

الفحوصات الأسبوعية للتقدم - الأسبوع 8 Checks Progress Weekly



تم تحميل هذا الملف من موقع المناهج الإماراتية

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الرابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الرابع والمادة لغة انجليزية في الفصل الثالث

الفحوصات الأسبوعية للتقدم - الأسبوع 7 Checks Progress Weekly

1

حل أسئلة اختبار Test Writing and Reading قراءة وكتابة

2

أسئلة اختبار Test Writing and Reading قراءة وكتابة

3

عرض بوربوينت الدرس الأول Landmarkes Famous الأسبوع الرابع

4

أوراق عمل تقويمية cultures Exploring الأسبوع الثالث

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 4

Week 8 – Term 3

Weekly Progress Checks

Progress Check Guide

TERM 3: Week 8

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 <i>Vocabulary Development</i>	SPELLING & READING	4.LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Go through one or two examples if necessary to help learners get started. Some items might be confusing, so give plenty of examples (e.g. 'I it is sunny tomorrow!'). Model and drill pronunciation as necessary. Answer Key: 1-c, 2-e, 3-b, 4-f, 5-d, 6-a, 7-g Learners – Complete the tasks individually, compare answers with a partner, then check with the whole class.	Vocabulary	4
PROGRESS CHECK 2 <i>Reading</i>	READING & WRITING	4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks. 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.	Teacher – Go through one example of each activity to guide learners through the tasks. Highlight that learners need to think about capital letters and full stops especially for Activity B. Learners - Work individually or in pairs, checking their answers with a partner before checking with the whole class.	Language	5
PROGRESS CHECK 3 <i>Language</i>	READING	4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks. 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.RC.4: Make and justify predictions and inferences with supporting evidence.	Teacher – Ask learners to look at the pictures and say what they think the reading will be about. Read through the text once at natural speed, asking learners to follow along with the text. Learners - Work individually or in pairs, checking their answers with a partner before checking with the whole class. Fast finishers can think of more questions to ask their partner about the text.	Reading	6
PROGRESS CHECK 4 <i>Reading</i>	WRITING	4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work. 4.W.WPD.1: Compose structured texts with clear beginning, middle, and end. 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.	Teacher – Read through the instructions, ensuring all learners are on task. Monitor and assist where necessary, helping with spelling and punctuation. Learners may find it easier to write a first draft on a blank piece of paper before transferring it to the worksheet. Learners – Write their paragraph, using either the scaffold or the blank template. Learners could also write on a blank piece of paper first if this is easier. When they have finished, check a classmate's work, giving feedback on punctuation and spelling.	Writing	7,8

Looking to the Future





VOCABULARY

4.LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly.

4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

A. Match the words to the meanings.

1. in the future	a. to become older
2. plan	b. something you wish for
3. hope	c. a time after now
4. want	d. the year after this one
5. next year	e. something you decide to do later
6. grow up	f. something you would like
7. one day	g. sometime later in life

B. Complete the sentences with the words from the box.

future plan hope next year grow up

1. I _____ to be a doctor when I grow up.
2. My _____ is to study hard and then go to university.
3. _____, I will be in Grade 5.
4. In the _____, I want to help people.
5. When I _____, I want to be a pilot.



LANGUAGE

4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

A. Choose the correct word or words.

1. When I **grow** / **will grow** up, I will be a teacher.
2. When I get home, I **eat** / **will eat** dinner.
3. Next year, I **will** / **am** work harder.
4. One day, I **hope** / **hopes** to be a pilot.

B. Fix the mistakes.

1. when i grow up i will be a doctor

2. when i leave school i will go to university

3. next year i will study harder

4. one day i hope to help people

READING

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.
4.R.RC.4: Make and justify predictions and inferences with supporting evidence.

My Future Plan

Sara loves animals and likes learning about how to care for them. When she grows up, she wants to be a veterinarian.

Next year, Sara will join the school science club and visit an animal shelter with her class. She hopes this will teach her how to care for sick animals.

One day, Sara wants to work in a big animal hospital. She believes that if she studies hard, she will achieve her dream.



A. Read the text and answer the questions.

1. What does Sara want to be?
2. What will Sara do next year?
3. Where does Sara want to work one day?
4. What do you think Sara will learn at the animal shelter?
5. Do you think Sara will make her dream come true?
6. What do you think Sara will do after joining the science club?

WRITING

4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

4.W.WPD.1: Compose structured texts with clear beginning, middle, and end.

4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

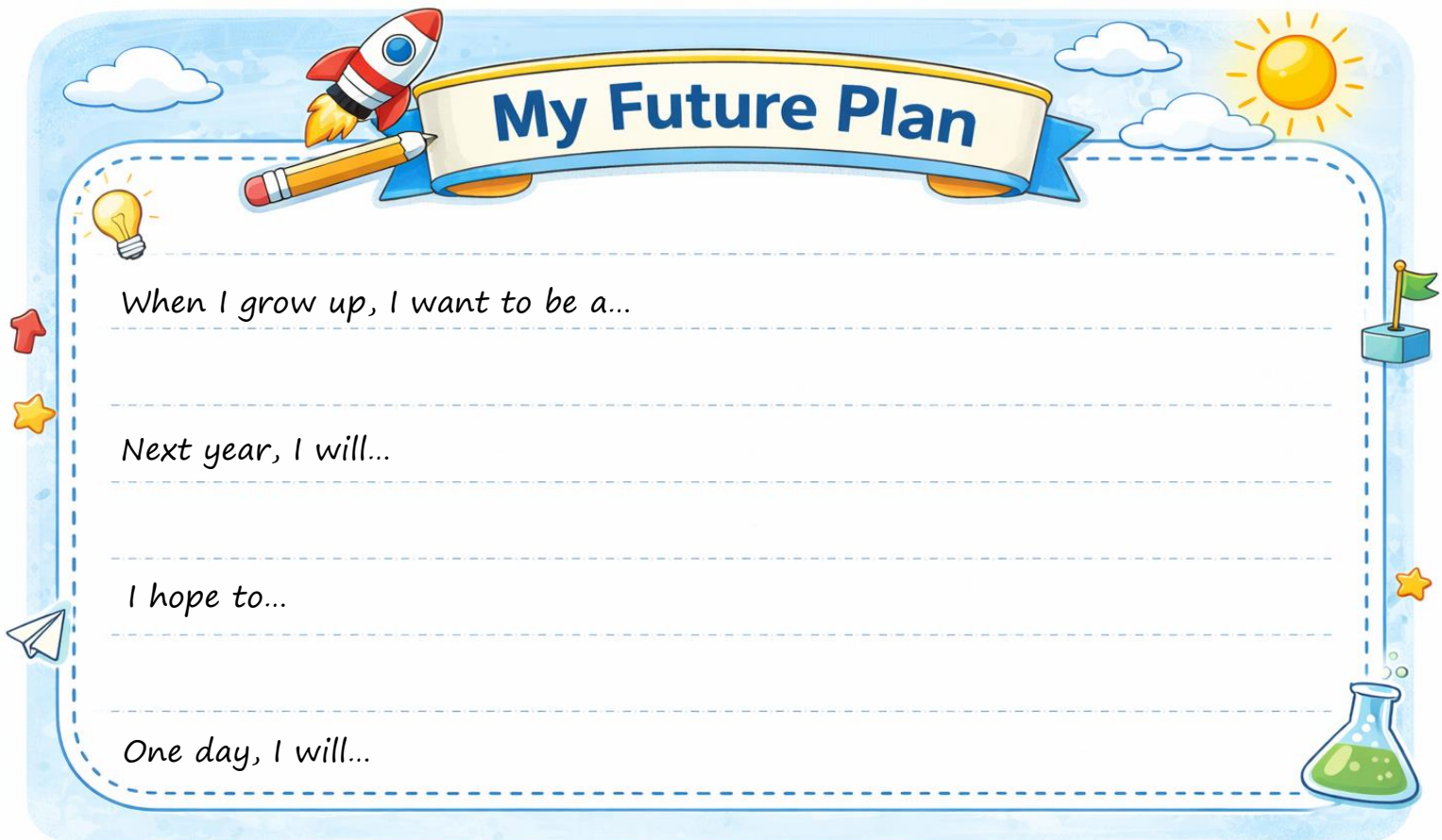
Write about your own future plan!

Think about:

- What do you want to be when you grow up?
- What will you do next year to help you make your dream come true?

Try to:

- write at least 3-4 sentences.
- use at least 2-3 vocabulary words from this lesson.
- a clear future goal and supporting reasons.



My Future Plan

When I grow up, I want to be a...

Next year, I will...

I hope to...

One day, I will...

CHECKLIST:

- Did I use capital letters?
- Did I use full stops?
- Is all my spelling correct?
- Is my handwriting neat and tidy?

WRITING

4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

4.W.WPD.1: Compose structured texts with clear beginning, middle, and end.

4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

Use the blank template for extra points!









CHECKLIST:

- Did I use capital letters?
- Did I use full stops?
- Is all my spelling correct?
- Is my handwriting neat and tidy?

Rubrics (MENS)

Term 3 – Week 8

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Edit and correct common punctuation and capitalisation errors in written work.	The student independently identifies and corrects punctuation and capitalisation errors during the editing process in their own writing.	Identifies and corrects some punctuation and capitalisation errors with teacher support.	Independently edits and corrects common punctuation and capitalisation errors in their own writing.	Edits effectively for punctuation and capitalisation and can help others identify and correct similar errors.
	2. Compose structured texts with clear beginning, middle, and end.	The student independently writes organised texts with clear introductions, developed middles, and appropriate conclusions.	Composes texts with basic structure; beginnings, middles, or endings may need support to be clear.	Independently composes structured texts with clear beginning, middle, and end.	Composes well-structured texts and can explain how each part serves a different purpose.
	3. Write opinion texts that include a clear statement and at least two supporting reasons or examples.	The student independently writes opinion texts with clear opinion statements supported by at least two relevant reasons or examples.	Writes opinion texts with clear statements; may need support developing sufficient reasons or examples.	Independently writes opinion texts with clear statements and at least two supporting reasons or examples.	Writes strong opinion texts with clear statements and well-developed supporting reasons that connect to the opinion.
READING	1. Use new vocabulary accurately in a range of oral and written tasks.	The student consistently incorporates new vocabulary accurately and meaningfully across various oral and written communication tasks.	Uses new vocabulary in oral and written tasks; usage may occasionally be imprecise.	Consistently uses new vocabulary accurately in a range of oral and written tasks.	Uses new vocabulary precisely and can adapt word choice for different audiences and purposes.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
	2. Answer literal, inferential, and evaluative questions using text evidence.	The student can independently answer questions at all levels of thinking using specific, relevant evidence from the text.	Answers literal and inferential questions well; evaluative questions may need support.	Independently answers literal, inferential, and evaluative questions using appropriate text evidence.	Answers all question types with strong evidence and can explain their reasoning clearly.
	3. Make and justify predictions and inferences with supporting evidence.	The student can independently make logical predictions and inferences and provide clear explanations supported by specific text evidence.	Makes predictions and inferences; justifications may be basic or need support.	Independently makes logical predictions and inferences with clear supporting evidence.	Makes sophisticated predictions and inferences and provides strong justifications with multiple pieces of evidence.
SPELLING	Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes.	The student independently uses knowledge of common word parts to spell multisyllabic words accurately in their writing.	Spells multisyllabic words using some knowledge of word parts; may need support with complex words.	Independently spells multisyllabic words using knowledge of common prefixes, roots, and suffixes.	Uses word parts effectively to spell complex words and can break down new words to figure out spelling.