

4th Grade Reading

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q1	Q2	Q3	Q4
C1—Analysis of Literary Plots The student analyzes literary plots.	X	X		X
C2—Characters in Literary Text The student analyzes characters—their changes, relationships, and interactions.	X	X		X
C3—Themes in Literary Text The student infers the theme of literary texts.	X	X		X
C4—Central Idea and Details in Informational Texts The student the author’s purpose, the central idea(s), and supporting details in informational texts.		X	X	X
C5—Informational Text Features and Structures The student analyzes informational texts by thinking about how the structure and text features reveal the author’s purpose.		X	X	X
C6—Response to Reading The student discusses and writes about texts, supporting ideas with text evidence.	X	X	X	X

Learning Progression for Competency 1: Analysis of Literary Plots

The student analyzes literary plots.

Developing	Progressing	Proficient	Advanced
<p>Retells the plot including:</p> <ul style="list-style-type: none"> • Characters • Conflict • Rising action • Climax • Falling action • Resolution • Setting <p>Follows a text with a complex plot and multiple problems, but has difficulty explaining their relation to character change, resolution, or theme</p>	<p>Analyzes the plot by discussing how each part is important to the whole story including:</p> <ul style="list-style-type: none"> • Characters • Conflict • Rising action • Climax • Falling action • Resolution • Setting <p>Understands relationship between events but has difficulty explaining their relation to character change, resolution, or theme Describes the impact setting has on the plot, but may have some misconceptions</p>	<p>Meets all of progressing and...</p> <p>Explains the multiple aspects of story's main problem</p> <p>Identifies and explains significant aspects of the plot and their effect on the story</p> <p>Describes the impact setting has on the plot</p>	<p>Meets all of proficient and...</p> <p>Recognizes the author's use of plots and subplots and explains how these work together in the story</p> <p>Evaluates the effectiveness of the author's plot development</p>

Success Criteria for Proficient in Analysis of Literary Plots:

The student can:

- identify parts of the plot including.
 - character
 - conflict
 - climax
 - falling action
 - resolution
 - setting
- explain many aspects of the story's main problem.
- identify a significant event in the plot and how that event affects the whole story.
- describe the impact setting has on the plot.

Learning Progression for Competency 2: Characters in Literary Text

The student analyzes characters—their changes, relationships, and interactions.

Developing	Progressing	Proficient	Advanced
<p>Identifies the major and minor characters</p> <p>Explains the difference between character traits and feelings</p> <p>Notices what the character</p> <ul style="list-style-type: none"> • Says • Does • Thinks <p>Infers the character’s traits and feelings</p>	<p>Meets all of developing and...</p> <p>Explains relationships between major and minor characters, including how their relationship affects or is important to the story</p>	<p>Explains how interactions with other characters and events caused the character to change</p> <p>Explains how characters are complicated and can act out of character</p> <p>Interprets several less obvious character traits and feelings that reveal the complexity (positive and negative traits) of major characters</p> <p>Tracks significant changes to the main character across a text</p>	<p>Meets all of proficient and...</p> <p>Explains how their own perceptions/opinions about a text’s characters change across a text</p>

Success Criteria for Proficient in Characters in Literary Texts:

The student can:

- support each character trait with evidence.
- explain how a character has changed over time.
- explain how interactions with other character causes the change.
- explain reasoning that supports evidence and inference.

Learning Progression for Competency 3: Theme in Literary Text

The student infers the theme of literary texts.

Developing	Progressing	Proficient	Advanced
Explains a topic from the book based on story events	<p>Infers one of the book’s themes and supports their thinking with text evidence</p> <p>Explains how the theme applies to their own life</p>	<p>Infers a universal theme and supports their thinking with text evidence</p> <p>Considers events from multiple plotlines that reveal patterns in characters and plot when determining theme</p> <p>Explains how the theme can be applied to other contexts outside of the text such as to other texts or their own life</p>	<p>Infers multiple universal themes and supports their thinking with text evidence</p> <p>OR</p> <p>Recognizes a symbol’s significance in a text and the big idea it represents</p>

Success Criteria for Theme in Literary Text:

The student can:

- infer a universal theme.
- state the theme as a sentence (ex. you can find friends in unexpected places.).
- support that theme with multiple pieces of text evidence.
- explain how evidence supports the inference with reasoning.
- explain how i can use the theme in my own life.

Learning Progression for Competency 6: Response to Reading

The student discusses and writes about texts, supporting ideas with text evidence.

Developing	Progressing	Proficient	Advanced
<p>Responds using general language</p> <p>Demonstrates misconceptions about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p> <p>Rarely responds to texts</p>	<p>Retells, paraphrases, or summarizes texts</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking within the text and monitor comprehension</p> <p>Describes personal connections to a variety of texts</p> <p>Responds using academic language</p> <p>Discusses specific ideas in the text that are important to the meaning</p> <p>Finds text evidence to support responses, but has difficulty selecting the <i>best</i> evidence</p>	<p>Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking within, about, and beyond the text</p> <p>Writes responses that demonstrate understanding of texts</p> <p>Responds using academic language, including newly acquired content vocabulary</p> <p>Makes inferences and uses relevant and accurate text evidence to support responses</p> <p>Explains connections between the text evidence selected and the central idea of the response</p>	<p>All of Proficient and...</p> <p>Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> <p>Synthesizes information to create new understanding</p> <p>Effectively explains connections between well-chosen text evidence and the central idea of the response</p>

Success Criteria for Proficient in Response to Reading:

The student can:

- track thinking with a variety of thinking notes.
- use notes to write a longer response about my reading that reflects deep understanding.
- use notes to express how my thinking has changed throughout a text.
- retell, paraphrase, and summarize texts.
- use academic vocabulary in my responses.
- use words I learned while reading in my responses.
- make inferences about the text.
- support my inferences with relevant text evidence.
- explain the connections between my text evidence and my central idea (or inference).