**Grade Four Reading Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build big ideas** | Individual conference, small group, whole group (turn & talk ),  Interactive read aloud  Partnerships  Anecdotal records |
| **Maintains interest and focus during reading** | Observation/ anecdotal notes:  “Eyes on text”  Think about,” Who is on task?” Survey class during independent reading, # on task  Reader’s commitment to text |
| **Constructs meaning using a variety of comprehension strategies** | Nancy Boyle’s That’s a Great Answer,(1st edition, 2007).  Students’ marking of text during RWS (sticky notes)  Anecdotal Notes & observation  Using Reader’s Response to text: evidence of student thinking.  Small group, individual conference, whole class |
| **Summarizes narrative and informational texts** | Interactive read aloud or small group  Reader’s response to text:  Students summarize independent or whole class text, orally or written.  Students identify beginning, middle and end of the story.  Students identify key events and details.  Students will include theme in a summary. |
| **Compares and contrasts main ideas/topics, themes, text structures and points of view** | Interactive read aloud or small group  Reader’s response to text:  Using Character, Inferring and Summarizing Units of Study (refer to Areas of Responding in curriculum calendar).  Students will respond to text, written or orally, focusing on one of the ideas: main idea/topics, themes, text structures, and point view.  Ex. Compare two characters in the story or across two stories. Nancy Boyle’s pg. 92-96  Compare two themes between two texts.  Whose point of view is the story told from? How does this affect the message? Compare to another text. Pg. 155, T chart. |
| **Uses text structures and features to deepen understanding of narrative, informational and poetic text** | Interactive read aloud or small group  Anecdotal notes, individual conference  Reader’s response to text:  *Narrative*: Beginning, middle, end; story elements; problem/ solution; character or setting change and how it would affect the story.  *Informational*: text features (headings, captions, table of contents, tables, charts, diagrams, locating information within text,  *Poetry*: exploring stanzas, line breaks, and white space, etc.  Explore how the text structure affect reader understands of the author’s message.  Using Areas of Responding in curriculum calendar.  Students will respond to text, written or orally, focusing on one of the ideas: text structure and how it deepens reader’s understanding.,  -Pg. 97-100, defining a purpose for a section of text  -Pg.101 & 102. Why does the author include the paragraph? pg. 101. Includes suggested texts. |
| **Supports ideas and opinions with evidence from text** | Interactive read aloud or small group  Anecdotal notes, individual conference  Reader’s response to text:  Students will use evidence to support opinion.  Possible Questions from Nancy Boyles:  Pg.107 Prove that a character is\_\_\_\_\_\_\_. Tell why. Or What word best describes a character?  Pg.153 Does the author makes this story believable?  Pg. 122-138. Ex. Which part of the story was most important? Why? |
| **Determines the meanings of words and phrases as used in texts** | Interactive read aloud or small group  Anecdotal notes, individual conference  Students use text vocabulary in written or oral response.  Students can explain vocabulary and figurative language as it is used in the text. |
| **Reads and comprehends grade level text** | On-going running records  Use current text level. The September Benchmark is old data.  M: level Q  P: level O/P |

**Grade Four Writing Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | Anecdotal records of students' pre-writing behaviors  Other evidence includes planning sheets and graphic organizers  Writer’s Notebook to include seed ideas and collection entries  Student initiates mini-lesson strategy during independent writing time. |
| **Maintains interest and focus during writing** | Anecdotal Notes reflects focus behaviors during independent writing.  Students focus on topic during independent writing  Consider number of prompts required to maintain student’s focus and attention to task.  Students choose topics that engage and maintain interest; they know a lot about the topic. |
| **Uses a variety of sources (personal and print) to help compose a text or story** | Students use mentor texts or exemplars as model for writing.  Peer conferencing or teacher feedback to support writing process.  Sources necessary based on genre |
| **Expands key events/ideas using various techniques** | Anecdotal Notes from conferencing.  Students utilize mini-lesson techniques in writing.  Evidence of descriptive word choice, transitions, snapshots, slow the action, quotes, facts, and anecdotes depending on genre. |
| **Applies elements of various genres (e.g. narrative, informational and poetry) to convey a message** | Anecdotal Notes of students application of genre elements during independent writing. Evidence of the following:  *Narrative:* sequence, story elements, development of character/main event, organization of ideas  *Informational*: focused topic, main ideas, details, and organization  *Poetry:* conveys a message, form |
| **Writes responses about topics or texts using evidence to support thinking** | Written response to reading includes two pieces of text evidence.  Multiple samples of student work are used. |
| **Edits and revises to strengthen writing (e.g. spelling, grammar)** | Students’ use of mechanics in writing pieces.  Mastering Mechanics lessons from curriculum calendar.  Editing checklist  Look for evidence of student’s revision following peer or teacher conferencing.  Consider number of times students must be prompted to edit and revise.  Spelling reflects instruction. |