**Grade Five Reading Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build big ideas** | -anecdotal notes  -Think about turn and talk(reading workshop) to discuss ideas/share thoughts (responsive classroom, partnerships, etc.)  -small group reading notes |
| **Maintains interest and focus during reading** | -anecdotal notes/observations  -Think about who is still on task: Take a “status of the class” during reading workshop. (Time amount on rubric for meeting is 35-40min. in December, 40 minutes in March, 45min. in June).  -Keep “tally marks” on anecdotal sheets for students that need reminders. |
| **Constructs meaning using a variety of comprehension strategies** | -Nancy Boyles “That’s a Great Answer” pgs. 120-124, 157-163, 225  -Various graphic organizers for comprehension strategies  -anecdotal notes/observations  -sticky notes from RWS (doesn’t have to be full paragraph) |
| **Summarizes narrative and informational texts** | -Nancy Boyles That’s a Great Answer p. 105-114, 147, 148-151  -You can use graphic organizers to differentiate; eventually students should write summaries independently  -Identifies structure in text  -model how to use graphic organizers in small group  -Please do not use the Benchmark data. This information is too OLD! |
| **Uses text structures and features to deepen understanding of narrative, informational and poetic text** | -***Narrative:*** Beginning, middle and end. Story elements, character change, how a character solves the problem, sequence of events, importance/impact of setting, etc.  -Determining importance, “What is the most important part and why?”  -***Informational:*** Using text features (headings, captions, table of contents, etc.)  -anecdotal notes from small group (turn and talk during mini-lesson and in small group).  -recognizing the purpose of the text (e.g. compare/contrast, argue, inform, persuade) |
| **Understands point of view and how it influences the meaning of the text** | -anecdotal notes in small group  -Interactive Read Aloud/Shared Reading (Teammates, Voices in the Park, Two Bad Ants, Wolf Who Cried Boy, The True Story of the Three Little Pigs, The Three Little Wolves and the Big Bad Pig, Pink and Say, Pain and the Great One, My Lucky Day, Chicken Sunday, Thank You Mr. Falker, and other Patricia Polacco books.) \* new PP book “Bully”  -Turn and Talk during Mini-lesson and small group |
| **Compares and contrasts main ideas/topics, themes, text structures and points of view** | -Nancy Boyles *That’s a Great Answer*: p. 155, 212-216, 249, 250, 292  -Shared reading/interactive read aloud (short texts and picture books; *Owen & Mcee* by Hatkoff, *Country Mouse and City Mouse*, *The Dutchess of Whimsy* ).  -Content area (topics and main ideas between multiple short texts).  -Small group anecdotal notes |
| **Supports ideas and opinions with evidence from text** | -small group anecdotal notes  -turn and talk during mini-lesson  -boxes and bullets, other graphic organizers with evidence cited  -sticky notes (students mark evidence in text) |
| **Determines the meanings of words and phrases as used in texts** | -anecdotal notes in small group  -shared reading/interactive read aloud (model using context clues to determine meaning). |
| **Reads and comprehends grade level text** | Ongoing running records (can’t use Benchmark assessments …too OLD).  *December: meeting is S, progressing is R*  *March: meeting is S/T, progressing is R*  *June: meeting is U, progressing is S/T*  \*Mike please check this! Was it changed in the Plum book? |

**Grade Five Writing Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | -planning sheets  -graphic organizers  -anecdotal notes  -Writers NB’s and using seed ideas  -Think about the writing process and the student’s ability to “pick up where they left off”. |
| **Maintains interest and focus during writing** | -anecdotal notes  -pulling stories through the writing process  -status of the class: Who is still engaged in the writing process? Who needs prompting to get back on task?  *December: meeting is about 35 minutes without prompting; progressing is about 30 minutes with prompting and support.*  *March: meeting is about 40 minutes without prompting; progressing is about 35 minutes with prompting and support.*  *June: meeting is about 45 minutes without prompting and support, progressing is 40-45 minutes with prompting and support.* |
| **Uses a variety of sources (personal and print) to help compose a text or story** | -anecdotal notes from conferences  *Story writing*: Student’s ability to use prior knowledge, seed ideas/notebooks, conversations with partners, interviews, and print to help compose story.  *Informational:* Student’s ability to use information from primary (and secondary) sources, digital sources, and print to compose an informational piece. |
| **Expands key events/ideas using various techniques** | **-**anecdotal notes from conferences  -students ability to use elaboration (slowing action, description, action, dialogue/quotes)  *(December: for students to meet this standard, must do independently without prompting. In March and June, the student must do it independently and consistently.)* |
| **Applies elements of various genres (e.g. narrative, informational and poetry) to convey a message** | -see prompt rubric for narrative and expository writing  -look for transfer of elements taught within units of study in their own writing  (authors/mentor unit, nonfiction, essay, expository and compare/contrast prompt unit, feature article, memoir, poetry) |
| **Writes responses about topics or texts using evidence to support thinking** | -Think about what you have modeled in interactive read aloud/ shared reading and then asked them to do afterwards in written format.  -Reading response journal  -Nancy Boyles templates and organizers |
| **Edits and revises to strengthen writing (e.g. spelling, grammar)** | -Mastering the Mechanics lessons….look for carry over into writing pieces.  -Notes from conferences  -Look for students ability to follow through on revisions discussed in conference (with teacher and other students) Think about how much prompting the student needs to go back and revise/edit.  -“Raising the Quality of Writing” unit. Is there carry-over of lessons into their own writing? |