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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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|  | 5.2.A determine the meaning of grade‐level academic English words derived from Latin, Greek, or other linguistic roots and affixes |  |  |  |  | 5.3.A compare and contrast the themes or moral lessons of several works of fiction from various cultures |  |  |  |  |
| 5.2.B use context (e.g., in‐sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |
| 5.2.C use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words |  |  |  |  |
| Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres 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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|  | 5.6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events |  |  |  |  | 5.3.B describe the phenomena explained in origin myths from various cultures |  |  |  |  |
| 5.6.B explain the roles and functions of characters in various plots, including their relationships and conflicts |  |  |  |  | 5.3.C explain the effect of a historical event or movement on the theme of a work of literature |  |  |  |  |
| 5.8.A evaluate the impact of sensory details, imagery, and figurative language in literary text |  |  |  |  | 5.4.A analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems |  |  |  |  |
| Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) |  |  |  |  | 5.5 understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding |  |  |  |  |
| Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction) |  |  |  |  | 5.6.C explain different forms of third‐person points of view in stories |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 5.7.A identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life |  |  |  |  |
| 5.14.C identify the point of view of media presentations |  |  |  |  |
| Fig.19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama) |  |  |  |  |
| Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Literary Nonfiction, Poetry, Drama) |  |  |  |  |

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| My Reading Log – Literary Text | | | | |
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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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|  | 5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order |  |  |  |  | 5.10.A draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved |  |  |  |  |
| 5.11.C analyze how the organizational pattern of a text(e.g., cause‐and‐effect, compare‐and‐contrast, sequential order, logical order, classification, schemes) influences the relationships among the ideas |  |  |  |  | 5.11.B determine the facts in text and verify them through established methods |  |  |  |  |
| 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information |  |  |  |  | 5.12.A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument |  |  |  |  |
| 5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres |  |  |  |  | 5.12.B recognize exaggerated, contradictory, or misleading in text |  |  |  |  |
| Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) |  |  |  |  | 5.13.A interpret details from procedural text to complete a task, solve a problem, or perform procedures |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 5.13.B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and  diagrams |  |  |  |  |
| 5.14.C identify the point of view of media presentations |  |  |  |  |
| Fig.19.D make inferences about text and use textual evidence to support understanding (Persuasive) |  |  |  |  |
| Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts  (Persuasive) |  |  |  |  |

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| My Reading Log – Informational Text | | | | |
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