

4th Grade Language Arts Quarter 2

The purpose of this document is to clarify what students should know and be able to do each grading period.

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 **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

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

Competencies	Q 1	Q 2	Q 3	Q 4
C1—Writing Literary Texts The student uses literary characteristics and craft to compose literary texts using the writing process.	X	X		X
C2—Writing Informational Texts The student uses informational characteristics and craft to compose informational texts using the writing process.		X	X	X
C3—Edits Own Writing The student edits their own writing for grade appropriate conventions.	X	X	X	X

Learning Progression for Competency 1: Writing Literary Texts

The student uses literary characteristics and craft to compose literary texts using the writing process.

Developing	Progressing	Proficient	Advanced
<p>Uses a writing process</p> <p>Stays focused on the story</p> <p>Follows a narrative plot structure, including:</p> <ul style="list-style-type: none"> • conflict • resolution 	<p>Uses a writing process</p> <p>Explains purpose to others, keeping the reader in mind</p> <p>Stays focused on the story and their purpose</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> • introduction • rising action • climax • falling action • resolution • conclusion 	<p>Meets all of progressing criteria and...</p> <p>Chooses a message to share as their purpose</p> <p>Explains their message to others</p> <p>Elaborates on the rising action and climax</p> <p>Includes an</p> <ul style="list-style-type: none"> • introduction that gets the reader into the story quickly • conclusion that offers a sense of closure 	<p>Meets all of proficient and...</p> <p>Builds tension or suspense for the reader</p>

Success Criteria for Proficient in Writing Literary Texts:

The student can:

- use a writing process to compose a literary piece.
- select own topic to write about.
- explain purpose for writing.
- stay focused on audience and purpose.
- follow a narrative plot structure.
- choose and share a message as a purpose for writing.
- explain s message to an audience.
- elaborate on the rising action and climax in piece.
- include an introduction that gets the reader into the story quickly.
- include a conclusion that offers a sense of closure for the reader.

Learning Progression for Competency 2: Writing Informational Texts

The student uses informational characteristics and craft to compose informational texts using the writing process.

Developing	Progressing	Proficient	Advanced
<p>Uses a writing process</p> <p>Loses focus on a topic</p> <p>Includes</p> <ul style="list-style-type: none"> supporting details print and graphic features 	<p>Uses a writing process</p> <p>Stays focused on a topic, attempting a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> supporting details interesting word choice print and graphic features <p>Chooses an organizational structure</p>	<p>Uses a writing process</p> <p>Chooses a purpose for writing, keeping the reader in mind</p> <p>Stays focused on a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> specific and relevant details word choice that helps the reader visualize print and graphic features meaningful transitions <p>Chooses an organizational structure and explains why it fits their purpose best</p>	<p>Meets all of proficient and...</p> <p>Studies organizational patterns in mentor texts and tries them out in their writing</p> <p>Categorizes information from multiple texts into subtopics</p> <p>Includes an</p> <ul style="list-style-type: none"> Introduction Conclusion

Success Criteria for Proficient in Writing Informational Texts:

The student can:

- use a writing process to compose an informational piece.
- select own topic to write about.
- choose a purpose for writing, keeping the reader in mind.
- stay focused on a central idea.
- include specific and relevant details.
- include word choice that helps the reader visualize.
- include print and graphic features in writing.
- include meaningful transitions.
- choose an organizational structure and explain why it best fits the purpose.

Learning Progression for Competency 3: Edits Own Writing

The student edits their own writing for grade appropriate conventions.

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

Success Criteria for Proficient in Edits Own 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.).

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.
- use *or* to show choices in their writing.
- use *but* to show differences in their writing.
- use a comma and an *and* to join two sentences in their writing.
- use a comma and *but* to join two contrasting (different) sentences in their writing.
- use 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.