**Language Skills for the Common Core – 4th 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** | **Reading** | **Average** | **Below****Average** |
| **Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressingtheir own clearly** |  |  | **Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text** |  |  |
| **Comes to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion** |  |  | **Determines the main idea of a text and explains how it is supported by key details; summarizes the text** |  |  |
| **Follows agreed-upon rules for discussions and carries out assigned roles** |  |  | **Explains how an author uses reasons and evidence to support points in a text**  |  |  |
| **Poses /responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to other’s remarks** |  |  | **Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*** |  |  |
| **Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion** |  |  | **Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text**  |  |  |
| **Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally** |  |  | **Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided** |  |  |
| **Identifies the reasons and evidence a speaker provides to support particular points** |  |  | **Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably** |  |  |
| **Reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace** |  |  | **Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text** |  |  |
| **Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); uses formal English when appropriate to task and situation** |  |  | **Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements****on Web pages) and explains how the information contributes to an understanding of the text in which it appears** |  |  |
|  |  |  | **Knows and applies grade-level phonics and analysis skills in decoding words** |  |  |
|  |  |  | **Reads with sufficient accuracy and fluency to support comprehension** |  |  |
| **Vocabulary** | **Average** | **Below****Average** | **Language** | **Average** | **Below****Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies** |  |  | **Demonstrates command of the conventions of standard English grammar and usage when writing or speaking** |  |  |
| **Uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase** |  |  | **Uses relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*)** |  |  |
| **Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph,* *autograph*)** |  |  | **Forms and uses the progressive (e.g.*, I was walking; I am walking; I will be walking*) verbtenses** |  |  |
| **Demonstrates understanding of figurative language, word relationships, and nuances in word meanings** |  |  | **Uses modal auxiliaries (e.g., *can, may, must*) to convey various conditions** |  |  |
| **Explains the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context** |  |  | **Orders adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*)** |  |  |
| **Recognizes and explains the meaning of common idioms, adages, and proverbs** |  |  | **Forms and uses prepositional phrases** |  |  |
| **Acquires and uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to atopic (e.g., *wildlife* and *endangered* when discussing animal preservation)** |  |  | **Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)** |  |  |
| **Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)** |  |  | **Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  | **Chooses words and phrases to convey ideas precisely** |  |  |

**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)