

## Speech-Language Probes Based on Common Core Standards

Description	Standard(s)	Date	Date	Date
Identify and Label Objects	L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d L.1.1.1e			
Comprehension	L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d L.1.1.1e SL.1.1.1			
Name/Differences	SL.1.1.1a SL.1.1.1b SL.1.1.1c SL.1.1.1d SL.1.1.1e SL.1.1.1f SL.1.1.1g SL.1.1.1h SL.1.1.1i SL.1.1.1j			
Formulas	SL.1.1.1a SL.1.1.1b L.1.1.1a			
Asymmetry	SL.1.1.1a SL.1.1.1b L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d			
Segmenting	SL.1.1.1a SL.1.1.1b SL.1.1.1c SL.1.1.1d SL.1.1.1e SL.1.1.1f SL.1.1.1g SL.1.1.1h SL.1.1.1i SL.1.1.1j SL.1.1.1k SL.1.1.1l			
Prepositions	L.1.1.1a L.1.1.1b			
"Yes/No" Questions	L.1.1.1a SL.1.1.1a SL.1.1.1b SL.1.1.1c SL.1.1.1d SL.1.1.1e SL.1.1.1f SL.1.1.1g SL.1.1.1h SL.1.1.1i SL.1.1.1j SL.1.1.1k SL.1.1.1l SL.1.1.1m SL.1.1.1n			
"WH" Questions (who, what, where, when, why)	L.1.1.1a SL.1.1.1a SL.1.1.1b SL.1.1.1c SL.1.1.1d SL.1.1.1e SL.1.1.1f SL.1.1.1g SL.1.1.1h SL.1.1.1i SL.1.1.1j SL.1.1.1k SL.1.1.1l SL.1.1.1m SL.1.1.1n			
Make "WH" Questions	L.1.1.1a SL.1.1.1a SL.1.1.1b SL.1.1.1c SL.1.1.1d SL.1.1.1e SL.1.1.1f SL.1.1.1g SL.1.1.1h SL.1.1.1i SL.1.1.1j SL.1.1.1k SL.1.1.1l SL.1.1.1m SL.1.1.1n SL.1.1.1o			
Spoken/Printed	L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d			
Production	L.1.1.1a			
Directions	L.1.1.1a			
Multiple Meanings (Homonyms)	L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d L.1.1.1e L.1.1.1f			
Spelling/Mis-spelling	SL.1.1.1a L.1.1.1a L.1.1.1a			
Adverbs	L.1.1.1a L.1.1.1b L.1.1.1c			
Repeating Sentences	SL.1.1.1a SL.1.1.1a SL.1.1.1a SL.1.1.1a L.1.1.1a			
Comparatives/Superlatives	L.1.1.1a			
Feelings/Qualities/Adjectives/Good Friends	L.1.1.1a L.1.1.1b L.1.1.1c L.1.1.1d L.1.1.1e L.1.1.1f SL.1.1.1a			
Formulas	L.1.1.1a L.1.1.1b L.1.1.1c			
Subject/Verb agreement	L.1.1.1a L.1.1.1a			
Irregular verbs	L.1.1.1a L.1.1.1a			
Verbs	L.1.1.1a L.1.1.1a			
Progressive Verb Cases	L.1.1.1a			
Regular Plural Nouns	L.1.1.1a L.1.1.1a			
Irregular Plural Nouns	L.1.1.1a L.1.1.1a			

# Written Language Probes

**White, Jonathan R.**



## Written Language Probes:

*Encyclopedia of School Psychology* T. Stuart Watson, Christopher H. Skinner, 2012-12-06 School psychologists are on the front lines in dealing with the most significant challenges facing children and the educational community today And in a world of ever increasing risks and obstacles for students school psychologists must be able to use their in depth psychological and educational training to work effectively with students parents teachers administrators and other mental health professionals to help create safe learning environments By recognizing each individual student s unique circumstances and personality school psychologists are able to offer specialized services to address such crucial children s issues as family troubles e g divorce death school assignments depression anger management substance abuse study skills learning disabilities sexuality and self discipline The Encyclopedia of School Psychology provides school psychologists and other educational and mental health professionals with a thorough understanding of the most current theories research and practices in this critical area In addition the Encyclopedia offers the most up to date information on important issues from assessment to intervention to prevention techniques

*Handbook of Language and Literacy, Second Edition* C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2016-05-27 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten

Written Language Josef Vachek, 2015-02-06 No detailed description available for Written Language

**Grammar and Syntax** Monica Gordon-Pershey, 2022-02-22 Grammar and Syntax Developing School Age Children s Oral and Written Language Skills provides insight for clinical speech language pathologists SLPs as well as students and faculty in communication sciences and disorders programs Offering a practicing speech language pathologist s perspective on school age language development this professional reference book focuses on later language development and the crucial role oral grammar and syntax plays in successful academic performance This resource synthesizes the four main components of professional expertise for SLPs academic and theoretical knowledge strategies for gathering diagnostic evidence the ability to seek understand and apply evolving scientific evidence and the application of therapeutic strategies Designed to encourage creative approaches to curriculum based speech language therapy practices Grammar and Syntax Developing School Age Children s Oral and Written Language Skills

provides the foundation SLPs need to help children and adolescents achieve academic success Key Features Anticipation guides at the beginning of each chapter stimulate readers to prepare for reading Bolded key terms and a comprehensive glossary improve retention of material Related resources in addition to cited sources provide jumping off points for deeper understanding Tables of language development references to use at a glance An evidence based approach that references many primary and historical sources including the big names in each content area A unique combination of the perspectives of language development and language disorders with literacy development and literacy difficulties

*Handbook of Language and Literacy* C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2013-09-24 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten

**Writing Development in Children with Hearing Loss, Dyslexia, Or Oral Language Problems** Barbara Arfé, 2014 Difficulties with writing are considered one of the most common learning problems in school children This volume focuses on the causes and nature of writing problems in children with hearing loss oral language problems and dyslexia Its goal is to provide current understandings to help guide and support writing assessment and intervention

*Effective School Interventions, Second Edition* Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment academic achievement and student behavior and social competence Each intervention is presented in a brief standardized format with step by step procedures that can easily be implemented by Pre K 12 teachers and other school based professionals The volume includes best practice guidelines for designing implementing and evaluating evidence based school interventions as well as strategies for combining multiple interventions to create a comprehensive program at the individual class or schoolwide level

**Norms and Usage in Language History, 1600-1900** Gijsbert Rutten, Rik Vosters, Wim Vandenbussche, 2014-11-18 Historical sociolinguistics has successfully challenged the traditional focus on standardization in linguistic historiography Extensive research on newly uncovered textual resources has shown the widespread variation in the written language of the past that was previously hidden or neglected The time has come to integrate both perspectives and to reassess the importance of language norms standardization and prescription on the basis of sound empirical studies of large corpora of texts The chapters in this volume

discuss the interplay of language norms and language use in the history of Dutch English French and German between 1600 and 1900 Written by leading experts in the field each chapter focuses on one language and one century A substantial introductory chapter puts the twelve research chapters into a comparative perspective The book is of interest to a wide readership ranging from scholars of historical linguistics sociolinguistics sociology and social history to advanced graduate and postgraduate students in courses on language variation and change

*The Effects of Written Language Assessment Models for Students with Learning Disabilities on Teacher Instructional Decision-making and Student Achievement* Kathryn Baumgartner Howe,1996

**Standards and Norms in the English Language** Miriam A. Locher,Jürg Strässler,2008-08-27

The theme of this collection is a discussion of the notions of norms and standards which are studied from various different angles but always in relation to the English language These terms are to be understood in a very wide sense allowing discussions of topics such as the norms we orient to in social interaction the benchmark employed in teaching or the development of English dialects and varieties over time and space and their relation to the standard language The collection is organized into three parts each of which covers an important research field for the study of norms and standards Part 1 is entitled English over time and space and is further divided into three thematic subgroups standard and non standard features in English varieties and dialects research on English standardization processes and issues of standards and norms in oral production Part 2 deals with English usage in non native contexts and Part 3 is dedicated to Issues on politeness and impoliteness The notions of standards and norms are equally important concepts for historical linguists sociolinguists with a variationist background applied linguists pragmaticians and discourse analysts

**Pedagogical Norms for Second and Foreign Language Learning and Teaching** Susan M. Gass,Kathleen Bardovi-Harlig,Sally Saeloff Magnan,Joel Walz,2002-09-03

The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning This book both situates and expands on this concept highlighting the interaction of research and pedagogy The papers collectively illustrate how the concept of pedagogical norm applies to all components of language including phonology morphology syntax and discourse The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms Also included are papers that apply the concept of pedagogical norms in specific contexts e g intonation morphology and to specific languages Finally pedagogical norms are extended beyond the more traditional areas of grammatical competence to such disparate areas as listening discourse and circumlocution

Norms of Dependency in Late Antique and Early Medieval Societies Martin Schermaier,Julia Winnebeck,Matthias Becher,2025-06-02

Late antique and early medieval normative sources frequently employ Roman legal terminology to denote a person's legal inferiority and thus suggest the continued relevance of the concepts associated with these terms However it is far from clear to what extent the use of identical terminology actually indicates the similarity of social phenomena There is ample evidence

of important changes regarding the rights and duties of enslaved persons and the development or emergence of other new forms of asymmetrical dependency This raises the question to what extent consistency in terminology and legal practice is actually an indicator of the stability of social structures Against this background a group of scholars of legal ecclesiastical and social history were invited to a conference at the BCDSS in March 2022 to scrutinise different law codes and legal sources for their evidence of dependency The result are these ten papers that truly enhance our understanding of slavery and other dependency relations in late antique and early medieval societies from c 100 to c 900 CE

*Practical Handbook of School Psychology* Gretchen Gimpel Peacock, Ruth A. Ervin, Kenneth W. Merrell, Edward J. Daly, III, 2012-07-20 Bringing together leading authorities this concise state of the science Handbook delves into all aspects of problem solving based school psychology practice Thirty four focused chapters present data based methods for assessment analysis intervention and evaluation with special attention given to working in a response to intervention framework Tools and guidelines are provided for promoting success in key academic domains reading writing and math Social emotional and behavioral skills are thoroughly

**Aphasia and Related Neurogenic Communication Disorders** Papathanasiou, Patrick Coppens, 2016-02-11 Aphasia and Related Neurogenic Communication Disorders Second Edition reviews the definition terminology classification symptoms and neurology of aphasia including the theories of plasticity and recovery Best practices of aphasia assessment and intervention are presented including neuropsychological models and formal and informal testing procedures to maximize correct clinical rehabilitative decisions Theoretical bases for rehabilitation guidelines for organization and delivery of evidence based therapy as well as augmentative and alternative communication therapy and computer based treatments are also presented

**Encyclopedia of Special Education** Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-01-02 Offers a thoroughly revised comprehensive A to Z compilation of authoritative information on the education of those with special needs

*Norms and the State in China* Chun-chieh Huang, Erik Zürcher, 2021-09-13 The central theme of this volume is the Chinese concept of chiao hua Transformation by Instruction the ancient idea that moral guidance in all spheres of life is one of the most essential tasks of leadership at all levels from the central government down to local elites Within this general perspective nineteen scholars of various disciplinary backgrounds have treated topics ranging from the regulation of conspicuous consumption in Ming times to ritualization of protest in recent times In many cases a surprising degree of cultural continuity can be observed on the other hand due attention has also been paid to clashes between traditional Chinese notably Confucian norms and the demands of modernization in contemporary Chinese society

**Exploration of Textual Interactions in CALL Learning Communities: Emerging Research and Opportunities** White, Jonathan R., 2017-03-01 Computer assisted language learning CALL has greatly enhanced the realm of online social interaction and behavior In language classrooms it allows the opportunity for students to enhance their learning experiences Exploration of Textual Interactions in CALL Learning Communities Emerging Research and Opportunities is an ideal source of academic

research on the pedagogical implications of online communication in language learning environments Highlighting perspectives on topics such as reduced forms ellipsis and learner autonomy this book is ideally designed for educators researchers graduate students and professionals interested in the role of computer mediated communication in language learning

**Norms and Conventions in the History of English** Birte Bös, Claudia Claridge, 2019-06-15 This volume explores changing norms and conventions in the English language as displayed in a broad range of historical data from more than five centuries The contributions discuss the interplay of sociocultural conditions specific discourse traditions and structural aspects of language paying special attention to the communities where norms and conventions are displayed and shaped in verbal interaction The volume is enriched by systematic terminological clarifications interdisciplinary approaches and the introduction of new methods like network analysis and advanced analytical tools and forms of visualisation into the diachronic investigation of historical texts

**Translation and Interpreting in the Age of COVID-19** Kanglong Liu, Andrew K. F. Cheung, 2023-01-01 This book presents the latest developments in translation and interpreting T I which has been at the forefront to face the challenges brought by COVID 19 The contributions in the book contain both quantitative and qualitative empirical studies as well as personal accounts of the impact and opportunities T I has faced in the global pandemic covering topics including metaphor translation delivery of and access to T I services during COVID 19 renewed perspectives on T I practice and profession and technological applications in the T I classroom The various themes in the book through examining the role and many facets of T I against the backdrop of COVID 19 have demonstrated that T I as a vital means of intercultural communication is assuming immense importance at a time of uncertainties and disruptions As one of the books addressing crucial issues of T I at a time of global crisis this edited book is of interest to many T I professionals researchers teachers and students who have been impacted by the pandemic and yet showed a continued interest in T I and its future emerging practice in the post pandemic era

**Development of Orthographic Knowledge and the Foundations of Literacy** Shane Templeton, Donald R. Bear, 2013-07-04 This volume unites spelling and word recognition two areas that have largely remained theoretically and empirically distinct Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored The book begins to fill this void by offering a coherent and unified articulation of the perceptual linguistic and cognitive features that characterize an individual s advancing word orthographic knowledge providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading From a developmental perspective the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations These insights help explain how individuals from preschool through adolescence develop knowledge of the orthographic system underlying word structure in English and how

they apply this knowledge in actual writing and reading contexts Implications are drawn for the assessment and teaching of spelling vocabulary and word analysis from primary through middle grades



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