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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** |
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|  | 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 |  |  |  |  |