



Math and Language Next Steps to use for PowerTeacher Report Cards

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



- Next Step - <first name> is encouraged to practise estimating, measuring, and recording quantities
- Next Step - <first name> must discuss everyday measurements (25 L of gas, 5 km to school, 30 min. to bed)
- Next Step - <first name> must practise comparing, describing, and ordering objects by length
- Next Step - <first name> should read measurements of objects at home (e.g. 1L of milk, 300 g of meat)
- Next Step - <first name> is encouraged to compare distances (e.g. 5 km to school, 10 km to church)
- Next Step - <first name> is encouraged to make connections between measurement and the real world (e.g.)
- Next Step - <first name> must measure and compare time (e.g. 50 sec. to tie shoes, 20 min. to cook rice)
- Next Step - <first name> must measure objects around the house (weight, length, capacity)
- Next Step - <first name> should order objects by weight or volume (e.g. various food products)
- Next Step - <first name> should practise measuring the mass of real life items in (give e.g.)
- Next Step: <first name> is encouraged to review and practice the basic operations such as (adding, subtracting, multiplication, division) of (whole numbers, decimals, fractions, integers) could be advantageous
- Next Step: <first name> is encouraged to become more diligent in checking his work for errors and review math concepts at home.
- Next Step: <first name> is encouraged to take initiative to apply learned math concepts to new situations
- Next Step: <first name> is encouraged to practice basic additions and subtraction facts up to 18 and to review math concepts at home.
- Next Step: <first name> Would benefit from more practise counting forwards and backwards by 2's, 5's and 10's to 200.
- More time should be spent considering when to use pen and paper calculations, a calculator or mental calculations
- Next Step: <first name> is encouraged to practise at home the recall of addition and subtraction fact families
- Next Step: <first name> is encouraged to work on identifying 2D and 3D shapes and practise measurement applications.
- Next Step: <first name> is encouraged to practice telling time to the hour and half hour.

Language Next Steps

- Next Step - <first name> is encouraged to reread text when meaning is unclear
- Next Step - <first name> must pay more attention to text features such as subtitles, captions and layout
- Next Step - <first name> must use <his/her> notes to distinguish between narrative and non-fiction texts
- Next Step - <first name> should apply language patterns to unfamiliar words by looking at the word wall
- Next Step - <first name> should review high frequency words by reading three word wall words each night
- Next Step - <first name> should use wall charts in the classroom to help with understanding of...
- Next Step - <first name> is encouraged to ask questions as <he/she> reads to make sure <he/she> understands
- Next Step - <first name> is encouraged to express <his/her> thoughts and feelings about what <he/she> reads
- Next Step - <first name> is encouraged to slow down if <he/she> does not understand what <he/she>'s read
- Next Step - <first name> is encouraged to talk about beginning, middle and end when retelling a story
- Next Step - <first name> is encouraged to use fix -up strategies when reading (give e.g.)



- Next Step - <first name> must be more careful in choosing just-right books to read during independent reading
- Next Step - <first name> must make the pictures in <his/her> head (visualize) when <he/she> reads
- Next Step - <first name> should ask questions when reading such as "What would happen if..."
- Next Step - <first name> should find the main idea by thinking about the author's purpose
- Next Step - <first name> should identify a purpose for reading (give e.g.)
- Next Step - <first name> should identify strategies <he/she> found helpful before, during, and after reading
- Next Step - <first name> should make connections to <his/her> own life when <he/she> reads new material
- Next Step - <first name> should make predictions about stories after reading the title
- Next Step - <first name> should summarize material <he/she> reads using the summarizing rules taught in class
- Next Step - <first name> should think about what the author is really saying when <he/she>'s reading
- Next Step - <first name> should think of personal connections to increase understanding when reading
- Next Step - <first name> should use a double entry journal to record <his/her> thinking while reading
- Next Step - <first name> should use reading comprehension strategies to improve understanding (give e.g.)
- Next Step - <first name> is encouraged to express <his/her> opinions about what <he/she>'s read
- Next Step - <first name> must give evidence from the text when expressing opinions about what <he/she> reads
- Next Step - <first name> must remember to give <his/her> own opinion when writing about what <he/she> reads
- Next Step - <first name> should listen to stories on tape to improve fluency
- Next Step - <first name> should read orally to develop more expression and fluency (give e.g.)
- Next Step - <first name> should use <his/her> home reading book to read with expression and at an appropriate speed
- Next Step - <first name> should use prefixes, suffixes and root words to solve unfamiliar words
- Next Step - <first name> is encouraged to broaden <his/her> interests by reading different authors or genres
- Next Step - <first name> is encouraged to retell what <he/she>'s read to an adult to check for understanding
- Next Step - <first name> is encouraged to use the meaning of the passage to help solve unfamiliar words
- Next Step - <first name> must check more often to make sure <he/she> understands what has been read
- Next Step - <first name> must make pictures in <his/her> mind as <he/she> reads to improve <his/her> understanding
- Next Step - <first name> must pay attention to the punctuation when <he/she> is reading
- Next Step - <first name> must read a variety of material (e.g. novels, non-fiction books, magazines)
- Next Step - <first name> must reread the sentence if <he/she> does not understand
- Next Step - <first name> should confirm predictions by thinking "I thought that... , now I see..."
- Next Step - <first name> should continue to listen to an adult read to help make pictures in <his/her> mind
- Next Step - <first name> should continue to read to an adult to improve speed and smoothness of <his/her> reading
- Next Step - <first name> should make connections to the text when <he/she> reads
- Next Step - <first name> should read a wider variety of texts (give e.g.)
- Next Step - <first name> should read at <his/her> just-right level to improve <his/her> understanding of common words
- Next Step - <first name> should use prefixes/suffixes and word patterns to help read more difficult words
- Next Step - <first name> is encouraged to use class writing frames (e.g.) in order to produce short texts
- Next Step - <first name> must use (give e.g.) to review letter sounds to help sound out words when writing



- Next Step - <first name> must use anchor charts in class to help understand the elements of good writing
- Next Step - <first name> is encouraged to use criteria (e.g.) to select and justify best pieces of writing
- Next Step - <first name> is encouraged to brainstorm and make lists in order to generate writing ideas
- Next Step - <first name> is encouraged to organize ideas using (give e.g.) before writing
- Next Step - <first name> is encouraged to proofread and use the editor's checklist to correct <his/her> writing
- Next Step - <first name> must reread <his/her> writing to see if <he/she> has enough information to support <his/her> ideas
- Next Step - <first name> must spend more time brainstorming ideas in order to generate original topics
- Next Step - <first name> must use the story planner to help organize <his/her> thoughts before writing
- Next Step - <first name> should think of words <he/she> could add to create a better picture for the reader
- Next Step - <first name> should use T-charts to understand different perspectives
- Next Step - <first name> should use a thesaurus, dictionary or other source to improve word choice
- Next Step - <first name> should use different sources to support ideas when writing a report
- Next Step - <first name> is encouraged to confirm spelling and word meanings using...
- Next Step - <first name> is encouraged to maintain consistent verb tense in <his/her> writing
- Next Step - <first name> is encouraged to write more descriptive sentences by using joining words
- Next Step - <first name> must pay closer attention when using commas (give e.g.)
- Next Step - <first name> must use more descriptive words in <his/her> writing in order to convey meaning
- Next Step - <first name> must use quotation marks correctly (give e.g.)
- Next Step - <first name> must use the paragraph outline to write more complex paragraphs
- Next Step - <first name> should learn to spell unfamiliar words using strategies, such as ...
- Next Step - <first name> should use word wall and theme lists to confirm spelling of grade level words
- Next Step - <first name> should work on carefully choosing words that best suit the writing (give e.g.)
- Next Step - <first name> is encouraged to show <his/her> 'voice' in all types of writing assignments
- Next Step - <first name> must have a beginning, middle and end to all writing assignments
- Next Step - <first name> must include all parts when writing a friendly letter
- Next Step - <first name> must use the revising checklist to improve the final draft
- Next Step - <first name> should write about real life experiences in <his/her> journal
- Next Step - <first name> must listen actively and visualize to identify who is speaking in an oral text
- Next Step - <first name> should draw on personal experience to improve understanding when listening
- Next Step - <first name> is encouraged to organize <his/her> thoughts before speaking
- Next Step - <first name> must include a beginning, middle and end when retelling a story
- Next Step - <first name> must speak in a louder voice in order to be heard and understood
- Next Step - <first name> must speak in complete sentences using appropriate tenses
- Next Step - <first name> must strengthen effort to choose the appropriate time to speak and listen
- Next Step - <first name> must use a logical framework when retelling a story
- Next Step - <first name> should practise active listening strategies, (give e.g.)
- Next Step - <first name> is encouraged to practise speaking behaviour appropriate to different situations
- Next Step: <first name> is encouraged to use proper punctuation and to write proper sentences in paragraphs
- Next Step: <first name> is also encouraged to ask questions while reading to improve comprehension skills.



- Next Step: <first name> is encouraged to explore topics of personal interest through a variety of resources.
- Next Step: <first name> is encouraged to consolidate short and long vowel sounds.
- Next Step: <first name> is encouraged to read on a daily basis and use reading repair strategies when encountering difficult words.
- Next Step: <first name> is encouraged to develop his oral vocabulary.
- Next Step: <first name> is encouraged to edit his/her writing.
- Next Step: <first name> is encouraged to participate during group discussions.
- Next Step: <first name> is encouraged to write proper sentences in paragraphs.
- Next Step: <first name> is encouraged to use all reading repair strategies when encountering difficult words.
- Next Step: <first name> is encouraged to read on a daily basis.
- Next Step: <first name> will continue to benefit from having written instructions re-read in order to ensure understanding.
- Next Step: <first name> should read a wider variety of materials, including non-fiction
- Next Step: <first name> needs to utilize writing resources (dictionary, thesaurus, grammar handbook etc.)
- Next Step: <first name> needs to use resources to rectify errors (dictionary, grammar handbook, spell check etc.)
- Next Step: <first name> uses concrete examples to demonstrate the various visual elements (margins, headings, graphics) and discuss how they enhance the final draft
- Next Step: <first name> is encouraged to discuss the text summarizing key points and making an outline
- Next Step: <first name> is encouraged to continue to read and draw conclusions from challenging material for pleasure, information, and vocabulary building.