

4th Grade Reading and Language Arts Competencies—GP1

TEKS	Competencies	GP1	GP2	GP3	GP4
4.8C, 4.8D	RC1—Analysis of Literary Plots				
	The student analyzes the story by thinking about how the events work together in the plot.	Х	Х	Х	Х
4.8A, 4.8B, 4.6F	RC2—Characters and Theme in Literary Text				
	The student analyzes the relationships and interactions of characters to infer the theme of literary texts.	Х	Х	Х	Х
4.9Di-Diii, 4.9Ei-Eiii, 4.6F	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 details and text features.		Х	Х	Х
4.10A, 4.9Diii	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 purpose.			х	х
4.7A, 4.7B, 4.7C, 4.7D, 4.7E,	RC5—Response to Reading				
4.7F, 4.7G, 4.6F	The student discusses, writes, and provides text evidence to show how they comprehend text.	Χ	Х	Х	Х
4.10A-F, 4.10G	RC6—Analysis of Author's Craft				
	The student analyzes the authors' craft choices and how they influence and communicate meaning within texts.	Х	Х	Х	Х
4.10A, 4.11A	WC7— Purpose	V	V		
	The student communicates meaning in their writing.	Х	Х	Х	X
4.11A, 4.11B(i), 4.12A, 4.8A,	WC8—Genre & Structure				
4.8B, 4.8C, 4.8D, 4.12A, 3.12B,	The student's writing reflects the typical features and structures of the genre in which				
3.12C, 4.10C, 4.10E, 4.10F,	they write.	Х	Х	Х	Х
4.9Di, 4.9Dii, 4.9Diii, 4.9Ei,					
4.9Eii, 4.9Eiii, 4.10B					

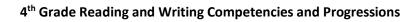


4th Grade Reading and Writing Competencies and Progressions

, , , , ,	WC9—Details & Voice The student's use of details and voice enhance the meaning of their writing.	Х	х	х	Х
4.11D(iii), 4.11D (iv), 4.11D(v),	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





The student analyzes literary plots.

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

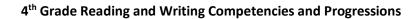
Developing	Progressing	Proficient	Advanced
Identifies and sequences	Summarizes the text and includes plot	Recognizes and analyzes (breaks down)	Recognizes the author's use of
important events such as:	elements such as:	the plot and discuss how parts connect to	plots and subplots and explains
 conflict 	 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)	





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

Developing	Progressing	Proficient	Advanced
Describes the relationships between characters	Explains a general relationship between major and minor characters • Ex: How does the major character interact with the minor character?	Explains relationships between major and minor characters • Ex: How does this major character impact this minor character? How does this minor character impact this major character?	Identifies and interprets several less obvious character traits and feelings that reveal a character's complexity such as: • showing the traits, thoughts, or feelings that contradicts or showing both positive and negative sides of the character's personality Explains major and minor characters relationships and how
			it affects or is important to the story

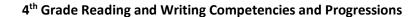




The student discusses and writes about texts, supporting ideas with text evidence.

^{**} 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	





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.

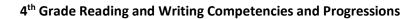
Developing	Progressing	Proficient	Advanced
Discusses author's purpose and	States a general reason of the author's	Infers the author's purpose and message	Evaluating the effectiveness
message	purpose and message	within a text supporting it with text evidence	of the author's use of craft
Identifies craft 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	



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	





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

Developing	Progressing	Proficient	Advanced
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 in
Follows a basic narrative plot structure including (but may lose focus): Beginning	Attempts to stay focused on the moment in time Follows a general narrative	Stays focused on the moment in time Focuses on one or more scenes which are ordered in time/sequential order Understands and follows a narrative plot structure	Attempts to build tension or suspense for the reader
MiddleEnd	plot structure including:	 including (but not limited to): Setting Problem Series of Events: Conflict is introduced, rising action is leading the climax, etc. Resolution of Problem Conflict* (internal and external) Uses transitions effectively	
		 Includes an: Introduction that hooks the reader's attention Conclusion that completes the story writes more about significant moments* 	



4th Grade Reading and Writing Competencies and Progressions

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



Learning Progression for Writing Competency 3: Details & Voice (GP1)

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

Personal Narrative:Personal Narrative:Personal Narrative:Personal Narrative:Contains few detailsIncludes general detailsIncludes details in their piece that help developIncludes specific, release	
Uses words that are general and repetitive Uses similar sentence structures in sentence after sentence Uses some descriptive words to develop meaning Uses punctuation to support voice such as (but not limited to): • ellipse • dash	nagery at times ways including and sensory



Learning Progression for Writing Competency 4: 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



4th Grade Reading and Writing Competencies and Progressions

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