



Grade 4

Week 3 – Term 2

Weekly Progress Checks

Progress Check Guide

TERM 2: Week 3

Literacy Readiness	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
Literacy Readiness	4.LR.P.2: Read and spell words with less common vowel and consonant patterns.	Teacher – Use the example to show learners how to complete the task. As an extension activity, ask learners to think of other inventions, write them down as a scrambled word and ask their partner to unscramble it. Learners can use a dictionary to help them as well as referring to previous teaching materials to find the correct spelling.	Vocabulary Task	4
SLOC	4.SLOC.LC.4: Summarise spoken information with main points and key details.	Teacher – encourage learners to write down their ideas from their discussion in clear and organised way, summarising their ideas in written form. Remind learners to use the reading text to help them when writing. Learners – write down their ideas about their invention in a clear and organised way, summarising their ideas in written form.	Writing Task	8
	4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and emotions.	Teacher – Model an example sentence, for example “An oven helps us cook food.” Learners – In pairs or small groups, take turns to describe an invention using the sentence frame as their colleagues guess what invention they are describing.	Vocabulary Task	4
	4.SLOC.OLD.5: Organise ideas clearly when sharing information.	Teacher – encourage learners to organise their ideas that they generate from their discussion about the invention. Learners – organise their ideas in preparation for the writing production task.	Writing Task	7
READING	4.R.VD.2: Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.	Teacher – Use the example to show learners how to complete the task. As an extension activity, ask learners to think of other inventions, write them down as a scrambled word and ask their partner to unscramble it. Learners can use a dictionary to help them as well as referring to previous teaching materials to find the correct spelling.	Vocabulary task	4
	4.R.UTSF.4: Identify main ideas and supporting details in informational texts.	Teacher – Remind learners that they do not need to understand every single word in the text. Chunk the reading text into separate paragraphs, pausing after each one to allow learners time to process the text. Remind learners that each chunk of text is called a ‘paragraph’. Learners – read the text without stopping if they encounter an unknown word. Read for the main idea and supporting details. Learners highlight the part of the text where they found their answer. For questions 3-5 learners do not need to write full sentences.	Reading Task	5-6
Writing	4.W.WP.1: Develop and organise writing ideas using planning strategies.	Teacher asks students to work in small groups and discuss the task. Teacher monitors and offers prompts, when necessary, e.g. “What else can it do?” NOTE – Learners can think of their invention if they would rather. Learners discuss the task and organise their ideas in preparation for the writing production task.	Writing Task	7
	4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.	Teacher reminds learners to use the correct form when writing their sentences, focusing on correct subject-verb agreement (It helps / They help). Learners pay attention to the use of correct forms when writing their sentences.	Writing Task	7



Incredible Inventions

3

READING

4.R.VD.2: Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.

4.LR.P.2: Read and spell words with less common vowel and consonant patterns.

4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and emotions.

1. Unscramble the words and match them to the correct picture. Use the example to help you.

1. rotnevn

2. thgil blub

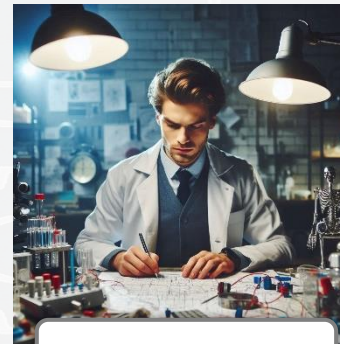
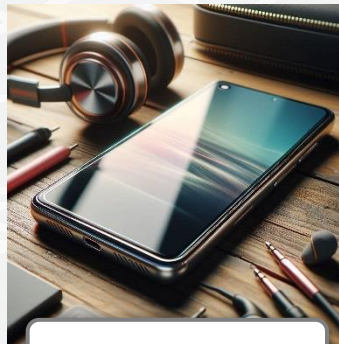
3. egdirl

4. pomcuder

5. pohen

6. cavumu renealc

7. nevo



oven

A/An....helps us....

It helps people...

2. Choose one invention and complete one sentence.



READING

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

Read the text and then answer the questions.

How inventions help us every day

Many inventions help people every day. An invention is something that someone makes to help with a problem or make life easier. Inventors think of new ideas and make useful things for people to use.

For example, a computer helps us do many things. It helps us find information, play games, and do homework. Many people use computers at home and at school. A phone helps us talk to other people. It helps us call our family and friends, even when they are far away.

At home, some inventions help us with housework. A vacuum cleaner helps us clean the floor. It helps us remove dust and dirt. A fridge helps us keep food fresh. It helps us store food for a long time. An oven helps us cook food. It helps us make meals for our family.

The light bulb is another important invention. It helps us see at night and helps us work and study in the dark. These inventions make life easier and more comfortable for people every day.



READING

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

1. *What is the text about?*

- a) Inventions are difficult to make.
- b) Inventions help people.
- c) Only inventors use inventions.

2. *What is the second paragraph mostly about?*

- a) Computers and phones are expensive.
- b) Phones are better than computers.
- c) Computers and phones help people learn and communicate.

3. *What does a vacuum cleaner help us do?*

4. *Write two things a fridge helps us do.*

5. *Why is the light bulb important?*

WRITING

4.SLOC.OLD.5: Organise ideas clearly when sharing information.

4.W.WP.1: Develop and organise writing ideas using planning strategies.

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

1. Find the mistakes and write the correct sentence. Use the example to help you.

"A car ~~help~~ us move around." → "A cars helps us move around."

a) An oven helps us cooking food.

b) A computer helping us find information.

c) A light bulb helps we see in the dark.

2. Look at the incredible invention. Complete the table with your ideas.

Name of invention	
What does it do?	
How does it help us?	





WRITING

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

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

3. Write a short paragraph about the invention from Activity 2 (or choose your own). Use your notes to help you. Try to write 4-6 sentences.

It helps us...

This invention is....

It helps people...

Rubrics (MENs)

Term 2 – Week 3

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
LITERACY READINESS	1. Read and spell words with less common vowel and consonant patterns.	The student reads and spells less common vowel and consonant patterns correctly in appropriate contexts.	Attempts to read/spell words with less common patterns with teacher prompts and partial accuracy.	Reads and spells a variety of less common vowel/consonant pattern words accurately with some support.	Reads and spells unfamiliar words with less common patterns confidently and independently in reading and writing.
WRITING	1. Develop and organise writing ideas using planning strategies.	The student independently uses various planning strategies to develop and organise ideas before writing across different text types and purposes.	Develops and organises writing ideas using planning strategies with some teacher support.	Independently develops and organises writing ideas using appropriate planning strategies.	Uses planning strategies effectively and can choose the best strategy for different writing purposes and create detailed plans.
	2. 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.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
SPEAKING	1. 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.
	2. Use appropriate words and phrases to communicate ideas and emotions.	The student independently selects and uses appropriate, precise vocabulary to clearly communicate ideas and emotions in various speaking contexts.	Uses generally appropriate vocabulary; may struggle with precise word choice or emotional expression.	Independently chooses appropriate words and phrases to clearly communicate ideas and emotions.	Uses appropriate words consistently and can choose between different words to express exactly what they mean.
	3. Organise ideas clearly when sharing information.	The student independently organises and presents ideas in a clear, logical sequence with appropriate transitions when sharing information orally.	Attempts to organise ideas but may jump between topics or lack clear structure.	Independently organises ideas clearly with logical sequence and transitions when sharing information.	Organises ideas in a logical order and can plan what to say before speaking to make it clearer.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
READING	1. Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.	The student independently selects and uses appropriate reference tools to clarify, confirm, or expand understanding of vocabulary.	Uses reference tools with some support to find and understand word meanings.	Independently uses various reference tools to clarify and confirm word meanings.	Uses reference tools efficiently and can evaluate which tool provides the most helpful information.
	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.