**Language Skills for the Common Core – 5th 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 5 topics and texts*, building on others’ ideas and expressingtheir own clearly** |  |  | **Quotes accurately from 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 two or more main ideas of a text and explains how they are supported by key details; summarizes the text** |  |  |
| **Follows agreed-upon rules for discussions and carries out assigned roles** |  |  | **Explains the relationships or interactions between**  **two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text** |  |  |
| **Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others** |  |  | **Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 5 topic or subject area*** |  |  |
| **Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions** |  |  | **Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem / solution) of events, ideas, concepts, or information in two or more texts** |  |  |
| **Summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence** |  |  | **Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent** |  |  |
| **Reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace** |  |  | **Draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently** |  |  |
| **Adapts speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** |  |  | **Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably** |  |  |
| **Maintains eye contact and uses gestures, facial expressions, and appropriate voice during group presentations.** |  |  | **Uses context to confirm or self-correct word recognition and understanding, rereading as necessary** |  |  |
|  |  |  | **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 5 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., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase** |  |  | **Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences** |  |  |
| **Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*)** |  |  | **Forms and uses the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)** |  |  |
| **Demonstrates understanding of figurative language, word relationships, and nuances in word meanings** |  |  | **Uses verb tense to convey various times, sequences, states, and conditions** |  |  |
| **Interprets figurative language, including similes and metaphors, in context** |  |  | **Recognizes and corrects inappropriate shifts in verb tense** |  |  |
| **Recognizes and explains the meaning of common idioms, adages, and proverbs** |  |  | **Uses correlative conjunctions (e.g., *either/or, neither/nor*)** |  |  |
| **Acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly,* *moreover, in addition*)** |  |  | **Expands, combines, and reduces sentences for meaning, reader/ listener interest, and style** |  |  |
| **Uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words** |  |  | **Compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  |  |  |  |

**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)