

LILA Learning GPS

ELA Results & Learning Roadmap

Student: [Student Name] — Student Grade 8

Assessment Level: Grade 5 with Grade 6 Skill Exploration

Assessment Area: English Language Arts

Understanding Your Child's LILA Learning GPS

Dear Parent/Guardian,

The LILA Learning GPS is designed to do more than tell you whether your child answered questions correctly or incorrectly. Its purpose is to identify **specific skills your child has mastered, skills that are still developing, and areas that may need additional instruction or practice.**

Think of this report as an academic map. A traditional score may tell you that a child is performing at a particular level. The LILA Learning GPS goes further by identifying the individual skills underneath that score. This matters because two students with the same overall result may have very different learning needs.

Based on [Student Name]'s assessment, we identified several English Language Arts skills that should receive additional attention. These areas include vocabulary development, understanding characters and themes in literature, analyzing an author's language, organizing writing, and selecting useful information during research.

Some of these skills build directly on one another. For example, a student who has difficulty determining the meaning of unfamiliar vocabulary may also have difficulty interpreting a story's theme or understanding why a character behaves a certain way. For that reason, this report identifies not only the individual skills but also the order in which strengthening them would be most helpful.

The goal is not to label a child as "behind." The goal is to know **what to teach next.**

LILA Learning GPS Findings

TEKS 5.8.A — Inferring Multiple Themes Using Text Evidence

What this skill means: A student must understand that a story can communicate more than one larger message, lesson, or idea. The student must then use events, character choices, conflicts, and other evidence from the text to support those themes. This requires more than simply identifying what a story is "about."

For example: **Topic:** Friendship. **Theme:** Strong friendships sometimes require forgiveness. The student must be able to move from the general topic to the deeper message the author develops throughout the text.

What this may look like on an assignment: The student may read a short story and be asked to determine which themes are supported by the text. More than one theme may be correct. The student then has to identify which events, character decisions, or details provide evidence for each theme. The challenge is not simply choosing a reasonable statement; the student must connect that statement directly to evidence from the story.

Why this skill matters: Theme analysis requires students to understand what happened, interpret why it happened, recognize patterns across the text, and draw a larger conclusion from those patterns. This skill becomes increasingly important as reading material becomes more complex.

TEKS 5.8.B — Character Relationships, Conflict, and Their Effect on Events

What this skill means: Students analyze characters by looking at their actions, thoughts, dialogue, motivations, relationships, and conflicts. The student then considers how those characteristics influence what happens in the story.

A strong reader does not simply say, “**The character is determined.**” The student should be able to explain, “**The character is determined because she continues trying after several failures, and that determination eventually causes her to solve the problem.**”

What this may look like on an assignment: The student may read a story and be asked to determine why a character makes a particular decision. The student may need to use dialogue, actions, thoughts, or interactions with another character as evidence and explain how the decision changes what happens next.

A helpful way to think about this skill is: **Character trait or motivation → Action → Consequence → Effect on the story**

Why this skill matters: Understanding characters helps students understand the larger structure of literature. Characters do not simply exist inside a story; their decisions often **create the story**. This skill also supports theme analysis because authors frequently communicate themes through the choices characters make and the consequences that follow.

Vocabulary Development

TEKS 5.3.B — Determining Word Meaning Using Context

What this skill means: Students use information within and around a sentence to determine the meaning of an unfamiliar word or a word that has several possible meanings. Instead of immediately using a dictionary, students look for information the author has already provided.

What this may look like on an assignment: A student may read: *Unlike his boisterous classmates, Marcus was quiet and rarely spoke during group discussions.* Even if the student does not know the word **boisterous**, the surrounding information provides clues. The contrast with *quiet* suggests that **boisterous** means loud, energetic, or noisy.

The same skill is used with multiple-meaning words. For example, the word **bank** might mean a financial institution, the side of a river, or to tilt an airplane. The surrounding sentence determines which meaning makes sense.

Why this skill matters: Students encounter unfamiliar vocabulary in nearly every subject. Strong context skills allow a student to continue reading and making meaning even when every word is not immediately familiar. This becomes increasingly important in science, social studies, mathematics, and higher-level literature.

TEKS 5.3.A — Using Dictionaries and Reference Resources

What this skill means: Students use print and digital resources to determine information about words, including meaning, pronunciation, syllabication, word origin, and part of speech. Students must understand how to read the information contained in a dictionary or digital reference entry rather than simply locating a word.

What this may look like on an assignment: A student may be shown a dictionary entry such as:

construct — *verb* — con•struct — /kən-strŭkt/ — from Latin *construere*

The student may then be asked to identify how many syllables the word contains, which pronunciation is correct, whether the word is being used as a noun or verb, its definition, or information about where the word originated.

Why this skill matters: Reference skills give students a way to independently solve vocabulary problems. Instead of relying entirely on an adult to explain an unfamiliar word, the student learns how to locate and interpret the information needed.

TEKS 5.3.C — Using Roots and Affixes to Understand Words

What this skill means: Many English words are built from smaller meaningful parts. Students learn to recognize prefixes, suffixes, Greek roots, and Latin roots and use those parts to determine the probable meaning of unfamiliar words.

What this may look like on an assignment: A student may learn that **bio** = **life** and then encounter words such as *biology*, *biography*, and *biodegradable*. The student may not know every word immediately, but recognizing **bio** provides an important clue.

Similarly, **tele** = **far** appears in words such as *telephone*, *television*, and *telescope*. The student learns to break unfamiliar words into meaningful parts rather than treating every new vocabulary word as something completely separate.

Why this skill matters: Understanding word parts dramatically expands vocabulary. A student who understands common roots can begin decoding the meanings of hundreds of unfamiliar words. This becomes especially valuable as students encounter more academic vocabulary.

Grade 6 Vocabulary Bridge

TEKS 6.2.B and 6.2.C — Advanced Vocabulary Through Context, Roots, and Word Relationships

What this skill means: The LILA Learning GPS also explored some Grade 6 vocabulary expectations. At this level, students are expected to use increasingly sophisticated strategies to determine the meaning of unfamiliar academic vocabulary. Students may need to combine context, definitions, examples, analogies, prefixes and suffixes, and Greek and Latin roots.

What this may look like on an assignment: The student may encounter an unfamiliar word inside a paragraph and have to determine its meaning based on an example or definition embedded in the text. In another activity, the student may recognize a root such as **bene** = **good** and use that knowledge to interpret words such as *benefit*, *beneficial*, and *benefactor*. The student is expected to transfer knowledge of word parts into unfamiliar vocabulary rather than memorize each word independently.

Why this skill matters: This represents a bridge between elementary vocabulary work and the academic vocabulary students encounter in middle school. It also helps distinguish between a student who is still developing a Grade 5 skill and a student who is ready to work beyond Grade 5 expectations.

Author's Craft and Figurative Language

TEKS 5.10.D / 5.10.G — Understanding Why Authors Use Figurative Language

What this skill means: Students identify and interpret literary devices such as personification, hyperbole, simile, metaphor, imagery, and other forms of figurative language. At this level, simply naming the device is not enough. The student should begin understanding **why the author chose that language and what effect it creates**.

What this may look like on an assignment: A student might read, *The wind whispered through the trees*. The student should recognize that wind cannot literally whisper and that the author has given the wind a human characteristic. The deeper question, however, may be: **Why did the author describe the wind this way?** The answer might involve creating a quiet mood, helping the reader imagine the sound, or making the natural setting feel alive.

With hyperbole, a student might read, *I waited a thousand years for the bell to ring*. The student must recognize that the statement is intentionally exaggerated and determine what the exaggeration communicates.

Why this skill matters: This skill moves students from literal reading into interpretation. Authors make deliberate choices about language, and understanding those choices allows students to recognize tone, mood, emphasis, humor, imagery, and deeper meaning.

Writing Development

TEKS 5.11.B — Organizing and Developing a Draft

What this skill means: Students must organize their ideas so that a reader can easily follow their thinking. A strong piece of writing generally includes a clear beginning, logically ordered ideas, appropriate transitions, supporting information, and a conclusion. The challenge is not merely writing grammatically correct sentences; the sentences must work **together**.

What this may look like on an assignment: A student may receive several sentences from a paragraph in the wrong order and must determine which sentence should come first and how the remaining ideas should be arranged.

In another assignment, the student may be asked to choose the best transition between ideas. For example: *Maria trained for the race every afternoon. _____, she improved her running time by nearly two minutes*. The student must determine which transition best communicates the relationship between those ideas. Students may also be asked to identify the strongest topic sentence or conclusion.

Why this skill matters: Writing becomes increasingly complex as students progress through school. A student may have excellent ideas but still struggle to communicate them if those ideas are not organized logically. Organization is one of the foundations of effective writing.

Research and Inquiry

TEKS 5.13.C — Identifying and Gathering Relevant Information

What this skill means: Students must learn how to determine which information actually helps answer a research question. Not every source that mentions a topic is useful. Students must distinguish between information that is **relevant**—directly helps answer the question—and information that is **interesting but unrelated**.

What this may look like on an assignment: A student might receive the research question: *You are writing a report about how honeybees make honey.*

The student may then be given several possible sources: a book about different types of insects, a website explaining the honey-making process, an article about foods people make with honey, or a book about famous scientists who studied insects.

The student must determine which source is most likely to contain the information needed to answer the research question. The student may then receive information from that source and decide which facts are useful enough to include.

Why this skill matters: Modern students have access to enormous amounts of information. The academic skill is no longer simply **finding information**. Students must learn to ask, “**Does this information actually answer the question I am trying to answer?**” That skill is essential for research, writing, digital literacy, and critical thinking.

LILA Learning GPS Priority Map

Based on the skills identified in this assessment, we recommend addressing them in the following progression.

Foundation: Vocabulary and Word Analysis

Begin with **TEKS 5.3.B — Context clues, TEKS 5.3.C — Roots and affixes, and TEKS 5.3.A — Reference resources**. These skills strengthen the student's ability to independently make meaning from unfamiliar language. Once the Grade 5 foundation is secure, the student can continue into the identified **Grade 6 vocabulary skills**.

Next: Literary Analysis

Build into **TEKS 5.8.B — Character analysis, TEKS 5.8.A — Theme, and TEKS 5.10.D/G — Author's craft and figurative language**. These skills require students to move beyond recalling information and begin explaining **how and why** elements of a text work together.

Then: Written Communication and Research

Continue with **TEKS 5.11.B — Organizing writing and TEKS 5.13.C — Selecting relevant research information**. These areas allow the student to transfer reading and reasoning skills into written communication.

What These Results Tell Us

The LILA Learning GPS does not suggest that [Student Name] needs to “redo fifth-grade reading.” That would be far too broad. Instead, the assessment has identified a specific collection of skills that can now be addressed individually.

The strongest approach is to work from the foundational skills upward:

Understand unfamiliar language → Analyze what is happening in a text → Interpret deeper meaning → Organize and communicate ideas

This gives you a much more useful starting point than an overall grade-level score.

The Purpose of the LILA Learning GPS

The LILA Learning GPS answers three questions:

Where is my child right now?

Which specific skills need attention?

What should come next?

This report is your roadmap. As [Student Name] develops mastery of these skills, the GPS can be updated to identify the next appropriate learning targets rather than relying only on age or grade-level placement.

Thank you for trusting LILA Pathways with the opportunity to better understand your child’s learning needs. I hope this Learning GPS gives you greater clarity about where your child is academically and a more confident sense of what should come next.

If you have questions about the results or would like to discuss your child’s Learning GPS in greater detail, I invite you to reach out. We are always happy to help you understand the roadmap and explore the next steps that make the most sense for your family.

Warmly,

Sher Musgrove, M.Ed.

Founder, LILA Pathways