

ELP Standards Student Growth Tracking Sheet for Fifth Grade

Student Name:

Note: L – Listening S – Speaking R – Reading W – Writing (Standards 9 & 10 address the linguistic structures of English.)

| Proficiency Levels | | 1 | 2 | 3 | 4 | 5 |
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| Standard 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | Date: L R | Date: L R | Date: L R | Date: L R | Date: L R |
| RL and RI 1,2,3,7 SL 2 MP 1 SP 1 | <p>RL and RI 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL and RI 2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL and RI 3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RL and RI 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>SP 1 Asking questions (for science) and defining problems (for engineering)</p> | Use a very limited set of strategies to: identify a few key words and phrases | Use an emerging set of strategies to: identify the main topic retell a few key details | Use a developing set of strategies to: determine the main idea or theme retell a few key details retell familiar stories | Use an increasing strategy range to: determine main idea or theme explain how some key details support the main idea summarize part of text | Use a wide range of strategies to: determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text |
| Standard 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W |
| W 6 SL 1 MP 1 MP 6 SP 4 SP 6 SP 8 | <p>W 6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>MP 6 Attend to precision.</p> <p>SP 4 Analyzing and interpreting data</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p> | Participate in short conversations, written exchanges actively listen to others respond to simple questions and some wh- questions | Participate in short conversations, in short written exchanges, actively listen to others, respond to simple questions (wh) | Participate in short conversation/discussions in written exchanges respond to comments add own comments asking/answer questions | Participate in conversation/discussions in written exchanges build others ideas express own ideas ask & answer questions add information & evidence | Participate in extended conversation/discussions written exchanges build on others ideas express ideas clearly pose/respond to questions add information & evidence summarize ideas |
| Standard 3 | Speak and write about grade-appropriate complex literary and informational texts and topics | Date: S W | Date: S W | Date: S W | Date: S W | Date: S W |
| W 2,3 SL 4 MP 1 MP 6 | <p>W 2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p> <p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> | Communicate simple information | Deliver short oral presentations & compose written texts | Including a few details, do short oral presentations write narratives & informational texts | Including some details do oral presentations write narratives or informational texts | Including details/ examples to make topic do oral presentations write narrative or informational texts |

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| | SL 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. | | | | | |
| Standard 4 | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | Date: S W | Date: S W | Date: S W | Date: S W | Date: S W |
| W 1 SL 4 L 6 MP 3 MP 6 SP 4 SP 7 SP 8 | W 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinions and reasons using words, phrases, and clauses (e.g. consequently, specifically). Provide a concluding statement or section related to the opinion presented. SL 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. L 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). MP 3 Construct viable arguments and critique the reasoning of others. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information | Express an opinion about a familiar topic. | Construct a simple claim about a topic Support the claim | Construct claim of topics introduce topic provide a few reasons or facts to support claim | Construct a claim about topics introduce topics provide reasons /facts to support claim provide a concluding statement | Construct a claim about topics introduce topics provide logical reasons or facts to support claims use closing statement |
| Standard 5 | Conduct research and evaluate and communicate findings to answer questions or solve problems | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W |
| W 7,8,9 SL 4 MP 1 SP 3 SP 6 SP 8 | W 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W 8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). SL 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. MP 1 Make sense of problems and persevere in solving them. SP 3 Planning and carrying out investigations SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information | Recall information from experience gather information from sources label some key information | Recall information from experience gather information from provided sources record information | Recall information from experience gather information to answer a question identify key information in notes | Recall information from experience gather information answer a question record information in notes with charts, tables etc. provide a list of sources | Recall information from experience gather information summarize key ideas notes with graphics give sources. |
| Standard 6 | Analyze and critique the arguments of others orally and in writing | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W | Date: L S R W |
| RI 8 W 1b SL 3 L 6 MP 1 MP 3 SP 1 SP 6 SP 7 SP 8 | RI 8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). W 1b Provide logically ordered reasons that are supported by facts and details. SL 3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. L 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information | Identify a point an author or speaker makes | Identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker | Tell how one or two reasons support the specific points an author or speaker makes or fails to make | Describe how reasons support specific points an author or speaker makes or fails to make | Explain how an author uses reasons/ evidence to support or fail to support points tell which reason or evidence support points |
| Standard 7 | Adapt language choices to purpose, task, and audience when speaking and writing | Date: S W | Date: S W | Date: S W | Date: S W | Date: S W |
| W 5 SL 6 L 6 | W 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) | Recognize the meaning of some words learned through conversations, | With emerging control adapt language choices to social and academic contents use some | With developing control adapt language choices according to purpose task & audience | With increasing ease adapt language choices according to purpose task, & audience | Adapt language choices according to purpose task & audience |

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| MP 6 SP 1 SP 6 SP 8 | SL 6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) L 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). MP 6 Attend to precision. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information | reading, and being read to | words learned through conversations reading and being read to | use a number academic/content-specific words, phrases, & expressions | use a wider range of academic & content-specific words/phrases. | use academic and content-specific words/phrases |
| Standard 8 | Determine the meaning of words and phrases in oral presentations and literary and informational text | Date: L R | Date: L R | Date: L R | Date: L R | Date: L R |
| RL and RI 4 L 4,5 MP 1 SP 1 SP 8 | RL and RI 4 Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. Determine the meaning general academic and domain--specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. . Interpret figurative language, including similes and metaphors, in context. . Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering) SP 8 Obtaining, evaluating, and communicating information | Relying heavily on context visual aids in native language to recognize the meaning of a few frequent words phrases and formulaic expressions | Using context visual aids reference materials in native language to determine the meaning of frequent words phrases and expressions | Using context visual aids reference materials to determine meaning of frequent words phrases determine the meanings of idiomatic expressions | Using context reference materials, to determine the meaning of general academic /content-specific words, phrases determine meaning of idiomatic expressions | Using context, reference materials, to determine the meaning of general academic /content-specific words/phrases determine meaning of figurative language. Metaphors, similes etc. |
| Standard 9 | Create clear and coherent grade-appropriate speech and text | Date: | Date: | Date: | Date: | Date: |
| W 1c, 2c, 3c, 4 SL 4 MP 1 MP 3 SP 7 SP 8 | W 1c Link opinions and reasons using words, phrases, and clauses (e.g. consequently, specifically) W 2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W 3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) SL 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information | With support using non-verbal methods communicate simple information about an event or topic use a narrow range of vocabulary & simple sentences | With support tell simple information about a topic Recount sequence of events in order use frequently occurring linking words (e.g. <i>and, then</i>) | With support introduce a topic present one or two facts about topic recount sequence of events in order use range of linking words (<i>next, because and also</i>) provide a concluding statement | Introduce topic to develop with facts and details recount detailed sequence of events beginning middle and end use transitional words and phrases to events ideas and opinions | Introduce topic to develop with facts & details recount detailed sequence of events beginning, middle and end use linking words/phrases to ideas information or events provide a concluding statement |
| Standard 10 | Make accurate name use of standard English to communicate in grade-appropriate speech and writing | Date: | Date: | Date: | Date: | Date: |
| L 1,3 MP 6 SP 8 | L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. . Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. . Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. . Use verb tense to convey various times, sequences, states, and conditions. . Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. . Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. MP 6 Attend to precision. SP 8 Obtaining, evaluating, and communicating information | With support (including context and visual aids) recognize and use a small number of frequently occurring nouns noun phrases and verbs understand and respond to simple questions | With support , recognize and use some frequently occurring nouns, pronouns, verbs prepositions, adjectives adverbs & conjunctions produce simple sentences in response to prompts | With support, use some pronouns (who, whom, which, that), some relative adverbs (e.g., where, when, why) some prepositional phrases produce and expand simple and compound sentences | Use relative pronouns (who, whom, which that) relative adverbs (where, when, why), subordinating con-junctions, prepositional phrases produce and expand simple, compound and a few complex sentences | Use relative pronouns (who, whom, which that) use adverbs (where, when, why) prepositional phrases subordinating con-junctions, progressive and perfect verb tenses produce and expand simple, compound and complex sentences |