**Language Skills for the Common Core – 3rd Grade**

***Compared to most students in your class, please check this student’s strengths and weaknesses based upon where your class is in addressing the Common Core Curriculum. Complete this information before a follow up interview with the SLP: Reading Level:\_\_\_\_\_\_\_\_\_\_\_\_\_ Math Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Student: Completed By: Date: Date of Interview:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Average** | **Below****Average** | **Language** | **Average** | **Below****Average** |
| **Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others’ ideas and expressingtheir own clearly** |  |  | **Demonstrates command of the conventions of standard English grammar and usage when writing or speaking** |  |  |
| **Comes to discussions prepared, having read or studied required material; uses preparation and other information about topic** |  |  | **Explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences** |  |  |
| **Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, speaking one at a time)** |  |  | **Forms and uses regular and irregular plural nouns****Uses abstract nouns (e.g., *childhood*)** |  |  |
| **Asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others** |  |  | **Forms and uses regular and irregular verbs****Forms and uses the simple verb tenses (e.g., *I walked; I walk; I will walk*)**  |  |  |
| **Explains their own ideas and understanding in light of the discussion** |  |  | **Ensures subject-verb and pronoun-antecedent agreement** |  |  |
| **Determines the main ideas and supporting details of a text read aloud or information presented in diverse media** |  |  | **Forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified** |  |  |
| **Asks and answers questions about information from a speaker, offering appropriate elaboration and detail** |  |  | **Uses coordinating and subordinating conjunctions** |  |  |
| **Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and descriptive details, speaking clearly at an understandable pace** |  |  | **Produces simple, compound, and complex sentences** |  |  |
| **Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**  |  |  | **Other:**  |  |  |
| **Vocabulary** | **Average** | **Below****Average** | **Reading** | **Average** | **Below****Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*** |  |  | **Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers** |  |  |
| **Uses sentence-level context as a clue to the meaning of a word or phrase** |  |  | **Determines the main idea of a text; recounts the key details and explains how they support the main idea** |  |  |
| **Determines the meaning of new words formed when a known affix is added to a known word (e.g.,*agreeable/ disagreeable, heat/preheat comfortable/uncomfortable, care /careless,*)** |  |  | **Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect** |  |  |
| **Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)** |  |  | **Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*** |  |  |
| **Demonstrates understanding of word relationships and nuances in word meanings** |  |  | **Uses text features and searches tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently** |  |  |
| **Distinguishes the literal and nonliteral meanings of words and phrases**  |  |  | **Distinguishes their own point of view from that of the author of a text** |  |  |
| **Identifies real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)** |  |  | **Uses information gained from illustrations (e.g., maps, photographs) and text to demonstrate understanding (e.g., where, when, why, how)**  |  |  |
| **Distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected*)** |  |  | **Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause /effect, first/ second/ third )** |  |  |
| **Acquires and uses grade-level conversational, general academic, and domain specific words/phrases, including spatial /temporal relationships (e.g., *After dinner that night we went looking for them*)** |  |  | **Compares and contrasts the most important points and key details presented in two texts on the same topic** |  |  |
| **Knows and applies grade-level phonics and word analysis skills in decoding words** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  | **Reads with sufficient accuracy and fluency to support comprehension** |  |  |

**Language Skills for the Common Core**

**Notes:** *(include further description of Below Average performance)*

**Student: Completed By: Date:**

|  |  |
| --- | --- |
| **Listening/Speaking** | **Language** |
|  |  |
| **Vocabulary** | **Reading** |
|  |  |
| **Writing Skills:** |
| ***Other factors which impact language skills:***  (language(s) spoken in home, ELL, ADHD, medication, etc.) |

[**http://www.corestandards.org/**](http://www.corestandards.org/)

**ASHA (2011). Your child’s communication development: Kindergarten through fifth grade.**  [**http://www.asha.org/public/speech/development/kindergarten.htm**](http://www.asha.org/public/speech/development/kindergarten.htm)