

Student Learning Report: Grade 4 Writing



Name		Grading Period					
		<input type="checkbox"/> 1 <sup>st</sup>	<input type="checkbox"/> 2 <sup>nd</sup>	<input type="checkbox"/> 3 <sup>rd</sup>	<input type="checkbox"/> 4 <sup>th</sup>	<input type="checkbox"/> 5 <sup>th</sup>	<input type="checkbox"/> 6 <sup>th</sup>

Report. Cat # 1	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										
4.15.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
						4.18.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				

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Report. Cat # 3	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
4.20.A use and understand the function of the following parts of speech in the context of reading, writing and speaking					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.B use the complete subject and the complete predicate in a sentence					4.20.C use complete simple and compound sentences with correct subject-verb agreement					
4.21.B use capitalization					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.C recognize and use punctuation marks					4.21.C recognize and use punctuation marks including (i) commas in compound sentences (ii) quotation marks					
4.22.A spell words with more advanced orthographic patterns rules					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.B spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) 4.22.C spell commonly used homophones (e.g., there, they're, their; two, too, to)					