Speech and Language Goals Aligned to Common Core Standards

Compiled by: Jill Housand

**Please include appropriate measure for mastery and appropriate cueing 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 x 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

Mark Steyvers

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