

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	Х	Х		v
The student analyzes literary plots.	^	^		^
C2—Characters in Literary Text	V	v		v
The student analyzes characters—their changes, relationships, and interactions.	Х	Х		^
C3—Themes in Literary Text	V	Х		v
The student infers the theme of literary texts.	Х	^		^
C4—Central Idea and Details in Informational Texts		Х	Х	v
The student the author's purpose, the central idea(s), and supporting details in informational texts.		^	^	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	Х	Х
C6—Response to Reading	v	v	х	х
The student discusses and writes about texts, supporting ideas with text evidence.	Х	X	^	_ ^



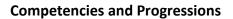
Learning Progression for Competency 1: Analysis of Literary Plots

The student analyzes literary plots.

Developing	Progressing	Proficient	Advanced
Retells the plot including:	Progressing Analyzes the plot by discussing how each part is important to the whole story including: Characters Conflict Rising action Climax Falling action Resolution	Explains the multiple aspects of story's main problem Identifies and explains significant aspects of the plot and their effect on the story Describes the impact setting has on the plot	Advanced Meets all of proficient and Recognizes the author's use of plots and subplots and explains how these work together in the story Evaluates the effectiveness of the author's plot development
Follows a text with a complex plot and multiple problems, but has difficulty explaining their relation to character change, resolution, or theme	Setting 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		

Success Criteria for Proficient in Analysis of Literary Plots:

- identify parts of the plot including.
 - character
 - conflict
 - climax
 - o falling action
 - o 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
Identifies the major and minor	Meets all of developing and	Explains how interactions with other	Meets all of proficient and
characters		characters and events caused the	
	Explains relationships between major	character to change	Explains how their own
Explains the difference between	and minor characters, including how		perceptions/opinions about a text's
character traits and feelings	their relationship affects or is	Explains how characters are	characters change across a text
	important to the story	complicated and can act out of	
Notices what the character		character	
• Says			
• Does		Interprets several less obvious	
• Thinks		character traits and feelings that	
		reveal the complexity (positive and	
Infers the character's traits and		negative traits) of major characters	
feelings			
_		Tracks significant changes to the main	
		character across a text	

Success Criteria for Proficient in Characters in Literary Texts:

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

Success Criteria for Theme in Literary Text:

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

Success Criteria for Proficient in Response to Reading:

- 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).