

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 3 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

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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 [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

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

School Programs in Speech-Language Pathology Jean L. Blosser, 2024-02-01 The seventh edition of School Programs in Speech Language Pathology Organization and Service Delivery is an insightful innovative and practical resource for university faculty and students experienced speech language pathologists SLPs program leaders school administrators and education partners The organization and content of the book are structured to stimulate creative thinking about how to improve the quality and effectiveness of speech language services in schools so students with communication disorders reach their highest potential Challenges due to the complex and ever changing education landscape are thoughtfully explored A fresh perspective on establishing service delivery practices and processes is offered The concept of service delivery is broadened by aligning classroom instruction and intervention goals and preparing educators and families to support student success School Programs encourages SLPs to embrace their roles and responsibilities and describes their participation in the MTSS process utilizing an innovative six stage collaborative approach that results in evidence based effective coordinated and efficient services Guidelines are recommended for SLPs to actively participate on school teams to gain and exchange pertinent knowledge identify school demands and expectations and collaborate with fellow education partners to ensure that instruction intervention and services are educationally relevant and coordinated Key Features Authentic examples and strategies to reinforce the key concepts Service delivery approaches versus specific assessment and treatment methods for specific disorders as is often presented in other books Chapter Learning Objectives at the beginning of each chapter establish the theme and goals for the chapter Chapter summary

questions and projects reinforce concepts and facilitate practical application New to This Edition Notable advances in the evolution of school speech language pathology service delivery Six stage framework for effective collaboration with education partners Strategies to ensure educationally relevant intervention and services that contribute to students success in home school work and community Additional practical resources such as replicable worksheets and forms to promote meaningful interactions with educators and parents to improve the quality of referrals intervention and progress monitoring Positive examples of advocacy in action Thought provoking questions and projects to stimulate personal and professional reflection

Treatment Companion Inna Itskovich, Megan Meyer, Miriam Shaffer, 2023-04-14 Whether you re working with a new student and don t know where to begin or you have a long term client and you re feeling stuck Treatment Companion A Speech Language Pathologist s Intervention Guide for Students With Developmental Delays and Disorders provides ideas and strategies for a variety of common language goals Speech language pathologists SLPs often face the challenge of adapting interventions to meet the needs of students with severe or complex disorders and diagnoses As seasoned clinicians the authors fuse their real world experience with up to date research to create a robust road map for customizing SLP intervention strategies User friendly and straightforward the Treatment Companion offers a conversational approach to identifying options and goals that meet students where they are whether they are visual or kinesthetic learners oral speakers or AAC users engaged or distracted from birth to age 21 With easy to navigate headings examples and visuals this guide can be consulted on an as needed basis The suggestions and strategies are accessible and innovative often not requiring any specialized supplies to implement The Treatment Companion offers both novice and experienced clinicians a valuable tool to support their clients in achieving the highest level of communication possible Key Features Language goals are divided into four levels that are aligned with developmental milestones Detailed figures feature examples of intervention resources and strategies color versions provided on the companion website Steps Toward Mastery outlines a progression for guiding students to mastery of a goal from introduction of a skill to achieving independence and generalizing the skill Activities in Treatment offers suggestions for working on skills through specific therapy activities Demystifying Augmentative and Alternative Communication appendix provides an approachable overview and example scenarios for those new to AAC

School Programs in Speech-language Elizabeth A. Neidecker, 1987 This valuable text presents a chronological guide for individuals preparing to become speech language pathologists in educational settings It features extensive discussions of federal legislation affecting school programs new delivery systems research and strategies for improving school programs For speech language pathologists now working in the schools and those in training **Exceptional Children** William L. Heward, 2009 Exceptional Children An Introduction to Special Education has always been known for it s innovation strong research base and accessibility The ninth edition has all of those strengths but has a greater focus on highly effective research based practices that are described in a very step by step applied manner This book is for those teachers who will be

professionals in the area of special education or those who are working with students that have exceptionalities

Speech Assessment and Speech Improvement for the Hearing Impaired Joanne D. Subtelny,1980 Speech, Language, and Hearing Programs in Schools Eileen Gravani,Jacqueline Meyer,2007 Speech Language pathologists have long been involved in providing services to children with communication disorders in the schools However a number of recent events have altered the practice environment including changes in national and state legislation shifting demographics an increase in the severity of disorders encountered advances in technology and a move toward curriculum based assessment The new edition of Speech Language and Hearing Programs in Schools A Guide for Studens and Practitioners reflects these events The new editors contributors to the first edtion have substantially updated and revised all chapters and have added new material on the re authorization of IDEA literacy acquisition pediatric dysphagia children from culturally diverse backgrounds who are increasingly represented in speech language pathology caseloads and much more The book also includes chapter objectives case studies and Internet resources and is supplemented by an instructor s manual **Carr V. Koch** ,2011 **Resources in Education** ,1989 **Performance Standards: Elementary school** New Standards (Organization),1997 **Journal of the Academy of Rehabilitative Audiology** ,1996 **Performance Standards: Middle school** New Standards (Organization),1997 Presents clear expectations for student achievement and more than 200 examples of student work Each volume contains standards for language arts mathematics science and applied learning The FREE video contains student work samples and commentaries to illustrate speaking listening and viewing sections of the English Language Arts Standard

A European Unit/credit System for Modern Language Learning by Adults Council of Europe,1978 Essays on Communication and Communicative Disorders William George Hardy,Miriam Pauls Hardy,1977 **To be a Teacher** Marilyn M. Cohn,Robert B. Kottkamp,Eugene F. Provenzo,1987 **Proceedings of the IEEE 1986 National Aerospace and Electronics Conference, NAECON 1986** ,1986

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