<table>
<thead>
<tr>
<th>Student Learning Report</th>
<th>Grade 5 English Language Arts and Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name __________________________</td>
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<table>
<thead>
<tr>
<th>Literacy Routines</th>
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<tbody>
<tr>
<td>I can talk about what I think, read, and write.</td>
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<thead>
<tr>
<th>Word Study</th>
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<tbody>
<tr>
<td>I can apply what I know about phonics to sound-out words and spell new words.</td>
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<tr>
<td>I can use word parts to determine the meaning of words I do not know.</td>
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<tr>
<td>I can use what I know about word relationships to determine the meaning of words I don’t know.</td>
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<tr>
<th>Shared Reading</th>
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<tbody>
<tr>
<td>I can read smoothly and know when to slow down or speed up.</td>
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<tr>
<td>I can use skills to help me understand what I am reading (establish purpose, ask questions, predict, create mental images, monitor reading, connect, infer, evaluate details, synthesize).</td>
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<tr>
<td>I can use the characteristics and structures of different genres to help me make meaning from what I read.</td>
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<tr>
<td>I can infer and explain the author’s message or purpose.</td>
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<tr>
<td>I can explain the relationships and influences that characters, plot, and setting have on the meaning of texts.</td>
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<tr>
<td>I can recognize and use organizational patterns to support my understanding of texts.</td>
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<tr>
<td>I can understand how the point of view impacts meaning.</td>
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<tr>
<td>I can understand how authors use structure and graphics to communicate meaning.</td>
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<tr>
<td>I understand how authors use imagery, literal and figurative language, sound devices, and word choice to achieve specific purposes and voice.</td>
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<tr>
<th>Responding to Text</th>
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<tbody>
<tr>
<td>I can make personal connections to what I read.</td>
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<td>I can use responses that demonstrate understanding of texts, including comparing and contrasting ideas.</td>
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<td>I can use text evidence to support my answers.</td>
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<tr>
<td>I can retell, paraphrase, or summarize texts.</td>
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<tr>
<td>I can describe how the author’s choices impact the text and use the author’s craft in my own writing.</td>
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<tr>
<th>Independent Reading</th>
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<tbody>
<tr>
<td>I can self-select text based on my own purpose and read independently for an uninterrupted time.</td>
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<th>Writing</th>
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<tbody>
<tr>
<td>I can compose literary texts such as personal narratives, fiction, and poetry.</td>
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<td>I can compose informational texts.</td>
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<td>I can compose opinion essays.</td>
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<td>I can plan a first draft.</td>
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<td>I can develop drafts that are coherent and organized.</td>
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<td>I can revise drafts for coherence and clarity.</td>
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<td>I can edit drafts for capitalization, grammar, punctuation, and spelling.</td>
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<td>I can publish written work.</td>
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<th>Research</th>
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<td>I can use research skills to plan and present information in multiple ways.</td>
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