

**Kindergarten**  
**CA Reading/Language Arts Framework:**  
Content Standards that apply to students with Speech/Language Impairments  
**GOALS/MEASURES OF PROGRESS**

**READING**

**K.1.0 Word Analysis, Fluency and Systematic Vocabulary Development**

Phonemic Awareness

**K.1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference & order of two/three isolated phonemes (e.g., /f, s, th/, /j, d, j/).**

*By (annual IEP date), (name) will track (move sequentially from sound to sound) and represent the numbers, sameness/difference and order of two/three phonemes as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will represent the number of two/three phonemes, using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will tell if two isolated phonemes are the same or different, using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will represent the order of two/three phonemes, using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).**

*By (annual IEP date), (name) will track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is substituted, omitted or added as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will track and represent the changes in simple syllables and words by substituting a sound (initial or final) using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will track and represent the changes in simple syllables and words by omitting a sound (initial or final) using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will track and represent the changes in simple syllables and words by adding an additional sound (initial or final) using manipulatives as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.9 Blend vowel-consonant sounds orally to make words or syllables.**

*By (annual IEP date), when given up to three sounds, (name) will blend the sounds orally into words or syllables as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given two syllables (name) will join the syllables to pronounce the word correctly as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given up to two sounds, (name) will blend the sounds orally into words or syllables as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.10 Identify and produce rhyming words in response to an oral prompt.**

*By (annual IEP date), (name) will identify and give rhyming words that are appropriate to the curriculum as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given sets of words, (name) will identify the sets that contain rhyming words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given sets of words, (name) will produce rhyming words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.**

*By (annual IEP date), when given orally stated one syllable words, (name) will identify initial and final sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given orally stated one syllable words, (name) will identify initial sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period,) when given orally stated one syllable words, (name) will identify final sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.13 Count the number of sounds in syllables and syllables in words.**

*By (annual IEP date), (name) will count the number of sounds in syllables and syllables in words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will count the number of syllables in words presented auditorily as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will count the number of sounds in syllables presented auditorily as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

Vocabulary and Concept Development

**K.1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).**

*By (annual IEP date), when given words from curriculum-relevant text and materials, (name) will identify and sort the words into basic attribute categories (e.g., colors, shapes, foods) as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given words and an attribute category, (name) will determine which words belong in each category as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given words, (name) will identify and sort the words into two basic attribute categories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

**K.1.18 Describe common objects and events in both general and specific language.**

*By (annual IEP date), (name) will state \_# of attributes (i.e., size, shape, color) of common objects relevant to classroom instruction and describe an event using who, what, when, where word as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will complete a simple graphic organizer that includes the attributes of an object and will use the organizer to orally describe the object as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will complete a simple graphic organizer that includes /wh/ questions and will use the organizer to orally describe the event as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

## **K.2.0 Reading Comprehension**

### Comprehension and Analysis of Grade-Level-Appropriate Text

#### **K.2.2 Use pictures and context to make predictions about story content.**

*By (annual IEP date), when read a story aloud, (name) will use pictures and context from shared stories from the curriculum to make predictions about story content as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when read a story aloud, (name) will use pictures from the shared story to make predictions about story content as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when read a story aloud, (name) will use context (language, background knowledge, etc), from the shared story to make predictions about story content as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

#### **K.2.3 Connect to life experiences the information and events in texts.**

*By (annual IEP date), (name) will connect life experiences to information and events in stories from the curriculum as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will connect text to life experiences by previewing information from the story by engaging in a “book-walk” as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will connect text to life experiences by identifying familiar information and events found in story as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

#### **K.2.4 Retell familiar stories.**

*By (annual IEP date), (name) will retell a familiar story from the curriculum including main idea and details as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when provided visual prompts (pictures, puppets, flannel characters etc), (name) will retell the story including main idea and details as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when provided verbal prompts, (name) will retell the story including main idea and details as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

### **K.2.5 Ask and answer questions about essential elements of a text.**

*By (annual IEP date), (name) will ask/answer questions regarding essential elements of curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will answer questions (who, what, when, where) regarding essential elements of the text as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will ask questions (who, what, when where) regarding essential elements of the text as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

### **K.3.0 Literary Response and Analysis**

#### Narrative Analysis of Grade-Level-Appropriate Text

### **K.3.3 Identify characters, settings, and important events.**

*By (annual IEP date), (name) will identify characters, settings, and important events in stories from the curriculum as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will identify main characters using descriptive words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will describe main settings of stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will discuss one/two important events from the story as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **K.1.0 Written and Oral English Language Conventions**

#### Sentence Structure

### **K.1.1 Recognize and use complete and coherent sentences when speaking/writing.**

*By (annual IEP date), (name) will use complete sentences in classroom speaking/writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given a verbal or visual cue, (name) will speak in complete \_\_\_ to \_\_\_ word sentences as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given a verbal or visual cue, (name) will write in complete \_\_\_ to \_\_\_ word sentences as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

## LISTENING AND SPEAKING

### K.1.0 Listening and Speaking Strategies

#### Comprehension

#### K.1.1 Understand and follow one- and two-step oral directions.

*By (annual IEP date), (name) will follow one and two step oral grade-level adult presented classroom directions (e.g., open your book, and turn to page) as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will repeat or restate one and two-step oral directions when requested as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will ask for clarification of one and two-step oral directions when needed as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

#### K.1.2 Share information and ideas, speaking audibly in coherent, complete sentences.

*By (annual IEP date), when given no cues, (name) will share information during “Sharing Time” in the classroom using clear and slow speech as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), when given verbal and visual cues, (name) will share information using clear and slow speech as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given verbal or visual cues, (name) will share information using clear and slow speech as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

### K. 2.0 Speaking Application (Genres and their Characteristics)

Using the speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

#### 2.1.1 Describe people, places, things, locations, and actions (e.g., size, color, shape).

*By (annual IEP date), (name) will use descriptive adjectives/adverbs to describe curriculum relevant people, places, things, locations and actions in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will use adjectives to describe curriculum relevant people, places, things and locations as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use adverbs to describe curriculum relevant actions as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

### **K.2.2 Recite short poems, rhymes and songs.**

*By (annual IEP date), (name) will recite poems, rhymes and songs in the classroom from the curriculum as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will recite poems, rhymes and songs from the curriculum using visual and verbal supports as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will recite poems, rhymes and songs from the curriculum only using visual supports as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

### **K.2.3 Relate an experience or creative story in a logical sequence.**

*By (annual IEP date), (name) will relate an experience or a creative story in logical sequence in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

- *By (date of marking period), (name) will use “sequence” words such as (first, next and last) to relate an experience in logical sequence as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use the words, “sequence” words such as (first, next and last) to develop a creative story in logical sequence as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*