4th Grade Reading 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	Q1	Q2	Q3	Q4
C1—Analysis of Literary Plots The student analyzes literary plots.	X	X		X
C2—Characters in Literary Text The student analyzes characters—their changes, relationships, and interactions.	X	X		X
C3—Themes in Literary Text The student infers the theme of literary texts.	X	X		X
C4—Central Idea and Details in Informational Texts The student the author's purpose, the central idea(s), and supporting details in informational texts.		X	X	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	X	X
C6—Response to Reading The student discusses and writes about texts, supporting ideas with text evidence.	X	X	X	X

Learning Progression for Competency 1: Analysis of Literary Plots
The student analyzes literary plots.

Developing	Progressing	Proficient	Advanced
Retells the plot including: • Characters • Conflict • Rising action • Climax • Falling action • Resolution • Setting Follows a text with a complex plot and multiple problems, but has difficulty explaining their relation to character change, resolution, or theme	Analyzes the plot by discussing how each part is important to the whole story including: • Characters • Conflict • Rising action • Climax • Falling action • Resolution • 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	Meets all of progressing and… 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	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

Success Criteria for Proficient in Analysis of Literary Plots:

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

Success Criteria for Proficient in Characters in Literary Texts:

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

Success Criteria for Theme in Literary Text:

The student can:
- 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.
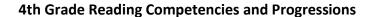- explain how i can use the theme in my own life.

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Learning Progression for Competency 4: Central Idea and Details in Informational Texts
The student the author's purpose, the central idea(s), and supporting details in informational texts.

Developing	Progressing	Proficient	Advanced
Quotes or paraphrases a sentence or heading that captures the central idea	Infers the central idea of a section or the whole text	Summarizes the central idea(s) and supporting details, leaving out unimportant things	Summarizes the central idea and related subidea(s) that capture the complexity of the topic
Retells details directly stated in the text	Infers most supporting details using pictures and words from a section or a whole text	Infers several important central ideas in a text and uses those to determine the overall central idea	Supports central idea and subidea(s) with several details from different pages or sections
	States the author's purpose using general words	States the author's purpose including the summarized central idea	States the author's purpose including the summarized central idea

Success Criteria for Proficient in Central Idea and Details in Informational Texts:

The student can:
- infer the central idea of a section.
- infer the central idea of the whole text.
- infer most supporting details using picture and words from the whole text or a section of the text.
- summarize details, leaving out unimportant things.
- summarize central idea.
- use summarized central ideas of sections to infer overall central idea.
- explain the author's purpose including the summarized central idea.

Learning Progression for Competency 5: Informational Text Features and Structures

The student analyzes informational texts by thinking about how the structure and text features reveal the author's purpose.

Developing	Progressing	Proficient	Advanced
Retells information from the text in the order it is presented without recognizing the text's structure	Identifies the structure of a section of text	Identifies the structure of an informational text and explains how the structure helps the author achieve their purpose	Identifies the multiple text structures within a text and explains why the author chose the multiple text structures to achieve their purpose
Identifies text features and explains a little about what the text feature shows them	Notices signal words to help connect details within a text and explains the relationship between complicated supporting details	Explains the new information that a text feature offers and connects that information to the main text	Evaluates how the author uses text features and the main text to convey the central idea
	Identifies text features and explains what information the text features help readers locate and gain	Explains why an author may have chosen specific text feature	

Success Criteria for Proficient in Informational Text Features and Structures:

The student can:
- explain how the structure helps the author achieve its purpose.
- explain new information that a text feature shows and connects that information to the main text.
- explain why an author may have chosen a specific text feature.
- identify text structure of a whole text or section.
- notice signal words that relate to text structure.
- explain what information the text feature helps the reader locate and gain.

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

Success Criteria for Proficient in Response to Reading:

The student can:

- 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.

Developing	Progressing	Proficient	Advanced
• explain the connections between my text evidence and my central idea (or inference).			