**Language Skills for the Common Core – 2nd 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** |  |  | **Demonstrates standard English conventions for grammar and usage when speaking or writing** |  |  |
| **Follows common rules for discussions/conversations (e.g., listens, takes turns, maintains topic)** |  |  | **Uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)** |  |  |
| **Builds on other’s talk in conversations by linking their comments to the remarks of others** |  |  | **Uses reflexive pronouns (e.g., myself, ourselves)** |  |  |
| **Asks for clarification and further explanation when needed** |  |  | **Uses past tense of frequently occurring irregular verbs (e.g., sat, told)** |  |  |
| **Recounts/retells key ideas or details from a text read aloud or information presented orally or through media** |  |  | **Uses adjectives and adverbs** |  |  |
| **Asks and answers questions about what a speaker says or about a text to clarify, gain additional information, or deepen understanding** |  |  | **Uses increasingly complex sentences (simple and compound) and can expand or rearrange the sentences** |  |  |
| **Tells a story or recounts an experience with appropriate facts, relevant details, descriptive details – speaking audibly with coherent sentences** |  |  | **Generalizes learned spelling patterns when writing words** |  |  |
| **Uses drawings or visuals when telling stories or recounts of experiences to clarify ideas, thoughts, and feelings** |  |  | **Other:**  **Follows and gives 3-4 oral directions in a sequence**  **Understands direction words (e.g., location, space, and time words)** |  |  |
| **Produces complete sentences to provide detail or clarification** |  |  |
| **Vocabulary** | **Average** | **Below**  **Average** | **Reading** | **Average** | **Below**  **Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based upon grade 2 reading and content** |  |  | **Recounts stories from diverse cultures, including folktales and fables, and determines central message, lesson, or moral** |  |  |
| **Uses sentence-level context as a clue to the meaning of a word or phrase** |  |  | **Describes how characters in a story respond to major events and challenges** |  |  |
| **Determines the meaning of new word formed by combining a known prefix with a known word (e.g., happy/unhappy)** |  |  | **Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action** |  |  |
| **Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional)** |  |  | **Acknowledges differences in points of view of characters (including speaking in a different voice for characters when reading aloud)** |  |  |
| **Uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly)** |  |  | **Uses information gained from illustrations and words in text to demonstrate understanding of its characters, setting, or plot** |  |  |
| **Identifies real-life connections between words and their use (e.g., functions or descriptions such as “describe foods that are spicy”)** |  |  | **Compares and contrasts two or more versions of the same story by different authors or different cultures** |  |  |
| **Distinguishes shades of meaning among closely related verbs and adjectives (e.g., toss, throw, hurl and thin, slender, skinny)** |  |  | **Knows and applies grade-level phonics and word analysis skills to decode words** |  |  |
| **Uses words and phrases acquired through discussion, reading, read alouds, and text, including using adverbs and adjectives to describe** |  |  | **Reads with sufficient accuracy and fluency to support comprehension of grade level text** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  |  |  |  |

[**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)

**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.) | |