Math and Language Next Steps to use for Report Cards

LEGEND
Next Step - # his/her
$ Next Step - first name
@ Next Step - he/she

*Use the find/replace to change the codes below to the specifications of your report card program.

Math Next Steps

Next Step - regular drill and practice of number facts (give e.g.) is necessary
Next Step - $ should review the concepts of ... on a regular basis
Next Step - $ should review the values of different coins
Next Step - $ is encouraged to look back at # answer to see if it makes sense
Next Step - $ is encouraged to practise making plans for solving problems
Next Step - $ is encouraged to use arrays to display multiplication facts
Next Step - $ is encouraged to use rounding to see if # answer is reasonable
Next Step - $ is encouraged to use the 'Make Ten' strategy when adding
Next Step - $ is encouraged to use the number line when (adding or subtracting)
Next Step - $ must read instructions carefully
Next Step - $ must think carefully about what strategy to use to solve problems
Next Step - $ must think very carefully and decide if # answers make sense
Next Step - $ should practise making plans for solving problems
Next Step - $ should use arrays to see the relationship between division and multiplication
Next Step - $ is encouraged to answer "How do you know?" when explaining # answer
Next Step - $ is encouraged to ask themselves, "Does this answer make sense?"
Next Step - $ is encouraged to use the 'strategy wall' when explaining # thinking
Next Step - $ is encouraged to answer the question "Tell us more?" when explaining # thinking.
Next Step - $ should practise communicating # mathematical ideas and thoughts
Next Step - $ is encouraged to cut fruit, sandwiches, etc. in half, quarters and thirds
Next Step - $ is encouraged to notice numbers in the real world and to make connections
Next Step - $ is encouraged to practice counting money at home or when shopping
Next Step - $ is encouraged to read prices and figure out to the closest dollar amount
Next Step - $ is encouraged to use real coins to count out various money amounts
Next Step - $ must have more opportunities to share objects equally (8 toys with 4 people)
Next Step - $ must have more real experience with remainders (sharing 9 cookies with 4 people)
Next Step - $ is encouraged to review the concepts of (give e.g.) on a regular basis by...
Next Step - $ is encouraged to time events to develop an understanding of the concept of time
Next Step - $ should practise telling time using both digital and analogue clocks
Next Step - $ should review the relationship between (give e.g. of units or time increments)
Next Step - $ is encouraged to think, "Does this answer make sense?"
Next Step - $ is encouraged to use benchmarks when measuring (10cm = a popsicle stick)
Next Step - $ should draw a shape on grid paper with a given perimeter
Next Step - $ should draw a shape on grid paper and calculate their area
Math and Language Next Steps

Next Step - $ is encouraged to practise estimating, measuring, and recording quantities
Next Step - $ must discuss everyday measurements (25 L of gas, 5 km to school, 30 min. to bed)
Next Step - $ must practise comparing, describing, and ordering objects by length
Next Step - $ should read measurements of objects at home (e.g. 1L of milk, 300 g of meat)
Next Step - $ is encouraged to compare distances (e.g. 5 km to school, 10 km to church)
Next Step - $ is encouraged to make connections between measurement and the real world (e.g.)
Next Step - $ must measure and compare time (e.g. 50 sec. to tie shoes, 20 min. to cook rice)
Next Step - $ must measure objects around the house (weight, length, capacity)
Next Step - $ should order objects by weight or volume (e.g. various food products)
Next Step - $ should practise measuring the mass of real life items in (give e.g.)

Language Next Steps

Next Step - $ is encouraged to reread text when meaning is unclear
Next Step - $ must pay more attention to text features such as subtitles, captions and layout
Next Step - $ must use # notes to distinguish between narrative and non
Next Step - $ should apply language patterns to unfamiliar words by looking at the word wall
Next Step - $ should review high frequency words by reading three word wall words each night
Next Step - $ should use wall charts in the classroom to help with understanding of...
Next Step - $ is encouraged to ask questions as @ reads to make sure @ understands
Next Step - $ is encouraged to express # thoughts and feelings about what @ reads
Next Step - $ is encouraged to slow down if @ does not understand what @'s read
Next Step - $ is encouraged to talk about beginning, middle and end when retelling a story
Next Step - $ is encouraged to use fixNext Step -up strategies when reading (give e.g.)
Next Step - $ must be more careful in choosing justNext Step -right books to read during independent reading
Next Step - $ must make the pictures in # head (visualize) when @ reads
Next Step - $ should ask questions when reading such as "What would happen if..."
Next Step - $ should find the main idea by thinking about the author's purpose
Next Step - $ should identify a purpose for reading (give e.g.)
Next Step - $ should identify strategies @ found helpful before, during, and after reading
Next Step - $ should make connections to # own life when @ reads new material
Next Step - $ should make predictions about stories after reading the title
Next Step - $ should summarize material @ reads using the summarizing rules taught in class
Next Step - $ should think about what the author is really saying when @’s reading
Next Step - $ should think of personal connections to increase understanding when reading
Next Step - $ should use a double entry journal to record # thinking while reading
Next Step - $ should use reading comprehension strategies to improve understanding (give e.g.)
Next Step - $ is encouraged to express # opinions about what @’s read
Next Step - $ must give evidence from the text when expressing opinions about what @ reads
Next Step - $ must remember to give # own opinion when writing about what @ reads
Next Step - $ should listen to stories on tape to improve fluency
Next Step - $ should read orally to develop more expression and fluency (give e.g.)
Next Step - $ should use # home reading book to read with expression and at an appropriate speed
Next Step - $ should use prefixes, suffixes and root words to solve unfamiliar words
Next Step - $ is encouraged to broaden # interests by reading different authors or genres
Next Step - $ is encouraged to retell what @’s read to an adult to check for understanding
Next Step - $ is encouraged to use the meaning of the passage to help solve unfamiliar words
Next Step - $ must check more often to make sure @ understands what has been read
Next Step - $ must make pictures in # mind as @ reads to improve # understanding
Next Step - $ must pay attention to the punctuation when @ is reading
Next Step - $ must read a variety of material (e.g. novels, nonfiction books, magazines)
Next Step - $ must reread the sentence if @ does not understand
Next Step - $ should confirm predictions by thinking "I thought that... , now I see..."
Next Step - $ should continue to listen to an adult read to help make pictures in # mind
Next Step - $ should continue to read to an adult to improve speed and smoothness of # reading
Next Step - $ should make connections to the text when @ reads
Next Step - $ should reread the sentence if @ does not understand
Next Step - $ should use prefixes/suffixes and word patterns to help read more difficult words
Next Step - $ is encouraged to use class writing frames (e.g.) in order to produce short texts
Next Step - $ must use (give e.g.) to review letter sounds to help sound out words when writing
Next Step - $ must use anchor charts in class to help understand the elements of good writing
Next Step - $ is encouraged to use criteria (e.g.) to select and justify best pieces of writing
Next Step - $ is encouraged to organize ideas using (give e.g.) before writing
Next Step - $ is encouraged to proofread and use the editor's checklist to correct # writing
Next Step - $ must reread # writing to see if @ has enough information to support # ideas
Next Step - $ must spend more time brainstorming ideas in order to generate original topics
Next Step - $ must use the story planner to help organize # thoughts before writing
Next Step - $ should think of words @ could add to create a better picture for the reader
Next Step - $ should use T charts to understand different perspectives
Next Step - $ should use a thesaurus, dictionary or other source to improve word choice
Next Step - $ should use different sources to support ideas when writing a report
Next Step - $ is encouraged to confirm spelling and word meanings using...
Next Step - $ is encouraged to maintain consistent verb tense in # writing
Next Step - $ is encouraged to write more descriptive sentences by using joining words
Next Step - $ must pay closer attention when using commas (give e.g.)
Next Step - $ must use more descriptive words in # writing in order to convey meaning
Next Step - $ must use quotation marks correctly (give e.g.)
Next Step - $ must use the paragraph outline to write more complex paragraphs
Next Step - $ should learn to spell unfamiliar words using strategies, such as ...
Next Step - $ should use word wall and theme lists to confirm spelling of grade level words
Next Step - $ should work on carefully choosing words that best suit the writing (give e.g.)
Next Step - $ is encouraged to show # ‘voice’ in all types of writing assignments
Next Step - $ must have a beginning, middle and end to all writing assignments
Next Step - $ must include all parts when writing a friendly letter
Next Step - $ must use the revising checklist to improve the final draft
Next Step - $ should write about real life experiences in # journal
Next Step - $ must listen actively and visualize to identify who is speaking in an oral text
Next Step - $ should draw on personal experience to improve understanding when listening
Next Step - $ is encouraged to organize # thoughts before speaking
Next Step - $ must include a beginning, middle and end when retelling a story
Next Step - $ must speak in a louder voice in order to be heard and understood
Next Step - $ must speak in complete sentences using appropriate tenses
Next Step - $ must strengthen effort to choose the appropriate time to speak and listen
Next Step - $ must use a logical framework when retelling a story
Next Step - $ should practise active listening strategies, (give e.g.)
Next Step - $ is encouraged to practise speaking behaviour appropriate to different situations