**Language Skills for the Common Core – 6th 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 6 topics and texts*, building on others’ ideas and expressingtheir own clearly** |  |  | **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** |  |  |
| **Comes to discussions prepared, having read or studied required material; explicitlys draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion** |  |  | **Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments** |  |  |
| **Follows rules for collegial discussions, sets specific goals and deadlines, and defines individual roles as needed** |  |  | **Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution** |  |  |
| **Poses and responds to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion** |  |  | **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.** |  |  |
| **Reviews the key ideas expressed and demonstrates understanding of multiple perspectives through reflection and paraphrasing** |  |  | **Analyze how a particular sentence, chapter, scene, stanza or section fits into the overall structure of a text and contributes to the development of the theme, setting, or plot** |  |  |
| **Interprets information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how it contributes to a topic, text, or issue** **under study** |  |  | **Explain how an author develops the point of view of the narrator or speaker in a text** |  |  |
|  **Delineates a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not** |  |  | **Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch** |  |  |
| **Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use** **appropriate eye contact, adequate volume, and clear pronunciation** |  |  | **Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics** |  |  |
|  **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 6 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** |  |  | **Ensures that pronouns are in the proper case(subjective, objective, possessive)** |  |  |
| **Uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)** |  |  | **Uses intensive pronouns (e.g., myself, ourselves)** |  |  |
| **Demonstrates understanding of figurative language, word relationships, and nuances in word meanings** |  |  | **Recognizes and corrects inappropriate shifts in pronoun number and person** |  |  |
| **Interprets figures of speech (e.g., personification) in context** |  |  | **Recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous****antecedents)** |  |  |
| **Uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words** |  |  | **Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing** |  |  |
|  **Distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)** |  |  | **Uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements** |  |  |
|  |  |  | **Spells correctly** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  | **Varies sentence patterns for meaning, reader/listener interest, and style** |  |  |

**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/)