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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 4.2.A determine the meaning of grade‐level academic English words derived from Latin, Greek, or other linguistic roots and affixes |  |  |  |  | 4.7.A identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography |  |  |  |  |
| 4.2.B use the context of the sentence (e.g., in‐sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |
| 4.2.E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words |  |  |  |  |
| Fig.19.F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 4.6.A sequence and summarize the plot's main events and explain their influence on future events |  |  |  |  | 4.3.A summarize and explain the lesson or message of a work of fiction as its theme |  |  |  |  |
| 4.6.B describe the interaction of characters including their relationships and the changes they undergo |  |  |  |  | 4.3.B compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature |  |  |  |  |
| Fig.19D make inferences about text and use textual evidence to support understanding (Fiction) |  |  |  |  | 4.4.A explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse) |  |  |  |  |
| Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction) |  |  |  |  | 4.5.A describe the structural elements particular to dramatic literature |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 4.6.C identify whether the narrator or speaker of a story is first or third person |  |  |  |  |
| 4.8.A identify the author's use of similes and metaphors to produce imagery |  |  |  |  |
| 4.14 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning |  |  |  |  |
| Fig.19D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama) |  |  |  |  |
| Fig.19.E summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry, Drama) |  |  |  |  |

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| My Reading Log – Literary Text | | | | |
| Title | Genre |  | Title | Genre |
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| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 4.10 analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary  contexts and provide evidence from the text to support their understanding |  |  |  |  | 4.11.B distinguish fact from opinion in a text and explain how to verify what is a fact |  |  |  |  |
| 4.11.A summarize the main idea and supporting details in text in ways that maintain meaning |  |  |  |  | 4.13.A determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) |  |  |  |  |
| 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause‐and‐effect,  sequence, or comparison |  |  |  |  | 4.13.B explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) |  |  |  |  |
| 4.11.D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of  the contents of text and to locate information |  |  |  |  | 4.14 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning |  |  |  |  |
| Fig.19.D make inferences about text and use textual evidence to support understanding |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take** | | | | |
| Fig.19.E summarize information in text, maintaining meaning and logical order |  |  |  |  |

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| My Reading Log – Informational Text | | | | |
| Title | Genre |  | Title | Genre |
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