



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



- 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-fiction texts
- 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 fix-up strategies when reading (give e.g.)
- Next Step - \$ must be more careful in choosing just-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, nonNext Step -fiction 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 read a wider variety of texts (give e.g.)
- Next Step - \$ should read at # justNext Step -right level to improve # understanding of common words
- 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 brainstorm and make lists in order to generate writing ideas
- 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 TNext Step -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