**Language Skills for the Common Core – 1st 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** |
| **Participates in collaborative conversations with diverse partners about with peers and adults in small and larger groups** |  |  | **Demonstrates command of the conventions of standard English grammar and usage when writing or speaking** |  |  |
| **Follows agreed-upon rules for discussions (e.g., listening to others, speaking one at a time about the topics and texts under discussion)** |  |  | **Uses common, proper, and possessive nouns** |  |  |
| **Builds on others’ talk in conversations by responding to the comments of others through multiple exchanges** |  |  | **Uses singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We* *hop*)** |  |  |
| **Asks questions to clear up any confusion about the topics and texts under discussion** |  |  | **Uses personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their;* *anyone, everything*)** |  |  |
| **Asks and answers questions about key details in a text read aloud or information presented orally or through other media** |  |  | **Uses verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*)** |  |  |
| **Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood** |  |  | **Uses frequently occurring adjectives**  **Uses frequently occurring conjunctions (e.g., *and, but, or, so, because*)**  **Uses determiners (e.g., articles, demonstratives)** |  |  |
| **Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly** |  |  | **Uses frequently occurring prepositions (e.g., *during, beyond, toward*)** |  |  |
| **Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings** |  |  | **Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with prompts** |  |  |
| **Produces complete sentences when appropriate to task and situation** |  |  | **Other: Follows 2-3 step directions in a sequence** |  |  |
| **Vocabulary** | **Average** | **Below**  **Average** | **Reading** | **Average** | **Below**  **Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*** |  |  | **Asks and answer questions about key details in a text** |  |  |
| **Uses sentence-level context as a clue to the meaning of a word or phrase** |  |  | **Retells stories, including key details, and demonstrates understanding of their central message or lesson** |  |  |
| **Uses frequently occurring affixes as a clue to the meaning of a word** |  |  | **Describes characters, settings, & major events in a story, using key details** |  |  |
| **Identifies frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*)** |  |  | **Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses** |  |  |
| **With support, demonstrates understanding of word relationships and nuances in word meanings** |  |  | **Explains major differences between books that tell stories and books that give information, with a wide reading of a range of text types** |  |  |
| **Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent** |  |  | **Identifies who is telling the story at various points in a text** |  |  |
| **Defines words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes)** |  |  | **Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting** |  |  |
| **Identifies real-life connections between words and their use (e.g., note places at home that are *cozy*)** |  |  | **With prompting and support, compares and contrasts the adventures and experiences of characters in stories** |  |  |
| **Distinguishes shades of meaning among verbs (e.g., *look, peek, stare, glare*) and adjectives (e.g., *large, gigantic*) by defining or choosing them** |  |  | **With prompting and support, reads prose and poetry of appropriate complexity for grade 1** |  |  |
| **Uses words and phrases acquired through conversations, reading, read alouds, response to texts, including frequently occurring conjunctions to signal simple relationships (e.g., *because*)** |  |  | **Demonstrates concepts of print and phonological awareness skills** |  |  |
| **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)