



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

Place in red folder

Student Needs Literacy Profile Grade 4

Student's Name _____ Grade Level _____

School of Attendance _____

Teacher _____ Date _____ Track _____

The above named student needs additional support in the grade level priority standards indicated below:

Directions: Classroom teacher places a check to the left of the standard where the student needs additional support. The Intervention teacher dates and initials the line to the right when it is mastered.

	<u>Date</u>	<u>Standard Met</u>
Reading		
1.0 Word Analysis, Fluency, and Vocabulary		
Word Recognition		
_____ 1.1 Read narrative and expository text aloud with appropriate fluency and accuracy		_____
Vocabulary and Concept Development		_____
_____ 1.2 Apply knowledge of synonyms, antonyms, and idioms to determine meaning		_____
_____ 1.3 Use knowledge of root words to determine meaning of unknown words in story		_____
_____ 1.4 Know common roots and affixes and uses them to analyze complex words		_____
_____ 1.5 Use a thesaurus to determine related words and concepts		_____
_____ 1.6 Distinguish and interpret words with multiple meanings		_____
2.0 Reading Comprehension		
_____ 2.1 Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential or chronological order)		_____
_____ 2.2 Use appropriate strategies when reading for different purposes (e.g. locate information)		_____
_____ 2.3 Make and confirm predictions using prior knowledge, titles, illustrations, etc.		_____
_____ 2.4 Evaluate new information and hypotheses by testing against known information		_____
_____ 2.5 Compare and contrast information on the same topic after reading many articles		_____
_____ 2.6 Distinguish between cause and effect and fact and opinion in expository text		_____
_____ 2.7 Follow multiple-step instructions in a basic technical manual		_____
3.0 Literary Response and Analysis		
_____ 3.1 Describe the structural differences of fantasies, fables, myths, and fairy tales		_____
_____ 3.2 Identify the main events of the plot, their causes, and influence on future actions		_____
_____ 3.3 Use knowledge of the situation, setting and the character's trait and motivation to determine the causes for the character's actions		_____
_____ 3.4 Compare and contrast tales from different cultures by tracing exploits of one character type and develop theories to account for similar tales in diverse cultures		_____
_____ 3.5 Define figurative language (e.g. simile, hyperbole) and identify its use		_____
Writing (write in clear, coherent sentences and paragraphs that develop an idea; utilize the writing process)		
1.0 Writing Strategies		
_____ 1.1 Create multiple-paragraph compositions including introduction and conclusion		_____
2.0 Writing Applications		
_____ 2.1 Write narratives (provide context and insight into event; use sensory details)		_____
_____ 2.2 Write responses to literature; demonstrate understanding and support judgments		_____
_____ 2.3 Write information reports; frame questions about issues, include facts; use sources		_____
_____ 2.4 Write summaries that contain the main idea and significant details of the story		_____
Written and Oral English Language Conventions		
1.0 Written and Oral English Language Conventions		
_____ 1.1 Write and speak in complete, coherent simple and compound sentences		_____
_____ 1.2 Combine short, related sentences with appositives, adjectives, and adverbs, etc.		_____
_____ 1.3 Use parentheses, commas in direct quotations and apostrophes in possessives		_____
Listening and Speaking Strategies (Organization and delivery of oral communication)		
_____ 1.4 Present effective introductions and conclusions that guide and inform listeners		_____
_____ 1.5 Use details, examples, anecdotes, or experiences to explain information		_____
_____ 1.6 Use volume, pitch, modulation, and gestures appropriately to enhance meaning		_____