

سجل التقدم الأسبوعي في مهارات القراءة والكتابة



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 | 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

عرض بوربوينت الدرس الأول Landmarkes Famous الأسبوع الرابع

1

أوراق عمل تقييمية cultures Exploring الأسبوع الثالث

2

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

3

تمارين وفق الهيكل الوزاري منهج بريدج متبوعة بالحل

4

اختبار تجريبي قراءة وكتابة بدون الحل

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 4

Week 5 – Term 3

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 3: Week 5

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 <i>Vocabulary Development</i>	READING	4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts.	Teacher – Read through the text slowly, pausing and allowing learners to take in the information. Remind learners that it is not important to understand every single word. Allow learners to work through the questions, assisting if necessary. Learners – Listen and follow along with the reading. Work individually to complete the questions, then check with a partner.	Reading	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.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.	Teacher – Give examples to help learners if they are not sure about the vocabulary. Monitor and assist with spelling if necessary. Learners – Work individually or in pairs, checking their answers with a partner before checking with the whole class.	Vocabulary	5
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 – Go through one example to guide learners. 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	6
PROGRESS CHECK 4 <i>Reading</i>	READING	4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.	Teacher – Read through the text slowly, pausing and allowing learners to take in the information. Remind learners that it is not important to understand every single word. Allow learners to work through the questions, assisting if necessary. Learners – Listen and follow along with the reading. Work individually to complete the questions, then check with a partner.	Reading	7
PROGRESS CHECK 5 <i>Writing</i>	WRITING	4.W.WPD.1: Compose structured texts with clear beginning, middle, and end. 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.	Teacher – This activity may seem rather difficult, so explain to learners that they should just try their best and try to follow the writing frame and the list of things to include. Learners may need assistance with thinking of a problem and a lesson for their story. Encourage creativity and assist as much as necessary. Encourage learners to add a picture or two on the page. Learners – Work in pairs or individually to complete their writing. When ready, present to their partner or group. Stronger learners can use the blank template.	Writing	8,9



Stories from Around the World

READING

4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.

4.R.UTSF.4: Identify main ideas and supporting details in informational texts.

The Tortoise and the Hare (Part 1)

Once upon a time, there was a fast hare and a slow tortoise.

The hare laughed at the tortoise because he moved very slowly.

“One day, I will beat you in a race,” said the tortoise.

The hare laughed, but he agreed.

The animals made a long path through the forest, and the race began.

The hare ran very quickly and soon was far ahead.

He looked back and said, “The tortoise is very slow, so I can rest under this tree.”

Soon, the hare fell asleep.

A. Read the story and answer the questions.

1. Who are the two main characters?
2. Why did the hare laugh?
3. Why did the hare sleep?
4. What do you think will happen next?



B. Read again and choose the best answer.

What is this part of the story about?

- a) The hare is kind and friendly.
- b) The hare thinks he will win the race.
- c) The tortoise falls asleep.




VOCABULARY

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 words to their meaning.

characters	the good character in the story
place	story ending
hero	people or animals in the story
once upon a time	where the story happens
lived happily ever after	story beginning



B. Complete the sentences with the words from Activity A.

1. Once _____ a time there was a fast hare and slow tortoise.
2. In the end, they all lived happily _____ after.
3. The forest is the _____ where the story takes place.
4. The _____ is the good character in the story.
5. The hare and the tortoise are the _____ in this story.





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. Find the past simple form of each verb in the story.

1. laugh _____
2. agree _____
3. run _____
4. look _____
5. fall _____

B. Find these words in the story:

- and
- but
- so

- Which word joins two actions? _____
- Which word shows a different idea? _____
- Which word shows a result? _____



READING

4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.

The Tortoise and the Hare (Part 2)

While the hare slept, the tortoise walked slowly on and on.

He did not stop, and he did not look back.

At last, the tortoise reached the finish line.

The animals cheered loudly.

The hare woke up and ran very, very fast, but it was too late.

The tortoise won the race, and everyone learned that slow and steady work can help you win!

The tortoise lived happily ever after.

Read the story and answer the questions.

1. Who won the race?
2. What did the animals do?
3. Why did the tortoise win?
4. What did the hare learn?
5. What would you say to the hare?





WRITING

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

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

You are going to write your own short story!

Try to write 5-6 sentences. You need:

- a story opener
- 2 characters
- a problem
- conjunctions (and, but, or, so)
- ending
- something they learned

Once upon a time, there was a _____.

A long time ago, _____ went to

_____.

_____ was strong, but _____.

_____ worked hard, so _____.

In the end, _____.

They lived happily ever after.





WRITING

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

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

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- something they learned

A large sheet of aged, textured paper with horizontal lines for writing. The paper has a yellowish-brown hue and a slightly rough, deckled edge. There are seven horizontal lines spaced evenly down the page, providing a guide for writing a short story.



Rubrics (MENS)

Term 3 – Week 5

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. 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.
	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.
READING	1. 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.
	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.