

## Student Learning Progression Literacy Profile – Grades 5-6

Student: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of Entry: \_\_\_\_\_ Re-entry: \_\_\_\_\_

Year	Grade	Teacher	Support Service Provider	Case Manager

**The Student Learning Progression Literacy Profile (LPLP)** provides a general guide for instructional planning, progress monitoring, and documentation of essential learning of literacy skills and concepts within and across grades. The skills and concepts listed have been integrated with consideration of a research-based learning progression for literacy and the Common Core State Standards at the designated grade levels. At the end of each school year, samples of student work could accompany this record if the Profile is passed on to the next year’s teacher or used for reporting to parents.

- Grade level literacy teams can begin using the Literacy Profile by examining descriptions of Progress Indicators (e.g., **M.RL.f** using supporting evidence to identify and describe how the narrative point of view influences the reader’s interpretation) with the corresponding grade-level CC standards (e.g., **5.RL-6**) in order to develop appropriate instructional building blocks for each unit of study (selecting texts that increase in complexity, developing lesson sequences that move student along the learning continuum). Units of study typically encompass multiple Progress Indicators from several LPF strands (e.g., *Making Meaning at the Word Level, Reading Literary Texts, & Writing Literary Texts*).
- Next, develop or identify the major common assessments for each unit of study used during the school year, asking the question: **how can we best collect evidence of learning at different entry point along the learning progression?** These assessments should include summative and performance assessments used across all classrooms at the grade level as a starting point, assessing multiple skills described along the learning progression typically taken by most students.
- Additional evidence of learning, using on-going assessments (pre-assessments, formative assessments, teacher observations, etc.), mid-assessments, and classroom-specific unit assessments can be documented in the profile throughout the school year. The depth and breadth of assessments used will vary according to intended purpose.

### DIRECTIONS for Documenting Progress along the Learning Progressions

**I** in the box to the left of the Progress Indicator indicates the skill/concept has been introduced, but the student has not yet demonstrated conceptual understanding or consistently applied the skills/concepts *in the context of applying them to various texts and text types*. It may be necessary to: scaffold instruction; re-teach the concept using another approach or another context/text; or re-assess acquisition of skills/concepts at earlier levels if not yet mastered. Administering on-going formative assessments is highly recommended to guide instructional planning and appropriate timing of the summative or interim assessments.

**X** in the box to the left of the Progress Indicator indicates the student has met expectations for this grade level, meaning that *there is sufficient assessment evidence* (assessment data from multiple formats – teacher observations, formative assessments, student work from performance tasks, etc.) to support this conclusion.

When collecting samples of student work (e.g., for parent conferences, progress monitoring), *label the student work* with the Literacy Profile indicator strand letters (“HD” – Habits & Dispositions; RL – Reading Literary texts; WI – Writing Informational texts; etc.) and include the Progress Indicator code for corresponding skills/concepts assessed with that assessment task. Also be sure the student work is dated. (Note that coding and ordering of the Progress Indicators (a-b-c- etc.) in the profile are for ease of use with the *Learning Progressions Framework (LPF) for ELA & Literacy\** and relate to a general progression, NOT a specific intended, lock-step skill sequence. For example, many of the same skills and concepts will generally develop and be practiced again and again with different and increasingly more complex texts across a school year. Beginning with an optimal lesson sequencing planning tool (such as the LPF and Literacy Profile) can provide insights into how to best support students with smaller learning steps in order to attain the end-of-year skills and concepts articulated in the Common Core State Standards.

\* Hess, Karin K. (Ed. & Principle author) (2011). Learning progressions frameworks designed for use with the *common core state standards in English language arts & literacy K-12*. Available [online]: [http://www.nciea.org/publications/ELA\\_LPF\\_12%202011\\_final.pdf](http://www.nciea.org/publications/ELA_LPF_12%202011_final.pdf)

The *Learning Progressions Frameworks (LPF)* was developed in 2010-2011 by national content experts, researchers, and master teachers from across the U.S. synthesizing empirical research and analyzing the Common Core State Standards in English Language Arts and Literacy in order to *describe how learning develops within an across grades*. The project was funded with support from the U.S. Dept of Education Office of Special Education Programs Grant number: H324U040001, The National Alternate Assessment Center (NAAC) at the University of Kentucky, The National Center for the Improvement of Educational Assessment (NCIEA), Dover, N.H, and a grant from the U.S. Department of Education (PR/Award #: H373X100002, Project Officer, [Susan.Weigert@Ed.gov](mailto:Susan.Weigert@Ed.gov)). A summary of key research ideas used to determine possible “optimal sequencing” of Progress Indicators in the LPF is provided for each of the 7 literacy strands. While not all strands and skills listed in the LPF are included in the Common Core State Standards, there is compelling research to suggest that learning (and focused instruction) in these areas is essential.

LPF Literacy strands	H D	<p><i>1-Literacy Habits &amp; Dispositions</i></p> <p>Is the student demonstrating greater independence and confidence when developing and applying literacy skills?</p>	R W L	<p><i>2-Making Meaning at the Word Level</i></p> <p>Does the student read flexibly, using a variety of strategies to make meaning – literal and interpretative - at the word/phrase level?</p>	<p>NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate independent skill acquisition:</p> <p><i>"Making Meaning at the Word Level"</i></p>
Describe Evidence of Extending Skills					
Grades 5-6 Learning Progression		<p><b>M.HD.f</b> setting personal literacy goals, identifying strategies, and monitoring progress to improve reading or writing/communication skills</p>		<p><b>M.RWL.e</b> identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor) 5.L-5a, 5b; 5.RL-4 6.L-5a; 6.RL-4; 6.RI-4</p>	
		<p><b>M.HD.e</b> actively contributing and supporting relevant individual perspectives in book talks or writing discussions 5.SL-1c, 1d 6.SL-1c, 1d</p>		<p><b>M.RWL.d</b> accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary 5.L-4c 6.L-4c</p>	
		<p><b>M.HD.d</b> flexibly making editing and revision choices and sustaining effort to fit composition needs/purposes 5.W-5 6.W-5</p>		<p><b>M.RWL.c</b> integrating grade- appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking 5.RF-4a; 5.L-6; 5.RI-4 6.L-6; 6.RI-4</p>	
		<p><b>M.HD.c</b> flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks 5.RF-4c</p>		<p><b>M.RWL.b</b> analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context 5.RF-3, 4c; 5.L-4a, 4b 6.L-4b</p>	
		<p><b>M.HD.b</b> self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know... so I think this means that..."), including identifying conflicting information from different sources</p>		<p><b>M.RWL.a</b> determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words 5.RF-4c; 5.L-4a; 5.RL-4; 5.RI-4 6.L-4a, 4d, 5b, 5c; 6.RL-4; 6.RI-4</p>	
		<p><b>M.HD.a</b> varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts) 5.W-10; 5.RL-10; 5.RI-10 6.W-10; 6.RL-10; 6.RI-10</p>		<p><b>(foundational skills)</b> reading grade-appropriate words in connected text with automaticity and fluency 3.RF.3d; RF-4a, 4b 4.RF-4a, 4b 5.RF-4b</p>	<p>Record &amp; Date Fluency Checks Oral reading</p> <p>Silent reading</p>
Units & Assessments Used					

LPF Literacy strands	<b>R L</b> <i>3-Reading Literary Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of literary texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition:  <i>"Reading Literary Texts"</i>	<b>R I</b> <i>4-Reading Informational Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of informational texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition:  <i>"Reading Informational Texts"</i>
Describe Evidence of Transfer				
<b>Grades 5-6 Learning Progression</b>	<b>M.RL.g</b> using supporting evidence to apply aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across texts 5.RL-4, 6, 7, 9; 5.L-4, 5a 6.RL-4, 6, 7, 9; 6.L-5a		<b>M.RI.g</b> using supporting evidence to analyze how an author develops ideas and supports a thesis or reasoning 5.RI-8; 5.SL-3; 6.RI-3,5,8; 6.SL-3	
	<b>M.RL.f</b> using supporting evidence to identify and describe how the narrative point of view influences the reader's interpretation 5.RL-6 6.RL-6		<b>M.RI.f</b> determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic 5.RI-9 6.RI-7, 9	
	<b>M.RL.e</b> using supporting evidence to analyze texts according to text structure, genre features, or author's style 5.RL-5, 6, 7, 9 6.RL-5, 9		<b>M.RI.e</b> using supporting evidence to identify author's purpose, viewpoint, or potential bias and explaining its impact on the reader 5.RI-6, 8; 5.SL-3 6.RI-6; 6.SL-3	
	<b>M.RL.d</b> comparing literary elements (e.g., character, setting, plot/subplots) within or across texts 5.RL-3, 9		<b>M.RI.d</b> using supporting evidence to draw inferences or compare content presented within or across texts 5.RI-1, 3, 6, 7 6.RI-1, 9	
	<b>M.RL.c</b> summarizing and interpreting purpose or central ideas to derive a theme 5.RL-2 6.RL-2		<b>M.RI.c</b> using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details 5.RI-1, 2; 5.SL-2 6.RI-1, 2; 6.SL-2	
	<b>M.RL.b</b> using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view) 5.RL-1, 6 6.RL-1, 3, 6		<b>M.RI.b</b> using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information 5.RI-5, 7 6.RI-7	
	<b>M.RL.a</b> flexibly using strategies to derive meaning from a variety of texts 5.RF-4c; 5.RL-4; 5.L-4, 5a, 5c 6.RL-4; 6.L-4, 5		<b>M.RI.a</b> flexibly using strategies to derive meaning from a variety of print/non-print texts 5.RF-4c; 5.RI-4; 5.L-4, 5a; 5.SL-2 6.RI-4; 6.L-4, 5a; 6.SL-2	
<b>Units &amp; Assessments Used</b>				

LPF Literacy Strands	W L	W I	W P
Describe Evidence of Transfer			
Grades 5-6 Learning Progression	<p><b>M.WL.h</b> applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (transitions, illustrations, subject-verb, pronoun use, verb tense, etc.) 5.W-3, 4, 5; 5.SL-5; 5.L-1, 2, 3, 4c, 6 6.W-3, 4, 5; 6.L-1, 2, 3, 4c, 6</p>	<p><b>E.WI.h</b> applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/ visual/auditory components 5.W-2, 4, 5; 5.SL-4, 5; 5.L-1, 2, 3, 4c, 6 6.W-2, 4, 5; 6.SL-4, 5; 6.L-1, 2, 3, 4c,</p>	<p><b>M.WP.h</b> applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/ visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections) 5.W-1, 4, 5; 5.SL-4, 5; 5.L-1, 2, 3, 4c, 6 6.W-1, 4, 5; 6.SL-4, 5; 6.L-1, 2, 3, 4c, 6</p>
	<p><b>M.WL.g</b> writing a conclusion that ties elements together, supports the theme, and provides a sense of closure 5.W-3e 6.W-3e</p>	<p><b>M.WI.g</b> writing a conclusion that links back to the focus/central idea and provides a sense of closure 5.W-2e; 5.SL-3; 5.RI-8 6.W-2f; 6.RI-2</p>	<p><b>M.WP.g</b> writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn 5.W-1d; 5.SL-3 6.W-1e</p>
	<p><b>M.WL.f</b> refining overall coherence through literary techniques (e.g., imagery, personification, description) 5.L-3, 5, 6 6.L-3, 5, 6</p>	<p><b>M.WI.f</b> incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning 5.W-2a; 5.SL-5 6.W-2a; 6.SL-5; 6.RI-7</p>	<p><b>M.WP.f</b> incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims 5.W-1b; 5.SL-5 6.W-1b; 6.SL-5</p>
	<p><b>M.WL.e</b> developing a plot that includes tension (conflict-resolution) that unfolds through one or more episodes/scenes 5.W-3a – 3d 6.W-3a – 3d</p>	<p><b>M.WI.e</b> maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional phrases and devices to connect ideas 5.W-2a, c, 4; 5.RI-3, 5 6.W-2a,c,e; 6.SL-4; 6.L-3; 6.RI-5</p>	<p><b>M.WP.e</b> developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers 5.W-1a, 1b, 1c, 4, 5; 5.SL-4; 5.L-3 6.W-1a, 1b, 1c; 6.SL-4</p>
	<p><b>M.WL.d</b> selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions) 5.W-3a – 3d; 5.L-4c 6.W-3a – 3d; 6.L-4c</p>	<p><b>M.WI.d</b> selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea 5.W-2b,2d, 8, 9; 5.SL-4; 5.L-6; 5.RI-1, 4, 6, 7 6.W-2b, 2d, 9; 6.RI-1, 2</p>	<p><b>M.WP.d</b> selecting and organizing relevant facts, text evidence/quotes, or examples to support focus (claim/thesis) and possible opposing claims of the potential audience 5.W-1a, 1b, 7, 8, 9; 5.SL-4 6.W-1a, 1b, 7, 8, 9</p>
	<p><b>M.WL.c</b> maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing 5.W-3a – 3d 6.W-3a – 3d</p>	<p><b>M.WI.c</b> establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.") 5.W-2a; 5.SL-4; 5.RI-2 6.W-2a; 6.SL-4; 6.RI-2</p>	<p><b>M.WP.c</b> establishing a perspective on a topic or text in order to introduce a focus (claim/thesis), and provide context (e.g., circumstance of the problem; historical time period), and plan a chain of logic to be presented 5.W-1a; 5.SL-4 6.W-1a; 6.SL-4</p>
	<p><b>M.WL.b</b> setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view 5.W-3a 6.W-3a</p>	<p><b>M.WI.b</b> using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics 5.W-2b,2c, 8; 5.SL-4; 5.RI-3, 9 6.W-2a, 2c; 6.SL-4; 6.RI-2, 3, 5</p>	<p><b>M.WP.b</b> using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view 5.W-7, 8, 9; 5.SL-2, 3 6.W-7, 8, 9; 6.SL-2, 3</p>
	<p><b>M.WL.a</b> employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme 5.W-9; 5.RL-2,5,6 6.W-9; 6.RL-2,3,6</p>	<p><b>M.WI.a</b> independently locating information from two or more reference sources (print and non-print) to obtain factual information on a topic; listing/citing sources using an established format 5.W-7, 8, 9; 5.SL-2; 5.RI-1, 7 6.W-7, 8, 9; 6.SL-2</p>	<p><b>M.WP.a</b> using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts – ads, essays, book/movie reviews, speeches, propaganda techniques) 5.W-8, 9; 5.SL-3, 4; 5.RI-8 6.W-7, 8, 9; 6.SL-1d, 2, 3, 4; 6.RI-8</p>
Units & Assessments Used			