-26 This modernized third edition of Language Disorders in Children Fundamental Concepts of Assessment and Intervention offers a comprehensive overview of language disorders in children for speech language pathology students The expert authors bring together decades of clinical experience and pedagogical expertise to create a comprehensive resource with instructional strategies and clinical applications enhanced with numerous activities discussions and case studies that promote critical thinking This edition introduces a groundbreaking model that utilizes a story based approach to explain the dimensions of choosing and developing interventions This method engages students in a thought experiment that illuminates the nuances of clinical decision making particularly for children with developmental language disorder autism and other developmental disabilities The book revisits and expands upon the well regarded five communication subdomains framework providing a clear and structured approach to understanding language development from early pragmatic skills to advanced discourse New to the Third Edition New coauthor Victoria S Henbest PhD CCC SLP A color layout with refreshed illustrations to enhance visual comprehension Increased emphasis on multicultural considerations in assessment and treatment of child language disorders Added content on the use of technology in clinical practice Additional class activities and discussions to facilitate clinical thinking skills Key Features A two step approach to language sample analysis is presented with clarifying case studies figures and directions for completing a language sample Chapter overview questions at the beginning of chapters serve as a road map for students QR codes direct readers to helpful video clips and web resources Boxed focus points effectively communicate the most crucial aspects of the text Bolded key terms and a comprehensive glossary help improve retention of the material Case studies and discussion and in class activities encourage students to delve deeper into the material Concise chapter summaries end each chapter to reinforce key takeaways Appendices containing valuable supplementary materials such as worksheets case studies language analyses guides standard score interpretation tutorial and assessment reports Please note ancillary content such as student quizzes are not included as with the print version of this book

Clinical Methods and Practicum in Speech-Language Pathology M.N. Hegde, Katrina Kuyujian, 2019-04-19 The sixth edition of Clinical Methods and Practicum in Speech Language Pathology remains a vital resource for students in speech language pathology who are about to begin their clinical practicum The book is divided into two major sections clinical practicum and clinical methods in speech language pathology These sections provide coverage of the structural and functional aspects of clinical practicum in a variety of settings The book emphasizes clinical practicum is an exciting learning experience The students will understand what is expected of them in each setting and what they can expect from their clinical supervisors The book also gives an overview of treatment

methods that apply across disorders With this book students will be better prepared to meet the exciting and yet often challenging task of providing ethical and effective services to children and adults with communication disorders Clinical supervisors may find the book helpful in understanding their own roles and responsibilities better so that they can create a productive and exciting clinical practicum experience for their student clinicians Clinical Methods and Practicum in Speech Language Pathology offers a single and comprehensive source of information that will help establish clear expectations for both student clinicians and the clinical supervisors New to the Sixth Edition New coauthor Katrina Kuyumjian A new chapter with an overview of treatment procedures that apply across disorders of communication Revised section on clinical methods to include updated information on the current ASHA guidelines on clinical practicum current legal and professional requirements regarding clinical practicum in educational settings new and expanded information on assessment target behaviors and treatment strategies for all disorders of communication Updated and expanded references throughout Key Features Chapter Outlines open each chapter and provide a summary of the key topics An end of book glossary allows readers to easily find and define important terms or concepts Bulleted and boxed information for easy access Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Speech-Language Pathologists in Early Childhood Intervention Kathleen D. Ross, 2017-11-01 Speech Language Pathologists in Early Childhood Intervention Working with Infants Toddlers Families and Other Care Providers presents practicing clinicians and graduate students with the skills necessary to provide evidence based best practice services to young clients struggling to gain functional communication skills and their families It also serves to broaden the understanding of early intervention within the field of speech language pathology Through research real life scenarios and practical documents the text presents positive advocacy for this population The text begins with a general overview of the history and rationale for early childhood intervention including the Individuals with Disabilities Education Act IDEA Part C program and Early Head Start as well as a description of the need for speech language pathologists in early intervention The majority of the text offers assessment and intervention strategies and tools including specific tests and curricula training resources and the importance of using ongoing assessment for this young age Strategies for coaching parents and collaborating with professional colleagues as well as working within daily routines in natural environments for the child all integral components of the Part C early intervention program are interwoven throughout The text concludes with the importance of viewing children holistically taking into consideration all aspects of a child s being and acknowledging the interrelatedness of their developing skills as well as the importance of family in their development Speech language pathologists have a critical role in evaluation assessment and intervention for young children with or at risk for communication disorders Speech Language Pathologists in Early Childhood Intervention creates a pathway for investing in the principles and activities of early intervention that can lead to best practice and positive outcomes for this young

population Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for grades 3 5 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also Teaching with the Common Core Standards for English Language Arts PreK 2

A Guide to School Services in Speech-Language Pathology Trici Schraeder, Courtney Seidel, 2020-04-22 A Guide to School Services in Speech Language Pathology Fourth Edition serves as a comprehensive textbook for school based speech language pathology SLP courses and college students who are ready to embark on their student teaching experiences With its summaries of cutting edge research evidence based clinical approaches workload solutions and strategies for professionalism the book is also a useful resource for practicing school based SLPs The text begins by providing a brief history of school based SLP services It highlights the legal mandates set forth in the Individuals with Disabilities Education Improvement Act provides a review of the No Child Left Behind Act offers new information about the Every Student Succeeds Act and the Americans with Disabilities Act and summarizes court cases that have influenced and shaped school services Then the text delves into a description of service delivery models provides valuable information about a workload analysis approach to caseload standards in schools offers examples of how to write IEPs that reflect workload solutions shares examples of implementation strategies and offers concrete real life workload success stories In addition this text provides practical strategies for using evidence based practice proactive behavior management conflict resolution professional collaboration conferencing and counseling skills cultural competencies goal writing informal assessment procedures and testing accommodations including methods for conducting assessments for dual language learners The final chapter provides the evidence base for links between language literacy and the achievement of school standards This chapter is a must read for every school SLP New to the Fourth Edition New coauthor Courtney Seidel MS CCC SLP Examples of how to write IEPs that reflect workload Current court cases that have influenced school practice Information on implementing the 3 1 Model of service delivery and other evidence based workload solutions Information on conducting assessments with dual language learners as well as evidence based clinical strategies for this growing population Strategies to combat compassion fatigue Information about behavior management conflict resolution and mindfulness training Updated tables of evidence based

clinical strategies related to each disorder type Updated references throughout to reflect the current state of research Key Features End of chapter summaries and questions to refresh critical information and improve comprehension Related vocabulary at the beginning of each chapter Real life scenarios based on experiences from public school SLPs Links to useful strategies materials and resources such as the ASHA workload calculator and free Apps for intervention purposes An Oral Language Curriculum Standards Inventory OLCSI that provides checklists of what students should know and be able to do at each grade level from Pre K to 12th grade The OLCSI is a must have tool for every school based SLP Information and strategies about current topics such as Telepractice children affected by the opioid crisis assessment of dual language learners and much more Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Common Core And Speech And Language Goals Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has are more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Common Core And Speech And Language Goals**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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