

## ELP Standards Student Growth Tracking Sheet for Sixth Grade

<b>Student Name:</b>						
<b>Note: L – Listening S – Speaking R – Reading W – Writing (Standards 9 &amp; 10 address the linguistic structures of English.)</b>						
<b>Proficiency Levels</b>		1	2	3	4	5
<b>Standard 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b>		<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R
<b>RL and RI 1,2,3,7</b>	RL and RI 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Use a very limited set of strategies to: identify a few key words and phrases in oral communications and simple written texts	Use emerging set of strategies: to identify the main topic in oral communications and simple written texts retell a few key details	Use strategies to: determine the central idea in oral presentations/written text; explain how the idea is supported by details summarize text	Use strategies to: determine central ideas in oral presentations or written text; explain how central ideas are supported by details summarize text	Use strategies to determine ideas or themes in oral presentations/written text explain how ideas are developed by supporting evidence summarize text
<b>SL 2</b>	RL 2 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. RI 2 Determine a 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.					
<b>MP 1</b>	RL 3 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. RI 3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).					
<b>SP 1</b>	RL 7 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. RI 7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.					
	SL 2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering)					
<b>Standard 2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</b>		<b>Date:</b> L S R W	<b>Date:</b> L S R W	<b>Date:</b> L S R W	<b>Date:</b> L S R W	<b>Date:</b> L S R W
<b>W 6</b>	W 6 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 three pages in a single sitting.	Do short conversational /written exchanges on topics present simple information respond to simple questions and some wh-questions	Do short conversational /written exchanges on topics/texts present information and ideas respond to simple & wh-questions	Do conversations discussions and written exchanges on topics texts build others ideas express own ideas ask /answer questions, add relevant information	Do conversations discussions and written exchanges on topics texts and issues build on others ideas; express own ideas; ask/answer questions; add infor-mation/evidence; para-phrase ideas expressed	Do conversations discussions and written exchanges on topics texts & issues build on others ideas; express own ideas pose/ respond to questions; add evidence; summarize ideas; reflect on ideas
<b>SL 1</b>	SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing their own clearly.					
<b>MP 1</b>	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.					
<b>MP 6</b>	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.					
<b>SP 4</b>	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.					
<b>SP 6</b>	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing					
<b>SP 8</b>	MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information					
<b>Standard 3 Speak and write about grade-appropriate complex literary and informational texts and topics</b>		<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W
<b>W 2, 3</b>	W 2 Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Communicate simple information	Deliver short oral presentations write narratives/ informational texts	Deliver short oral presentations write narratives/ informational texts with details	Deliver oral presentations; compose written narratives/informational texts make texts with specific details	Deliver oral presentations do written narratives/informational texts/details/ideas/information
<b>SL 4</b>	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.					
<b>MP 1</b>	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
<b>MP 6</b>	c. Use appropriate transitions to clarify the relationships among ideas and concepts.					
<b>SP 6</b>	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.					
<b>SP 8</b>						

	<p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that flows from the information or explanation presented.</p> <p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>SL 4 Present 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.</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>MP 6 Attend to precision.</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>					
<b>Standard 4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b>		<b>Date: S W</b>	<b>Date: S W</b>	<b>Date: S W</b>	<b>Date: S W</b>	<b>Date: S W</b>
<p><b>W 1. SL 4</b></p> <p><b>L 6</b></p> <p><b>MP 3</b></p> <p><b>MP 6</b></p> <p><b>SP 4</b></p> <p><b>SP 7</b></p> <p><b>SP 8</b></p>	<p>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.)</p> <p>SL 4 Present 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.</p> <p>L6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>MP 3 Construct viable arguments and critique the reasoning of others.</p> <p>MP 6 Attend to precision.</p> <p>SP 4 Analyzing and interpreting data</p> <p>SP 7 Engaging in argument from evidence</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	Express an opinion about a familiar topic	Construct a claim about a familiar topic give a reason to support claim	Make a claim on a topic introduce topic provide supporting facts in order make conclusion	Make a claim on topics introduce topic provide facts to support the claim make conclusion	Make a claim on topics introduce topic provide ordered facts from claim make conclusion
<b>Standard 5 Conduct research and evaluate and communicate findings to answer questions or solve problems</b>		<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>
<p><b>W 7,8,9</b></p> <p><b>SL 4</b></p> <p><b>MP 1</b></p> <p><b>SP 3</b></p> <p><b>SP 6</b></p> <p><b>SP 8</b></p>	<p>W 7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W 8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>SL 4 Present 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.</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>SP 3 Planning and carrying out investigations</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<b>Gather information from a few provided sources label collected information</b>	Gather information from provided sources record some data and information	Find information in print /digital source summarize paraphrase observations/ideas information/labeled illustrations/diagrams graphics/cite sources	Find information in print /digital sources; use search terms; quote, paraphrase data/con-clusions of others using charts diagrams/graphic cite source standard; format citations	Find information in print/digital sources; use search terms; evaluate source/quote data/conclusions using charts/diagrams; cite sources, standard format for citations
<b>Standard 6 Analyze and critique the arguments of others orally and in writing</b>		<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>	<b>Date: L S R W</b>

<b>RI 8</b> <b>W 1b</b> <b>SL 3</b> <b>L 6</b> <b>MP 1</b> <b>MP 3</b> <b>SP 1</b> <b>SP 6</b> <b>SP 7</b> <b>SP 8</b>	<p>RI 8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH Analyze the relationship between a primary and secondary source on the same topic. RST Distinguish among facts, reasoned judgment based on research findings, and speculation in a text</p> <p>W 1 b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>SL 3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>L 6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>MP 3 Construct viable arguments and critique the reasoning of others.</p> <p>SP 1 Asking questions (for science) and defining problems (for engineering)</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 7 Engaging in argument from evidence</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<p>Identify a point an author or a speaker makes</p>	<p>Identify main argument of author/speaker; cite one reason an author or a speaker gives to support the argument</p>	<p>Explain argument of author/speaker, tell between claims supported by reasons and evidence from those that are not</p>	<p>Analyze arguments and claims in texts/speech, determine if evidence supports claims, cite evidence in analysis</p>	<p>Analyze arguments and claims in texts/speech/presentations; determine if reasoning is sound and evidence supports claims; cite evidence in analysis</p>
<b>Standard 7 Adapt language choices to purpose, task, and audience when speaking and writing</b>		<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W	<b>Date:</b> S W
<b>Standard 7</b> <b>W 5</b> <b>SL 6</b> <b>L 6</b> <b>MP 6</b> <b>SP 1</b> <b>SP 6</b> <b>SP 8</b>	<p>Adapt language choices to purpose, task, and audience when speaking and writing</p> <p>W 5 With some 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 6 on page 52.)</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L 6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>MP 6 Attend to precision.</p> <p>SP 1 Asking questions (for science) and defining problems (for engineering)</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<p>Recognize the meaning of some words learned</p>	<p>Begin to: adapt language to task/audience; use frequent academic words/phrases in conversations and discussions</p>	<p>Begin to: adapt language/style to purpose task audience use a wider academic words/phrases show control of style in most oral /written text</p>	<p>With ease: adapt language/style to purpose/task/audience use a wider academic words/phrases keep consistent style in most oral /written text</p>	<p>With ease: adapt language/style to purpose/task/audience use complex academic words to express ideas keep consistent style in oral/written text</p>
<b>Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text</b>		<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R	<b>Date:</b> L R
<b>RL and RI 4</b> <b>L 4,5</b> <b>MP 1</b> <b>SP 1</b> <b>SP 8</b>	<p>RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative and technical meanings, analyze the impact of specific word choice on meaning and tone.</p> <p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context, morphemes and reference materials</p> <p>L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</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> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<p>Rely on native language: know meaning of a few words/simple phrases</p>	<p>Rely on native language determine meaning of words, phrases, and expressions</p>	<p>Begin to: determine meaning of academic words, phrases and frequently expressions</p>	<p>With ease: determine meaning of academic words, phrases and idiomatic expressions</p>	<p>With ease: know meaning of words, phrases, idiomatic &amp; figurative expressions</p>
<b>Standard 9 Create clear and coherent grade-appropriate speech and text</b>		<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
<b>W 1c, 2c, 3c, 4</b> <b>SL 4,6</b> <b>MP 1</b> <b>MP 3</b> <b>SP 7</b> <b>SP 8</b>	<p>W 1 c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W 2 c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W 3 c. Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>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.)</p> <p>SL 4 Present 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.</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>With support: tell simple information of events/ topic use vocabulary in simple sentences</p>	<p>With support: tell events in order introduce a topic tell facts about topic use some linking words make a concluding statement</p>	<p>Tell events in order beginning/middle/end introduce /develop a topic with facts/details use transitional words to connect events/ideas/ opinions do conclusions</p>	<p>Tell detailed order of events of a process with beginning /middle/end develop a topic with facts/details Use conclusions use transitional words/phrases to connect ideas</p>	<p>Tell a complex order of events of a process with beginning/middle/end develop a topic with facts/details Use conclusions; transitional words/phrases to connect ideas</p>

	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					
<b>Standard 10 Make accurate name use of standard English to communicate in grade-appropriate speech and writing</b>		Date:	Date:	Date:	Date:	Date:
<b>L 1,3</b> <b>MP 6</b> <b>SP 8</b>	L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* L 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.* MP 6 Attend to precision. SP 8 Obtaining, evaluating, and communicating information	Know/use a few nouns/ noun phrases/verbs know/respond to simple questions	With support: use nouns, pronouns, verbs prepositions, adjectives adverbs, conjunctions, prepositional phrases, make simple sentences	With support: use pronouns, adverbs conjunctions, prepositional phrases simple make compound sentences	Use intensive/reflexive pronouns/verbs in active/passive voices use phrases/clauses in sentences know and correct dangling modifiers make/expand complex sentences	Use intensive/reflexive pronouns/verbs in active/passive voices use phrases/clauses in sentences know/correct dangling modifiers make/expand complex sentences