

CCS and Language Skills

These skills are summarized from the Common Core Standards across grade levels. SLPs will need to refer to the specific grade level standards to determine which skills are covered at their students' grade level. In general, students with language impairments exhibit difficulties in one or more areas of the language arts standards. SLPs may want to look at skills below grade level for these students to provide scaffolding and to develop IEP objectives.

Language Skills K-5

Reading Standards: K-5 (comprehension, narratives, questioning, summarizing)
Wh-Qs: ask and answer questions to demonstrate learning
Main ideas/details
Inferences: draw inferences from text
Story elements: identify/describe characters, settings and major events in a story; describe how characters respond to major events in a story; explain events and relationships; describe problem/solution in a story; name author and illustrator of story and define role of each in telling the story
Cause/effect relationships
Compare/contrast: event, ideas, concepts from 2 or more texts, character's account of event or topic; analyze multiple accounts of same event
Point of View: acknowledge differences in point of view of characters
Language Standards: Grammar & Usage K-5 (syntax, grammar & sentence structure)
Nouns: Use common, proper, possessive nouns; use singular & plural nouns; use regular & irregular plural nouns
Verb tenses; past, present future
Prepositions: most frequently occurring prepositions;
Pronouns: use reflexive pronouns; use personal, possessive & indefinite pronouns (I, me, my, they, them, their, anyone, etc.
Adjectives: use adjectives within sentences;
Conjunctions: use frequently occurring conjunctions;
Produce complete sentences: produce simple, compound, and complex sentences
Understand and use question words
Use knowledge of language and its conventions when writing, speaking, reading, or listening
Vocabulary: Determine or clarify the meaning of unknown & multiple meaning words & phrases; use context clues to determine meaning; determine meaning using affixes & root words; identify meaning of compound words; use glossaries, dictionaries, and reference materials to determine the meaning of words; demonstrate understanding of word relationships; sort words into categories, distinguish literal and nonliteral meanings; identify real life connections; synonyms, antonyms, homographs; distinguish shades of meaning; acquire & use domain specific words and phrases
Listening/Speaking Standards: K-5 (conversation skills, discourse, pragmatics, questioning, describing, reporting, main idea & details, summarizing, paraphrasing, telling/retelling/, speaking skills)
Conversation skills: Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups; engage effectively in a range of collaborative discussions (one-on-one, groups, and teacher led) about grade level texts expressing ideas clearly
Discourse: Follow rules for discussion (i.e., taking turns, listening to others, etc.)
Pragmatics: Continue a conversation through multiple exchanges (respond to other's comments, speak one at a time, etc.)
Questioning: Ask questions to clarify, check for understanding, stay on topic, pose and respond to specific questions; ask and answer questions about key ideas or details from a text read aloud or from a speaker
Describing: Describe people, places, things, and events
Main idea & details: Determine main ideas and details of text read aloud or information presented orally or through media
Summarizing: Explain ideas and understanding, review key ideas expressed, draw conclusions in light of information and discussions; summarize points and how information is supported by reasons and evidence
Paraphrasing: Paraphrase and summarize information from a text read aloud or information presented orally or through media
Telling/Retelling: Tell a story, recount an experience, or report on a topic with appropriate facts and descriptive details
Speaking skills: Speaking clearly in coherent sentences; speak audibly and express thoughts, feelings, and ideas clearly and in complete sentences; adapt speech to a variety of contexts, using formal English and informal discourse as appropriate

Language Skills 6-12
Reading Standards: 6-8 (analysis, inferences, story elements, vocabulary, comprehension, evaluating)
Analysis: Identify evidence in text that supports analysis of what text says, inferences drawn from text ; analyze how particular elements of a story or drama interact (i.e., how setting shapes characters or plot)
Analyze structure of a text: Compare and contrast structure of two or more texts; how structure contributes to meaning and style, or development of ideas
Explain/analyze how an author develops point of view; contrasts point of view of different characters; creates effects such as suspense or humor; responds to conflicting evidence
Story Elements: Determine a theme or central idea of a text and its relationship to the characters, setting, and plot; provide a summary of the text;
Vocabulary: Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings, analogies or allusions to other texts
Comprehension: Compare and contrast a story, drama, poem or informational text to its audio, filmed, or multimedia version; compare and contrast texts in different forms or genres (historical accounts, modern works of fiction, etc.)
Evaluate: Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is sufficient
Language Standards: 6-8 (Standard English conventions, syntax, grammar, sentence structure, conversation skills)
Conventions: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
Uses correctly: pronouns (subjective, objective, possessive, intensive), verbs, phrases and clauses, verbals (gerunds, participles, infinitives) in sentences
Uses punctuation
Spell correctly
Vary sentence patterns and chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
Listening/Speaking Standards: 6-8 (discourse, questioning, presenting, adapt speaking)
Discourse: Engage effectively in a range of collaborative discussions (one-on-one, groups, and teacher led) about grade level texts expressing ideas clearly; follow rules for collegial discussions and decision making;
Questioning: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas
Presenting: Present claims and findings, sequencing ideas logically and using a focused coherent manner with descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation; include multimedia components and visual displays in presentations
Adapt speaking: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.
Reading Standards: 9-12 (cite evidence, determine theme or central idea, analyze, vocabulary, point of view, evaluate)
Cite evidence: Cite evidence in text that supports analysis of what text says, inferences drawn from text; including determining where the text leaves matters uncertain
Determine theme or central idea: Determine a theme or central idea of a text and its relationship to the characters, setting, and plot; analyze their development over the course of the text; provide an objective summary of the text
Analyze: <ul style="list-style-type: none"> Analyze how characters are introduced and developed and how elements of a story or drama advance the plot or develop the theme Analyze a complex set of ideas or sequence of events and explain how things interact and develop over the course of the text Analyze how an author's choices for structure of a text create effects such as mystery, tension, or surprise; analyze a point of view from world literature A point a view that requires distinguishing what is directly stated from what is really meant in a text (i.e., satire, sarcasm, irony or understatement) Analyze multiple interpretations of a story, drama or poem

Vocabulary: Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings, words with multiple meanings, or engaging language
Point of View: Determine the author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose
Evaluate: Evaluate multiple sources of information presented in different media or formats to address a question or resolve a problem.
Language Standards: 9-12 (Standard English conventions, syntax/grammar, sentence structure, conversation skills)
Standard English conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; change when needed , spell correctly
Syntax:/grammar: Use various types of phrases and clauses to convey specific meaning and ad variety and interest to writing or presentations, vary syntax for effect
Apply knowledge of how language is used to understand functions in different contexts
Listening Speaking Standards: 9-12 (discourse, pragmatics, questioning, presenting, perspectives, summarizing, problem solving/reasoning, point of view, adapt speaking)
Discourse/pragmatics: Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) on grade level topics, building on others' ideas and expressing own ideas clearly and persuasively; work with peers to set rules for collegial discussions, decision making, and to promote civil discussions; propel conversations by posing and responding to questions for the current topic and ensure a range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions
Respond thoughtfully to diverse perspectives: synthesize, summarize points, justify views, make new connections based upon evidence, identify when additional information is needed
Integrate multiple sources of information presented in diverse formats and media
Evaluate a speakers point of view, reasoning, and use of evidence
Present information: Findings and supporting evidence clearly, concisely, and logically, with organization and style that is appropriate to purpose, audience, and a range of formal and informal tasks
Adapt Speaking: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.