

School:

Reporting Period: 1/14/2014 - 2/12/2014

**Class: 4 -**

Teacher:

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	9	494	453 - 534
Group 2	7	420	384 - 429
Group 3	7	347	316 - 375
Group 4	2	242	212 - 271

## Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

## Group 1

### Students

Aguilar, Cabrera, Garcia, Gonzalez, Harcha, Inocencio, Gallardo, Keosampalan, Moses, Hernandez

### Reading: Foundational Skills

GR	<b>Phonics and Word Recognition</b>
5	Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context (e.g., read <i>multiple</i> in a contextual sentence)
5	Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of all letter-sound correspondences (e.g., the ice on the pond was <i>solid</i> )
5	» Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in isolation (e.g., election, cabinet)

### Reading: Literature

	<b>Key Ideas and Details</b>
4	Make inferences about characters' actions, traits, and motives based on details found in a story or play
4	» Cite textual details and examples to support inferences and explanations about a literary text's meaning (e.g., conclude the poet thinks the tree leaves are pretty because she says the colors make her smile)
	<b>Craft and Structure</b>
4	Describe the feelings that a story, drama, or poem is trying to evoke
4	» Explain the difference between first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story), and compare and contrast the narrative points of view of different stories

### Reading: Informational Text

	<b>Key Ideas and Details</b>
4	» Identify and explain the main idea of an informational text and explain how key details support it
4	Summarize a short informational passage including the main idea and key details

### Language

	<b>Vocabulary Acquisition and Use</b>
5	Use knowledge of grade-appropriate Latin and Greek affixes (e.g., mid-, pre-, -able, -ible, -ant, -ent, -ous, -ation) and roots to predict the meanings of unfamiliar words and content-area language (e.g., agri-/agriculture, agrarian; phon-/microphone, symphony)
5	» Use context clues (e.g., cause/effect, comparison, word relationships) to determine or clarify the meanings of general academic and content-area words and phrases

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.