

4th Grade Reading and Language Arts Competencies—GP4

The purpose of this document is to clarify what students should know and be able to do in Quarter 4.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.).

Teachers will report on the competencies using the **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on each individual competency looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of "**Proficient**" meet the grade level expectation for that Competency.

Competencies	Q1	Q2	Q3	Q4
RC1—Analysis of Literary Plots				
The student analyzes the story by thinking about how the events work together in the plot.	Х	X	X	X
RC2—Characters and Theme in Literary Text	Х	Х	Х	Х
The student analyzes the relationships and interactions of characters to infer the theme of literary texts.	^	^	^	^
RC3—Central Idea and Details in Informational/Argumentative Texts				
The student infers the author's central idea/claim in informational and argumentative texts by thinking about the		X	X	X
details and text features.				
RC4 Text Structure and Author's Purpose in Informational/Argumentative Texts				
The student analyzes informational and argumentative texts by thinking about the text structures and author's			Х	Х
purpose.				
RC5—Response to Reading	Х	Х	Х	Х
The student discusses, writes, and provides text evidence to show how they comprehend text.	^	^	^	^



RC6—Analysis of Author's Craft				
The student analyzes the authors' craft choices and how they influence and communicate meaning within	Χ	Х	Χ	Х
texts.				
WC7— Purpose	V	, , , , , , , , , , , , , , , , , , ,	V	V
The student communicates meaning in their writing.	X	X	X	X
WC8—Genre & Structure				
The student's writing reflects the typical features and structures of the genre in which they write.	X	X	X	X
WC9—Details & Voice				
The student's use of details and voice enhance the meaning of their writing.	X	Х	Х	Х
WC10—Conventions				
The student uses spelling, punctuation marks and grammar conventions correctly in their writing.	X	X	X	X

Evidence can be gathered throughout the designated grading periods and can be collected through (but not limited to):

- Explicit Teach
- Guided practice
- Guided reading and small group instruction
- Independent reading and conferring
- Independent writing and conferring



Learning Progression for Reading Competency 1: Analysis of Literary Plots (GP1—GP4)

The student analyzes literary plots.

Note: At this competency, students are able to analyze plot elements using different levels of text.

Developing	Progressing	Proficient	Advanced
Identifies and sequences	Summarizes the text and includes plot	Recognizes and analyzes (breaks down)	Recognizes the author's use of
important events such as:	elements such as:	the plot and discuss how parts connect to	plots and subplots and explains
 conflict 	 sequence of events 	others:	how they work together in the
 rising action 	rising action	 sequence of events 	story
• climax	• climax	rising action	
 falling action 	 falling action 	• climax	Evaluates the effectiveness of the
resolution	 resolution 	 falling action 	author's plot development
setting		 resolution 	
	Identifies multiple problems in a story	Ex.: How does the climax connect to the	Analyzes literary plots using a
Understands the difference	(when applicable) and understands that	resolution?	more complex text
between conflict and climax	they contribute to the main problem		
		Explains the impact of the setting on the	
	Describes how a setting changes (shifts)	plot	
	Ex: Settings can shift throughout a		
	book or a chapter. How does it	Explains connections between multiple	
	shift?	causes and effects in a story (GP2—GP4)	



Learning Progression for Reading Competency 2: Characters and Theme in Literary Text (GP2-4)

The student analyzes characters, their relationships and interactions, and infers the theme of literary texts.

Developing	Progressing	Proficient	Advanced
Developing Describes the relationships between characters Identifies when characters' feelings change and can give a general reason of what caused the changes	Explains relationships between major and minor characters such as: • including how their relationship affects or is important to the story Explains how a character's feelings change and the events that cause the	Identifies and interprets several less obvious character traits and feelings that reveal a character's complexity such as but not limited to: • showing the traits, thoughts, or feelings that contradicts • showing both positive and negative sides of the character's personality	Advanced Recognizes and can explain multiple sides of the character and how the character connects to the theme
	changes	Understands that characters are complicated and do not always act the same way Identifies how characters change across the story Explains how interactions with other characters and events caused the character to change	



Developing	Progressing	Proficient	Advanced
Infers the topic of a story and supports their thinking with text evidence	Names a lesson the character learned in book specific language and supports their thinking with text evidence	Articulates the difference between topic and theme Infers the book's universal themes related to the main events of the plot <i>and</i> how character's change and supports their thinking with text evidence	Infers the book's universal theme with a deeper, more complex text and explains how the theme applies to real life using text evidence Connects universal theme of books to other texts that have
Identifies general characteristics of poetry	Explains characteristics and structures of poetry	Explains purpose of characteristics and structure of poetry such as but not limited to: • Ex: The purpose of the stanza is to • Ex: Explains figurative language that the poet uses to	heen read using text evidence Analyzes purposes of characteristics and structures of poetry at a more complex level



Learning Progression for Reading Competency 3: Central Idea and Details in Informational/Argumentative Texts (GP2—GP4)

The student infers the author's central idea/claim in informational and argumentative texts by thinking about the details and text features.

Developing	Progressing	Proficient	Advanced
Retells the central idea(s)	Explains details and infers to determine	Synthesizes all details from pictures and	Supports a central idea/claim with
stated in the text	the central idea/claim of an entire text	words in the text to state a complex central	several key details from many
	Ex: Supports a central idea with	idea/claim, using original language.	pages, sections, or chapters.
Paraphrases the central	several key details from	 Ex: Supports a central idea/claim 	
idea/claim and most	different pages or sections	with several key details from	Connects complex details to
supporting details	using words, pictures, and text	different pages or sections using	complex central ideas/claims.
	features	words, pictures, and text features.	
Uses details to determine			
the central idea/claim of a	Retells and paraphrases the central	Summarizes the central idea(s)/claim and	
page or section	idea/claim of a page or section	most supporting details	
	Articulates the connection between details and central idea/claim	Explains how the central idea/claim relates to author's purpose.	



Developing	Progressing	Proficient	Advanced
Identifies text features and explain how text features help readers locate and gain	Identifies general information from text features	Identifies additional information from text features and explains how they connect to and/or support a topic or central idea	Explains how text features enhances understanding of a text
information	Explains how a text feature works	Explains how the author uses text features to achieve a specific purpose such as: • Pronunciation guides • Diagrams • Sections, tables, graphs • Bullets and numbers	
		Explains how multiple text features work together to achieve a specific purpose	

Learning Progressions for Reading Competency 4: Text Structure and Author's Purpose in Informational/Argumentative Texts (GP3-GP4)

The student analyzes informational and argumentative texts by thinking about the text structures and author's purpose.

Developing	Progressing	Proficient	Advanced
Developing	1 1081 0331118	Troncicit	Advanced



Recognizes structures of informational text

Identifies the text's structure

Uses the text structure to organize thinking and learn about a topic

 Ex: In an informational article about the solar system, the author may use a structure that compares the Sun, Earth and Mars to organize ideas (pulled from TEKS guide).

Discusses a general idea of how text structure contributes to the author's purpose/central idea

Identifies when the text structure changes:

 Ex: When a structure goes from compare and contrast to cause and effect

Uses the varying text structures to organize thinking and learn about a topic:

 Ex: In an informational article about the solar system, the author may use a structure to organize their thinking to learn about the Sun, Earth and Mars to organize ideas (adapted from TEKS guide).

Explains how text features *and* text structure contributes to the author's purpose/central idea/claim

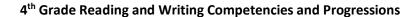
Critiques the author's use of text structures and how it contributes to the author's purpose/central idea

Synthesizes text features and text structures and how it contributes to the author's purpose/central idea/claim

Learning Progressions for Reading Competency 5: Response to Reading (GP1-GP4)

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

** This competency can be assessed in conjunction with other competencies. **





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

Learning Progressions for Reading Competency 6: Analysis of Author's Craft (GP1—GP4)

The student analyzes the authors' craft choices and how they influence and communicate meaning within texts.

^{**}Note: This competency should be used in conjunction with other competencies.



Developing	Progressing	Proficient	Advanced
Discusses author's purpose and	States a general reason of the author's	Infers the author's purpose and message	Evaluating the effectiveness
message	purpose and message	within a text supporting it with text evidence	of the author's use of craft
Identifies craft choices such as: • text structure • print features • graphic features Notices descriptive, figurative, or interesting language	Explains how text structure contributes to the text with some prompting Makes general explanations of the use of print and graphic features Identifies some descriptive, figurative, or interesting language but is confused about its purpose Identifies some uses of punctuation but is confused with its purpose	Explains how the use of text structure contributes to the author's purpose within the text Analyzes the use of print and graphic features are used to achieve specific purposes Notices and explains author's purpose for descriptive, figurative, or interesting language to communicate meaning or mood within the text Notices and discusses interesting uses of punctuation to communicate meaning Discusses how language contributes to the overall voice of the text	

Learning Progression for Writing Competency 7: Purpose (GP1—GP4)

The student communicates meaning in their writing.

^{**} This progression is partially assessed through writing conferences asking questions such as:



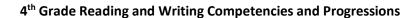
- What are you going to say about your topic?
- What are you trying to say? What point are you trying to make?

Developing	Progressing	Proficient	Advanced
Uses the writing process	Uses the writing process	Uses the writing process	Uses knowledge of the genre chosen
		 Prewrite, draft, revise, publish to ensure that 	to help convey meaning
Unclear about the	Chooses a purpose for writing,	purpose is clearly communicated	
meaning they want to	keeping their audience in mind		Includes features and elements in
communicate		Chooses a message to share as their purpose with	their writing found at a more complex
	Knows what they want to say	others	level of the Literacy Continuum.
Unclear about their	about their topic, but they have		
audience	not communicated their	Explains their message to others	Refer to the writing process section –
	meaning in the writing		Purpose and Audience to select goals
		Communicates meaning in their writing.	for students
	Has identified their audience		
	but has not made any decisions	Meaning influences other decisions they make in	
	in their writing based on their	composing their writing	
	audience		
		Identifies an audience for their writing	
		Purposefully includes decisions in their writing for	
		identified audience	

Learning Progression for Writing Competency 8: Genre & Structure (GP2—GP4)

The student's writing reflects the typical features and structures of the genre in which they write.

	Developing	Progressing	Proficient	Advanced
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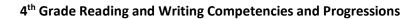


Personal Narrative:	Personal Narrative:	Personal Narrative:	Personal Narrative:
Uses the writing process	Uses the writing process	Uses the writing process	Stays focused on the moment
		 Conflict* (internal and external) Showed what happened to (and in) the character(s) and the relationships they have Uses transitions effectively All parts of the student's writing help develop meaning Includes an: Introduction that hooks the reader's attention Conclusion that completes the story 	

writes more about significant moments*



Poetry:	Poetry:	Poetry:	Poetry:
Uses the writing process	Uses the writing process	Uses the writing process	Analyzes patterns in mentor
Chooses a form/layout that doesn't achieve the purpose	Has some typical features of the genre of poetry such as (but not limited to): • Line and line breaks • Stanzas • White space • Rhyme and rhyme scheme • Figurative language • Imagery Chooses a form/layout that might require prompting or additional information from student	Has the typical features of the genre of poetry (but not limited to): Line and line breaks Stanzas White space Rhyme and rhyme scheme Figurative language Imagery Chooses and follows a form/layout that helps to achieve the purpose Stays focused on poem and theme that is being conveyed	texts and tries them out in their writing Purposefully chooses a form to achieve purpose





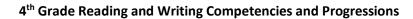
The student's writing reflects the typical features and structures of the genre in which they write.

Developing	Progressing	Proficient	Advanced
Informational/Argumentative: Uses the writing process Loses focus on a topic/claim Includes • supporting details/facts print and graphic features	Informational/Argumentative: Uses the writing process Stays focused on a topic/claim, attempting a central idea/claim Includes • supporting details/facts • interesting word choice • print and graphic features	Informational/Argumentative: Uses the writing process stays focused on a central idea/claim such as (but not limited to): • specific and relevant details/facts that support central idea/claim • word choice that helps the reader visualize • print and graphic features that contributes to the author's purpose • opinions and views of the writer*	Informational/Argumentative: Studies organizational patterns in mentor texts and tries them out in their writing Categorizes information from multiple texts into subtopics includes: Introduction Conclusion Opinions and views of the writer* For argumentative*
Uses a general organizational structure in writing	Chooses an organizational structure for the purpose of writing	Chooses a(n) organizational structure(s) that fits the purpose of the writing: • Gives information about the topic in a series of sections that are organized	Uses multiple text structures within a text and connects it to the author's purpose



The student's use of details and voice enhance the meaning of their writing.

Developing	Progressing	Proficient	Advanced
Personal Narrative:	Personal Narrative:	Personal Narrative:	Personal Narrative:
Contains few details	Includes general details	Includes details in their piece that help develop	Includes specific, relevant details
		meaning and support the idea or purpose	in their piece that enhance idea or
Lists details Uses some punctuation	Uses general and repetitive words Writes using a few genre-specific details and examples such as: Dialogue Character's thoughts, feelings, and actions Description of character(s) Description of setting Uses similar sentence structure in sentence after sentence	Writes with a range of genre-specific details and examples: Dialogue Character's thoughts, feelings, and actions Description of characters Description of setting Includes craft techniques in their writing to enhance details Details may create imagery at times Embeds and connects details in their sentences effectively Uses a variety of descriptive words to develop meaning Uses a variety of punctuation to support voice. Possible punctuation includes: ellipse dash I!! or ?!?! - Repetition of punctuation marks Uses language and punctuation that illustrates their voice	Details may create imagery at times through a variety of ways including figurative language and sensory details Word choice is purposeful and precise in their details





Poetry:	Poetry:	Poetry:	Poetry:
Writes with few genrespecific details and examples. May consist of: Rhyme Alliteration Lists details Uses some punctuation	Writes with few genre-specific details and examples. May consist of: • Rhyme and rhyme scheme • Figurative language • Imagery • Alliteration Uses general words Relies on the same sentence	Writes with a range of genre-specific details and examples: Rhyme and rhyme scheme Figurative language Imagery Alliteration Details may create imagery at times	Includes specific, relevant details in their piece that enhance idea or purpose Details may create imagery at times through a variety of ways including figurative language and sensory details
Directly imitates mentor texts • Example: Mentor text is about a dog, and student wrote about a duck using the exact same structure	Gives voice by specific word choice Uses punctuation to support their voice Attempts craft techniques in their writing	Gives voice by including craft techniques that align with their purpose such as: Specific word choice Chooses punctuation to support voice such as:	Word choice is purposeful and precise in their details Analyze and fluidly incorporates craft techniques from texts that haven't been explicitly taught to enhance their writing





Informational/Argumentati	Informational/Argumentatives	Informational/Argumentation	Informational/Argumentatives
Informational/Argumentati	Informational/Argumentative:	Informational/Argumentative:	Informational/Argumentative:
ve:	Includes some genre specific details	Includes details in their piece that help develop	Includes specific, relevant details
Lists few general details	and examples such as:	meaning and support the idea or purpose	in their piece that enhance idea or purpose
Uses some punctuation	Uses general words	Writes with a range of genre-specific details	
		and examples such as:	Details may create imagery at
	Relies on the same sentence	Facts	times through a variety of ways
	structure	Details	including figurative language and
		Examples	sensory details
		Anecdotes	
		Quotes from experts	Word choice is purposeful and
		• Statistics	precise in their details
Directly imitates mentor	Gives voice by including some craft	Gives voice by including craft techniques that	Word choice is purposeful and
texts	techniques such as:	align with their purpose such as:	precise in their details
 Copies facts from 	 Variety of sentence 	 Figurative language 	
text (verbatim)	structures	 by using a variety of sentence 	Analyze and fluidly incorporates
	 Retelling facts that have been 	structures	craft techniques from texts that
	read and gathered	 using authority (example: a student 	haven't been explicitly taught to
		who is writing about sharks sounds like	enhance their writing
		they know what they are talking about)	
		 their voice sounds passionate, 	Creates anticipation and interest
		exciting, knowledgeable about	where the reader wants to know
		the topic	more about the topic
		· ·	



Learning Progression for Writing Competency 10: Conventions (GP1—GP4)

The student uses spelling, punctuation marks and grammar conventions correctly in their writing.

Developing	Progressing	Proficient	Advanced
Edits using available resources to	Edits using available resources to	Drafts using correct conventions	Reflects on past convention errors and
correct some errors	correct most errors	and uses available resources and	does not make the same mistakes
		mentors to correct errors	
			Explains how the edits improve the
			writing

The student can:

All quarters

- draft using correct conventions
- reread writing
- use available resources and mentors to correct errors (ex. checklists, mentors, dictionaries, etc.)

First Quarter

- use complete simple sentences with subject-verb agreement
- Use nouns in writing: singular and plural
- Use coordinating conjunctions to form compound subjects and predicates

Second Quarter

- check the verbs in their writing to make sure they sound right
- use and to make pairs of ideas or subjects in their writing, or to show choices in their writing and but to show differences in their writing
- use a comma and an *and* to join two sentences in their writing, *but* to join two contrasting (different) sentences in their writing, a comma and *so* to join two sentences with a cause/effect relationship in their writing
- use a comma and or to join sentences with choices in their writing
- open and close words spoken aloud with quotation marks in their writing
- set off dialogue tags with punctuation in their writing, placing end punctuation inside quotation marks
- capitalize proper nouns to show names of people, places and things in their writing
- use prepositions to tell where, when, and which one in their writing
- use pronouns in their writing to substitute for nouns
- use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence



Developing	Progressing	Proficient	Advanced
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Third Quarter

- capitalize proper nouns to show names of people, places and things in their writing
- use prepositions to tell where, when, and which one in their writing
- use pronouns in their writing to substitute for nouns
- use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence
- compare two things in their writing using –er or more
- compare three or more things in their writing using –est or most
- use adverbs to show how something happens and how often in their writing
- use apostrophes to show either ownership or contraction in their writing
- combine or compose complex sentences in their writing with correct punctuation

Fourth Quarter

- use complete compound sentences with subject-verb agreement
- use a comma and an *and* to join two sentences in their writing, *but* to join two contrasting (different) sentences in their writing, a comma and *so* to join two sentences with a cause/effect relationship in their writing
- use a comma and or to join sentences with choices in their writing
- capitalize proper nouns to show names of people, places and things in their writing
- use prepositions to tell where, when, and which one in their writing
- use pronouns in their writing to substitute for nouns
- use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence