**Language Skills for the Common Core – 7th 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 Literature & Informational Text** | **Average** | **Below****Average** |
| **Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics and texts*, building on others’ ideas and expressingtheir own clearly** |  |  | **Cites several pieces of textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text** |  |  |
| **Comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion** |  |  | **Determines a theme or central ideas of a text and analyzes its development over the course of the text; provide an objective summary of the text** |  |  |
| **Follows rules for collegial discussions, tracks progress toward specific goals and deadlines, and define individual roles as needed** |  |  | **Analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)** |  |  |
| **Poses questions that elicit elaboration and responds to others’****questions and comments with relevant observations and ideas** **that bring the discussion back on topic as needed** |  |  | **Determines the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; ; analyzes the impact of a specific word choice on meaning and tone** |  |  |
| **Acknowledges new information expressed by others and, when warranted, modify their own views** |  |  | **Analyzes how a drama’s or poem’s form or text structure contributes to its meaning** |  |  |
| **Analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a** **topic, text, or issue under study** |  |  | **Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text** |  |  |
|  **Delineates a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.** |  |  | **Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the****delivery of a speech affects the impact of the words)** |  |  |
| **Presents claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use** **appropriate eye contact, adequate volume, and clear pronunciation** |  |  | **Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history** |  |  |
|  **Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**  |  |  | **By the end of the year, reads and comprehends literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently,****with scaffolding as needed at the high end of the range** |  |  |
| **Vocabulary** | **Average** | **Below****Average** | **Language** | **Average** | **Below****Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *grade 7 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., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase** |  |  | **Explains the function of phrases and clauses in general and their function in specific sentences** |  |  |
| **Uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).** |  |  | **Chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas** |  |  |
| **Demonstrates understanding of figurative language, word relationships, and nuances in word meanings** |  |  | **Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers** |  |  |
| **Interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context** |  |  | **Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing** |  |  |
| **Uses the relationship between particular words (e.g., synonym /antonym, analogy) to better understand each of the words** |  |  | **Uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt)** |  |  |
| **Distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)** |  |  | **Uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)** |  |  |
|  |  |  | **Spells correctly** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  | **Chooses language that expresses ideas precisely and concisely, recognizing and****eliminating wordiness and redundancy** |  |  |

**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/)