



Grade 4

Week 2 – Term 2

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 2: Week 2

Literacy Readiness	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
Literacy Readiness	4.LR.P.3: Apply phonics knowledge independently while reading and writing unfamiliar words in grade-level texts.	Teacher models how to break unfamiliar words into syllables and sounds during shared reading. Learners read the text, identify new or difficult words and use phonics strategies to decode them. They use a dictionary when meaning cannot be inferred from context.	Reading Text	5
SLOC	4.SLOC.DCC.1: Participate in discussions by asking relevant follow-up questions.	Teacher asks students to work in small groups and discuss the questions. Teacher monitors and offers prompts, when necessary, e.g. "Why do you think that?" Learners discuss the questions in small groups, asking follow-up questions when appropriate.	Reading Comprehension	7
	4.SLOC.LC.4: Summarise spoken information with main points and key details.	Teacher asks students to work in small groups and discuss the questions. Teacher monitors and offers prompts, when necessary, e.g. "Why do you think that?" Learners use the information from the reading text to answer the questions, thereby summarising the main points and key details.	Reading Comprehension	7
READING	4.R.RF.3: Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression.	Teacher demonstrates how headings and text features give clues to meaning (e.g., "Look at the heading. What might this text be about?"). Learners scan the text for additional features that support understanding before reading to build context for fluent reading. Learners pause at full-stops, etc.	Reading Text	5
	4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.	Teacher introduces key vocabulary through a matching task and directs learners to use the images to help them record the new vocabulary. Learners look at the words and images. Teacher and learners discuss meanings and make connections to personal experiences.	Vocabulary List and Rubric	4
Writing	4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.	Teacher highlights example sentences in the reading text to show subject-verb agreement and different sentence openers. Learners use these examples to help them write their sentences in the writing task.	Reading & Writing Task	5 & 8

Exploring Space



READING

4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.

Match the words to the correct pictures.

1. Earth

2. planet

3. space

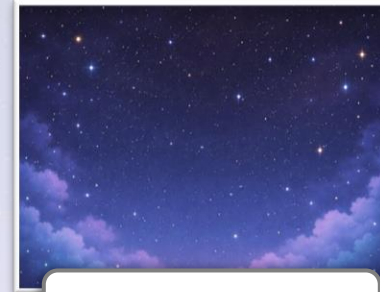
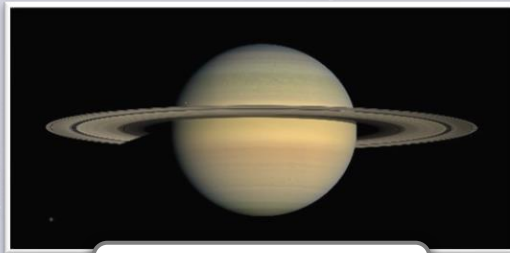
4. star

5. moon

6. sun

7. astronaut

8. rocket





READING

4.R.RF.3: Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression.

4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.

Exploring Space

Read the text.

Our Planet and Space

Earth is our home planet.

It is one of many planets in space.

Earth has the sun, the moon, and many stars around it.

Do you know that the sun is a star?

The sun gives Earth light and heat every day.

At night, we can see the moon and stars in the sky.

This soft light is called starlight.

Do you know that space is very big?

Space has millions of stars and many planets.

Some planets are very hot, and some are very cold.

Do you know that astronauts cannot breathe in space?

That is why they need a spacesuit.

Astronauts travel to space in rocket ships.

They wear a spacesuit to stay safe in space.

Do you know that astronauts see Earth from space?

Some astronauts work on a space station.

They live and work there for many days.

From space, Earth looks blue and beautiful.



READING

4.R.RF.3: Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression.

4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.

SLOC

4.SLOC.DCC.1: Participate in discussions by asking relevant follow-up questions.

4.SLOC.LC.4: Summarise spoken information with main points and key details.

A. Circle the correct answer.

1. *What is Earth?*

- a) a star
- b) a planet
- c) a rocket

2. *What gives Earth light and heat?*

- a) the moon
- b) the sun
- c) the stars

3. *What can we see at night?*

- a) the sun and planets
- b) the moon and stars
- c) rocket ships

4. *How do astronauts travel to space?*

- a) in cars
- b) in planes
- c) in rocket ships

5. Where do some astronauts work?

- a) in Dubai Mall
- b) in a school
- c) on a space station

B. Choose True (T) or False (F).

- 6. The sun is a planet. T / F
- 7. Space has millions of stars. T / F
- 8. Astronauts wear a spacesuit in space. T / F

9. Discuss the questions with your group.

What is the soft light we
see at night called?
Where does it come from?

Why do astronauts wear a
spacesuit?
How does it help?

What does Earth look like
from space?



WRITING

4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.

Writing

Instructions

Write about exploring space.

- Try to use compound nouns (for example: spacesuit, star light, rocket ship, space station)
- Try to use the phrase, 'Do you know that' to introduce a fact about exploring space).
- Use simple high-frequency words you know (for example: *very, have, when, about*)

B. Complete the sentences.

1. Earth is a _____.
2. The sun is a _____.
3. Astronauts travel to space in a _____.

C. Complete the sentence with your own idea.

4. Do you know that _____
_____?

A. Write 2 sentences about space. Use the ideas below to help you:

- sun / star
- moon / night
- astronauts / space
- space station
- spacesuit

1. _____

2. _____

Rubrics (MENs)

Term 2 – Week 2

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.	The student consistently writes grammatically correct simple and compound sentences with varied beginnings to create engaging, well-structured text.	Uses simple and compound sentences with mostly consistent grammar; sentence variety may need support.	Consistently uses simple and compound sentences with correct grammar and varied sentence openers.	Uses sentence variety effectively and can revise writing to improve sentence structure and variety.
	2. Apply commas in compound sentences and after introductory phrases.	The student consistently uses commas correctly before coordinating conjunctions in compound sentences and after introductory phrases in independent writing.	Uses commas in some compound sentences and after obvious introductory phrases; may need support with complex cases.	Consistently applies commas correctly in compound sentences and after introductory phrases.	Uses commas correctly in various sentence types and can explain how commas help connect and organise ideas.
SPEAKING	1. Participate in discussions by asking relevant follow-up questions.	The student independently asks relevant follow-up questions that build on others' contributions and deepen group understanding.	Participates in discussions; follow-up questions may be basic or need prompting.	Consistently asks relevant follow-up questions during discussions.	Asks thoughtful follow-up questions that help the group understand topics better.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
SPEAKING	2. Summarise spoken information with main points and key details.	The student can independently create accurate, concise summaries of spoken information that include main points and essential supporting details.	Creates summaries with main points and some key details; may include less important information.	Creates concise, accurate summaries that capture main points and most important supporting details.	Creates accurate summaries and can explain why they chose to include certain information and leave out other details.