



**Decorah Community Schools**  
**5<sup>th</sup> Grade Reading**  
**Quarter 1 Progress Report**



Student: \_\_\_\_\_

Teacher: Mr. Peterson

Academic Achievement Key		Reading Progress
Consistently Exceeds Expectations	4	Quarter 1 Reading Grade:
Meets Expectations	3	Comments:
Approaching Expectations	2	
Developing/Below Expectations	1	
Not Assessed at this Time	N/A	

<b>Fifth graders are expected to read a wide range of grade level text fluently, accurately, and with understanding.</b>	<b>Student Progress</b>
<b>Fluency</b> – Reads grade level text with appropriate speed, expression, and phrasing	
<b>Accuracy</b> – Reads grade level text accurately (fewer than 5% rate of error)	
<b>Text Understanding</b> – Can demonstrate evidence of comprehension on grade level text using before, during, and after reading strategies	
<b>Word Meanings</b> - Flexibly uses a variety of strategies to determine the meaning of words and phrases	
<b>Wide Reading</b> – Demonstrates an ability to read various genres for enjoyment and to gain knowledge	

<b>Fifth Graders are expected to summarize and cite evidence when talking about main ideas, points of view, and how authors and illustrators create meaning in a text.</b>	<b>Student Progress</b>
<b>Cites Evidence</b> — Regularly cites evidence (exact quote or strong paraphrase) from the text to support ideas	
<b>Summarizes (narrative)</b> — Able to recall and summarize key story elements (character, setting, goal, problem, solution, and resolution) and describe how they are related.	
<b>Theme (narrative)</b> — Able to identify and provide evidence for theme(s) in narrative text.	
<b>Point of View</b> – Identifies point of view of fiction and informational text and how the point of view of the author influences the information that is presented	
<b>Author's Craft</b> – Able to say how an author's choices regarding key story elements conveys meaning about a characters' goals, motivation, or change over the course of a narrative.	