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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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|  | 4.15.B develop drafts by categorizing ideas and organizing them into paragraphs |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |
| 4.15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience |  |  |  |  |
| 4.15.D edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] |  |  |  |  |
| 4.17.A write about important personal experiences |  |  |  |  |
| 4.18.A create brief compositions that  (i) establish a central idea in a topic sentence;  (ii) include supporting sentences with simple facts, details, and explanations; and  (iii) contain a concluding statement |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4.15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience |  |  |  |  | 4.18.A create brief compositions that  (i) establish a central idea in a topic sentence;  (ii) include supporting sentences with simple facts, details, and explanations;  (iii) contain a concluding statement |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **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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|  | 4.15.D edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] |  |  |  |  | 4.20.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (i) verbs (irregular verbs)  (ii) nouns (singular/plural, common/proper)  (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)  (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details  (vi) reflexive pronouns (e.g., myself, ourselves)  (vii) correlative conjunctions (e.g., either/or, neither/nor)  (viii use time-order transition words and transitions that indicate a conclusion |  |  |  |  |
| 4.20.A use and understand the function of the following parts of speech in the context of reading, writing and speaking |  |  |  |  | 4.20.C use complete simple and compound sentences with correct subject-verb agreement |  |  |  |  |
| 4.20.B use the complete subject and the complete predicate in a sentence |  |  |  |  | 4.21.B use capitalization for  (i) historical events and documents  (ii) titles of books, stories, and essays  (iii) languages, races, and nationalities |  |  |  |  |
| 4.21.B use capitalization |  |  |  |  | 4.21.C recognize and use punctuation marks including  (i) commas in compound sentences  (ii) quotation marks |  |  |  |  |
| 4.21.C recognize and use punctuation marks |  |  |  |  | 4.22.A spell words with more advanced orthographic patterns rules:  (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es)  (ii) irregular plurals (e.g., man/men, foot/feet, child/children)  (iii) double consonants in middle of words  (iv) other ways to spell sh (e.g., -sion, -tion, -cian)  (v) silent letters (e.g., knee, wring) |  |  |  |  |
| 4.22.A spell words with more advanced orthographic patterns rules |  |  |  |  | 4.22.B spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take** | | | | | 4.22.C spell commonly used homophones (e.g., there, they’re, their; two, too, to) |  |  |  |  |
| 4.22.D use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings |  |  |  |  |