4th Grade Reading and Language Arts Competencies—GP2

The purpose of this document is to clarify what students should know and be able to do each quarter (GP).
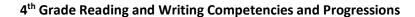
TEKS	Competencies	GP1	GP2	GP3	GP4
4.8C, 4.8D	**RC1—Analysis of Literary Plots** The student analyzes the story by thinking about how the events work together in the plot.	X	X	X	X
4.8A, 4.8B, 4.6F	**RC2—Characters and Theme in Literary Text** The student analyzes the relationships and interactions of characters to infer the theme of literary texts.	X	X	X	X
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.		X	X	X
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.			X	X
4.7A, 4.7B, 4.7C, 4.7D, 4.7E, 4.7F, 4.7G, 4.6F	**RC5—Response to Reading** The student discusses, writes, and provides text evidence to show how they comprehend text.	X	X	X	X
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.	X	X	X	X
4.10A, 4.11A	**WC7— Purpose** The student communicates meaning in their writing.	X	X	X	X
4.11A, 4.11B(i), 4.12A, 4.8A, 4.8B, 4.8C, 4.8D, 4.12A, 3.12B, 3.12C, 4.10C, 4.10E, 4.10F, 4.9Di, 4.9Dii, 4.9Diii, 4.9Ei, 4.9Eii, 4.9Eiii, 4.10B	**WC8—Genre & Structure** The student's writing reflects the typical features and structures of the genre in which they write.	X	X	X	X

4.11B(ii), 4.11C, 4.10C, 4.10D, 4.10F, 4.10G	WC9—Details & Voice The student's use of details and voice enhance the meaning of their writing.	X	X	X	X
4.11D, 4.11D(i), 4.11D(ii), 4.11D(iii), 4.11D (iv), 4.11D(v), 4.11D(vi), 4.11D(vii), 4.11D (viii), 4.11D(x), 4.11D(xi)	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 important events *such as*: • conflict • rising action • climax • falling action • resolution • setting Understands the difference between conflict and climax	Summarizes the text and includes plot elements *such as*: • sequence of events • rising action • climax • falling action • resolution Identifies multiple problems in a story (when applicable) and understands that they contribute to the main problem Describes how a setting changes *(shifts)* • Ex: Settings can shift throughout a book or a chapter. How does it shift?	Recognizes and analyzes (breaks down) the plot and discuss how parts connect to others: • sequence of events • rising action • climax • falling action • resolution Ex.: How does the climax connect to the resolution? Explains the impact of the setting on the plot Explains connections between multiple causes and effects in a story **(GP2—GP4)**	Recognizes the author's use of plots and subplots and explains how they work together in the story Evaluates the effectiveness of the author's plot development Analyzes literary plots using a more complex text

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
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 changes	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 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	Recognizes and can explain multiple sides of the character and how the character connects to the theme
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 *and* 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 been read using text evidence

Developing	Progressing	Proficient	Advanced
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…	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) stated in the text Paraphrases the central idea/claim and most supporting details Uses details to determine the central idea/claim of a page or section	Explains details and infers to determine the central idea/claim of an entire text • Ex: Supports a central idea with several key details from different pages or sections using words, pictures, and text features Retells and paraphrases the central idea/claim of a page or section Articulates the connection between details and central idea/claim	Synthesizes all details from pictures and words in the text to state a complex central idea/claim, using original language. • Ex: Supports a central idea/claim with several key details from different pages or sections using words, pictures, and text features. Summarizes the central idea(s)/claim and most supporting details Explains how the central idea/claim relates to author's purpose.	Supports a central idea/claim with several key details from many pages, sections, or chapters. Connects complex details to complex central ideas/claims.
Identifies text features and explain how text features help readers locate and gain information	Identifies general information from text features Explains how a text feature works	Identifies additional information from text features *and* explains how they connect to *and/or* support a topic or central idea 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	Explains how text features enhances understanding of a text

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 language	Retells, paraphrases, or summarizes texts	Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order	Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
Demonstrates general ideas about the text	Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking in one way.	Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking in multiple ways.	Synthesizes information to create new understanding
Misrepresents ideas in the text			
Response is not connected or loosely connected to the ideas in the text	Describes personal connections to a variety of texts	Writes responses that demonstrate understanding of texts	Effectively explains connections between well-chosen text evidence and the central idea of the response
Relies solely on background knowledge rather than texts to support thinking	Responds using academic language	Responds using academic language, including newly acquired content vocabulary	
	Discusses specific ideas in the text 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 selecting the *best* evidence	Explains connections between the text 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 message Identifies craft choices *such as:* • text structure • print features • graphic features Notices descriptive, figurative, or interesting language	States a general reason of the author's purpose and message 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	Infers the author's purpose and message within a text supporting it with text evidence 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	Evaluating the effectiveness of the author's use of craft

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

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
Personal Narrative: Uses the writing process Follows a basic narrative plot structure including *(but may lose focus)*: • Beginning • Middle • End	**Personal Narrative:** Uses the writing process Attempts to stay focused on the moment in time Follows a general narrative plot structure including: • Beginning • Middle • End • Conflict • Resolution Elaborates on conflict	**Personal Narrative:** Uses the writing process 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 including *(but not limited to)*: • Introduction • Setting • Problem • Series of Events: o Conflict is introduced, rising action is leading the climax, • Resolution of Problem • Conclusion • 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	**Personal Narrative:** Stays focused on the moment in time and message Attempts to build tension or suspense for the reader

		writes more about significant moments*	
Poetry: Uses the writing process Chooses a form/layout that doesn't achieve the purpose	**Poetry:** Uses the writing process 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	**Poetry:** Uses the writing process 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	**Poetry:** Analyzes patterns in mentor texts and tries them out in their writing Purposefully chooses a form to achieve purpose

Learning Progression for Writing Competency 8: Genre & Structure (GP2—GP4)
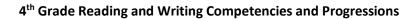The student's writing reflects the typical features and structures of the genre in which they write.

Developing	Progressing	Proficient	Advanced
Informational/Argumentative: Uses the writing process Attempts to 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* for argumentative*	**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

Learning Progression for Writing Competency 9: Details & Voice (GP2—GP4)
The student's use of details and voice enhance the meaning of their writing.

Developing	Progressing	Proficient	Advanced
Personal Narrative: Contains few details Lists details Uses some punctuation	**Personal Narrative:** Includes general details 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	**Personal Narrative:** Includes details in their piece that help develop meaning and support the idea or purpose 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 • !!! or ?!?! - Repetition of punctuation marks Uses language and punctuation that illustrates their voice	**Personal Narrative:** 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 Word choice is purposeful and precise in their details

Poetry:	Poetry:	Poetry:	Poetry:
Writes with few genre-specific 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 structure in sentence after 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:
		    ○ … - ellipse
		    ○ - - dash
		 • Uses white space and line breaks to support their voice
		
		 Places words on a page to communicate meaning by:
		 • Lines and line breaks
		 • Stanzas
		 • White space
			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/Argumentative:	Informational/Argumentative:	Informational/Argumentative:	Informational/Argumentative:
Lists few general details Uses some punctuation	Includes some genre specific details and examples *such as*: Uses general words Relies on the same sentence structure	Includes details in their piece that help develop meaning and support the idea or purpose Writes with a range of genre-specific details and examples *such as:* • Facts • Details • Examples • Anecdotes • Quotes from experts • Statistics	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 Word choice is purposeful and precise in their details
Directly imitates mentor texts • Copies facts from text (verbatim)	Gives voice by including some craft techniques *such as*: • Variety of sentence structures • Retelling facts that have been read and gathered	Gives voice by including craft techniques that align with their purpose *such as*: • Figurative language • by using a variety of sentence structures • using authority (*example*: a student who is writing about sharks sounds like **they know** what they are talking about) ○ their voice sounds passionate, exciting, knowledgeable about the topic	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 Creates anticipation and interest where the reader wants to know 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 correct some errors	Edits using available resources to correct most errors	Drafts using correct conventions and uses available resources and mentors to correct errors	Reflects on past convention errors and does not make the same mistakes 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

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