

الفحوصات الأسبوعية للتقدم - الأسبوع 7



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الرابع ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا 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

حل أسئلة اختبار Test Writing and Reading قراءة وكتابة

1

أسئلة اختبار Test Writing and Reading قراءة وكتابة

2

عرض بوربوينت الدرس الأول Landmarkes Famous الأسبوع الرابع

3

أوراق عمل تقويمية cultures Exploring الأسبوع الثالث

4

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 4

Week 7 – Term 3

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 3: Week 7

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 <i>Vocabulary Development</i>	SPELLING, READING & WRITING	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. 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.	Teacher – Go through one or two examples if necessary to help learners get started. Ask learners to explain their choices in Part A as some answers may not be obvious. For Part B, explain that there are clues in the sentence (e.g. hear her voice). Also draw attention to the prepositions, such as ‘send a message to ’, ‘chat with ’, to make the choices clearer. Learners – Complete the tasks individually, compare answers with a partner, then check with the whole class. Fast finishers can ask their partner to think of other ways to stay connected or test each other’s spelling by saying a word from the lesson and asking their partner to spell it.	Vocabulary	4,5
PROGRESS CHECK 2 <i>Reading</i>	READING	4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.RC.5: Identify the author’s purpose and how it affects understanding of the text.	Teacher – This reading may look challenging, but it is designed to build key Grade 4 comprehension skills, especially skimming for the main idea and scanning for specific details. Students should first focus on the title and repeated vocabulary to support quick understanding. Part B can be differentiated by guiding students through one question at a time. Ask: “Where did you find the answer? Which words helped you?” This helps students learn that they do not need to read every word closely to answer successfully. Learners - Follow along with the reading and work through the questions, checking with a partner. Fast finishers think of more questions to ask their partner about the text.	Reading	6
PROGRESS CHECK 3 <i>Language</i>	READING & WRITING	4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks. 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.	Teacher – For each activity, go through one example to guide learners. For Part B, explain that the mistakes are with the phrasal verbs. Encourage fast finishers to think of more examples to test their partner with. Learners - Work individually or in pairs, checking their answers with a partner before checking with the whole class.	Language	7
PROGRESS CHECK 4 <i>Reading</i>	WRITING & READING	4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	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	8,9

Staying Connected



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.

4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.

A. Match the actions to the images.

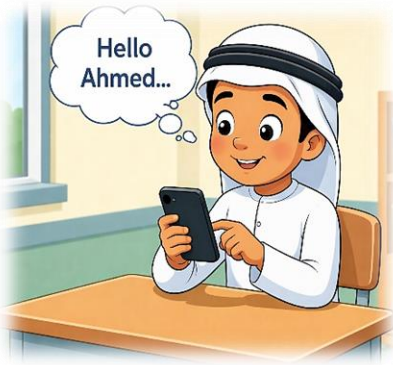
chat online

phone my friend

send a message

write an email

make a video call





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.

4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.

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

chat online phone send a message
write an email make a video call

1. I _____ my grandma every Friday to hear her voice.
2. We _____ with our cousins after school on the computer.
3. I _____ to my teacher about homework using my laptop.
4. My dad likes to _____ with his family
when he travels so they can see his face.
5. I _____ to my friend when I want to write a few words.

A. Write the missing letter or letters.

1. m _____ ss _____ ge
2. v _____ d _____ o c _____ ll
3. em _____ l
4. c _____ t o _____ l _____ ne
5. p _____ ne





READING

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
4.R.UTSF.4: Identify main ideas and supporting details in informational texts.
4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.
4.R.RC.5: Identify the author's purpose and how it affects understanding of the text.

B. Look at the title and read the text quickly.

What is the main idea of the text?

- a) Families like computers
- b) Technology helps people stay connected
- c) Passwords are important

How Families Stay Connected

Many families live in different cities or countries. They use phones, tablets, and computers to stay connected.

Some people send messages every day. Others make video calls to talk face-to-face.

Grandparents write emails to share news.

Before using a computer, people log in with a password. At the end of a call, they hang up after saying goodbye.

Families also keep in touch with relatives far away. Friends catch up with each other online after school. Technology helps us stay close, even when we are far apart.

C. Read the text and answer the questions.

1. What do people do to stay connected?
2. What do people do before using a computer?
3. What do they do at the end of a call?
4. Why do families make video calls?
5. How does technology help people who live far away?

BONUS QUESTION!

Why did the writer write this text?

- a) To explain how people stay connected
- b) to tell a funny story
- c) to describe a family



LANGUAGE

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

4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.

A. Choose the best phrasal verb.

log in

hang up

keep in touch with

stay connected

catch up with

1. I _____ my uncle in London every weekend.
2. Please _____ to your tablet with your password.
3. We _____ our cousins by video call.
4. I _____ after I say goodbye.
5. My friends and I _____ during the summer holidays by chatting online.

B. Correct the mistakes.

1. I log up to my computer every morning.

2. We catch down with our cousins online.

3. I hang over the phone after I say goodbye.

4. We stay out touch by making video calls.



WRITING

4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.

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

How I Stay Connected

CHECKLIST:




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




WORD BANK

- | | |
|----------------|-------------------|
| send a message | stay connected |
| keep in touch | make a video call |
| write an email | chat online |

Rubrics (MENS)

Term 3 – Week 7

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	Select precise vocabulary to enhance meaning and match writing purpose and audience.	The student independently chooses specific, appropriate vocabulary that enhances meaning and is suitable for their intended purpose and audience.	Selects appropriate vocabulary for some writing purposes; may need support matching words to audience.	Independently selects precise vocabulary that enhances meaning and matches writing purpose and audience.	Uses vocabulary very effectively and can explain how word choice affects readers and achieves writing goals.
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.
	2. Identify main ideas and supporting details in informational texts.	The student can independently identify main ideas and relevant supporting details in informational texts across various topics.	Identifies main ideas and some supporting details with support.	Independently identifies main ideas and supporting details in informational texts.	Identifies main ideas and supporting details accurately and can explain how details support the main idea.
	3. 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.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
	4. Recognise how authors adapt their writing for different audiences.	The student can independently identify and explain how authors adjust their writing (vocabulary, tone, content, format) to meet the needs of different audiences.	Recognises some ways authors adapt writing for audiences; may need support identifying specific adaptations.	Independently recognises how authors adapt their writing style, content, and features for different audiences.	Recognises author adaptations clearly and can explain how specific choices make texts more effective for their intended audiences.
	5. Identify the author's purpose and how it affects understanding of the text.	The student can independently identify why the author wrote the text and explain how knowing the purpose helps them better understand the content.	Identifies basic author's purpose; may need support connecting purpose to text understanding.	Independently identifies author's purpose and explains how it affects understanding of the text.	Identifies author's purpose clearly and can analyse how purpose influences text content, structure, and style.
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.