

## 4<sup>th</sup> Grade Reading and Language Arts Competencies—GP1

TEKS	Competencies	GP1	GP2	GP3	GP4
4.8C, 4.8D	<b>RC1—Analysis of Literary Plots</b> 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	<b>RC2—Characters and Theme in Literary Text</b> 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	<b>RC3—Central Idea and Details in Informational/Argumentative Texts</b> 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	<b>RC4-- Text Structure and Author’s Purpose in Informational/Argumentative Texts</b> 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	<b>RC5—Response to Reading</b> The student discusses, writes, and provides text evidence to show how they comprehend text.	X	X	X	X
4.10A-F, 4.10G	<b>RC6—Analysis of Author’s Craft</b> The student analyzes the authors’ craft choices and how they influence and communicate meaning within texts.	X	X	X	X
4.10A, 4.11A	<b>WC7— Purpose</b> 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	<b>WC8—Genre &amp; Structure</b> 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	<b>WC9—Details &amp; Voice</b> 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)	<b>WC10—Conventions</b> 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
<p>Identifies and sequences important events <i>such as</i>:</p> <ul style="list-style-type: none"> <li>• conflict</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> <li>• setting</li> </ul> <p>Understands the difference between conflict and climax</p>	<p>Summarizes the text and includes plot elements <i>such as</i>:</p> <ul style="list-style-type: none"> <li>• sequence of events</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> </ul> <p>Identifies multiple problems in a story (when applicable) and understands that they contribute to the main problem</p> <p>Describes how a setting changes (<i>shifts</i>)</p> <ul style="list-style-type: none"> <li>• Ex: Settings can shift throughout a book or a chapter. How does it shift?</li> </ul>	<p>Recognizes and analyzes (breaks down) the plot and discuss how parts connect to others:</p> <ul style="list-style-type: none"> <li>• sequence of events</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> </ul> <p>Ex.: How does the climax connect to the resolution?</p> <p>Explains the impact of the setting on the plot</p> <p>Explains connections between multiple causes and effects in a story <b>GP2—GP4</b></p>	<p>Recognizes the author’s use of plots and subplots and explains how they work together in the story</p> <p>Evaluates the effectiveness of the author’s plot development</p> <p>Analyzes literary plots using a more complex text</p>

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

Developing	Progressing	Proficient	Advanced
<p>Describes the relationships between characters</p>	<p>Explains a general relationship between major and minor characters</p> <ul style="list-style-type: none"> <li>Ex: How does the major character interact with the minor character?</li> </ul>	<p>Explains relationships between major and minor characters</p> <ul style="list-style-type: none"> <li>Ex: How does this major character impact this minor character? How does this minor character impact this major character?</li> </ul>	<p>Identifies and interprets several less obvious character traits and feelings that reveal a character’s complexity such as:</p> <ul style="list-style-type: none"> <li>showing the traits, thoughts, or feelings that contradicts or showing both positive and negative sides of the character’s personality</li> </ul> <p>Explains major and minor characters relationships and how it affects or is important to the story</p>

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

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
<p>Discusses author's purpose and message</p> <p>Identifies craft choices <i>such as</i>:</p> <ul style="list-style-type: none"> <li>• text structure</li> <li>• print features</li> <li>• graphic features</li> </ul> <p>Notices descriptive, figurative, or interesting language</p>	<p>States a general reason of the author's purpose and message</p> <p>Explains how text structure contributes to the text with some prompting</p> <p>Makes general explanations of the use of print and graphic features</p> <p>Identifies some descriptive, figurative, or interesting language but is confused about its purpose</p> <p>Identifies some uses of punctuation but is confused with its purpose</p>	<p>Infers the author's purpose and message within a text supporting it with text evidence</p> <p>Explains how the use of text structure contributes to the author's purpose within the text</p> <p>Analyzes the use of print and graphic features are used to achieve specific purposes</p> <p>Notices and explains author's purpose for descriptive, figurative, or interesting language to communicate meaning or mood within the text</p> <p>Notices and discusses interesting uses of punctuation to communicate meaning</p> <p>Discusses how language contributes to the overall voice of the text</p>	<p>Evaluating the effectiveness of the author's use of craft</p>

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
<p>Uses the writing process</p> <p>Unclear about the meaning they want to communicate</p> <p>Unclear about their audience</p>	<p>Uses the writing process</p> <p>Chooses a purpose for writing, keeping their audience in mind</p> <p>Knows what they want to say about their topic, but they have not communicated their meaning in the writing</p> <p>Has identified their audience but has not made any decisions in their writing based on their audience</p>	<p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Prewrite, draft, revise, publish to ensure that purpose is clearly communicated</li> </ul> <p>Chooses a message to share as their purpose with others</p> <p>Explains their message to others</p> <p>Communicates meaning in their writing.</p> <p>Meaning influences other decisions they make in composing their writing</p> <p>Identifies an audience for their writing</p> <p>Purposefully includes decisions in their writing for identified audience</p>	<p>Uses knowledge of the genre chosen to help convey meaning</p> <p>Includes features and elements in their writing found at a more complex level of the Literacy Continuum.</p> <p><i>Refer to the writing process section – Purpose and Audience to select goals for students</i></p>

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

Developing	Progressing	Proficient	Advanced
<p><b>Personal Narrative:</b> Uses the writing process</p> <p>Follows a basic narrative plot structure including (<i>but may lose focus</i>):</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> </ul>	<p><b>Personal Narrative:</b> Uses the writing process</p> <p>Attempts to stay focused on the moment in time</p> <p>Follows a general narrative plot structure including:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Conflict</li> <li>• Resolution</li> </ul> <p>Elaborates on conflict</p>	<p><b>Personal Narrative:</b> Uses the writing process</p> <p>Stays focused on the moment in time</p> <p>Focuses on one or more scenes which are ordered in time/sequential order</p> <p>Understands and follows a narrative plot structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Problem</li> <li>• Series of Events:               <ul style="list-style-type: none"> <li>○ Conflict is introduced, rising action is leading the climax, etc.</li> </ul> </li> <li>• Resolution of Problem</li> <li>• Conflict* (internal and external)</li> </ul> <p>Uses transitions effectively</p> <p>Includes an:</p> <ul style="list-style-type: none"> <li>• Introduction that hooks the reader’s attention</li> <li>• Conclusion that completes the story</li> </ul> <p>writes more about significant moments*</p>	<p><b>Personal Narrative:</b> Stays focused on the moment in time and message</p> <p>Attempts to build tension or suspense for the reader</p>



<p><b>Poetry:</b> Uses the writing process</p> <p>Chooses a form/layout that doesn't achieve the purpose</p>	<p><b>Poetry:</b> Uses the writing process</p> <p>Has some typical features of the genre of poetry such as (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> <li>• Line and line breaks</li> <li>• Stanzas</li> <li>• White space</li> <li>• Rhyme and rhyme scheme</li> <li>• Figurative language</li> <li>• Imagery</li> </ul> <p>Chooses a form/layout that might require prompting or additional information from student</p>	<p><b>Poetry:</b> Uses the writing process</p> <p>Has the typical features of the genre of poetry (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> <li>• Line and line breaks</li> <li>• Stanzas</li> <li>• White space</li> <li>• Rhyme and rhyme scheme</li> <li>• Figurative language</li> <li>• Imagery</li> </ul> <p>Chooses and follows a form/layout that helps to achieve the purpose</p> <p>Stays focused on poem and theme that is being conveyed</p>	<p><b>Poetry:</b> Analyzes patterns in mentor texts and tries them out in their writing</p> <p>Purposefully chooses a form to achieve purpose</p>
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**Learning Progression for Writing Competency 3: Details & Voice (GP1)**

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

Developing	Progressing	Proficient	Advanced
<p><b>Personal Narrative:</b> Contains few details</p> <p>Lists details</p> <p>Uses few punctuation</p>	<p><b>Personal Narrative:</b> Includes general details</p> <p>Uses words that are general and repetitive</p> <p>Uses similar sentence structures in sentence after sentence</p>	<p><b>Personal Narrative:</b> Includes details in their piece that help develop meaning and support the idea or purpose</p> <p>Writes with a range of genre-specific details and examples:</p> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Character’s thoughts, feelings, and actions</li> <li>• Description of characters</li> <li>• Description of setting</li> </ul> <p>Details may create imagery at times</p> <p>Uses some descriptive words to develop meaning</p> <p>Uses punctuation to support voice such as <i>(but not limited to)</i>:</p> <ul style="list-style-type: none"> <li>• ... - ellipse</li> <li>• -- dash</li> <li>• !!! or ?!?! - Repetition of punctuation marks</li> </ul> <p>Gives voice to their writing by using a variety of sentence structures</p>	<p><b>Personal Narrative:</b> Includes specific, relevant details in their piece that enhance idea or purpose</p> <p>Details may create imagery at times through a variety of ways including figurative language and sensory details</p> <p>Word choice is purposeful and precise in their details</p>

**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 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
<p><b>The student can:</b></p> <p>All quarters</p> <ul style="list-style-type: none"> <li>• draft using correct conventions</li> <li>• reread writing</li> <li>• use available resources and mentors to correct errors (ex. checklists, mentors, dictionaries, etc.)</li> </ul> <p>First Quarter</p> <ul style="list-style-type: none"> <li>• use complete simple sentences with subject-verb agreement</li> <li>• Use nouns in writing: singular and plural</li> <li>• Use coordinating conjunctions to form compound subjects and predicates</li> </ul> <p>Second Quarter</p> <ul style="list-style-type: none"> <li>• check the verbs in their writing to make sure they sound right</li> <li>• use <i>and</i> to make pairs of ideas or subjects in their writing, <i>or</i> to show choices in their writing and <i>but</i> to show differences in their writing</li> <li>• use a comma and an <i>and</i> to join two sentences in their writing, <i>but</i> to join two contrasting (different) sentences in their writing, a comma and <i>so</i> to join two sentences with a cause/effect relationship in their writing</li> <li>• use a comma and <i>or</i> to join sentences with choices in their writing</li> <li>• open and close words spoken aloud with quotation marks in their writing</li> <li>• set off dialogue tags with punctuation in their writing, placing end punctuation inside quotation marks</li> <li>• capitalize proper nouns to show names of people, places and things in their writing</li> <li>• use prepositions to tell where, when, and which one in their writing</li> <li>• use pronouns in their writing to substitute for nouns</li> <li>• use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence</li> </ul>			

Developing	Progressing	Proficient	Advanced
<p>Third Quarter</p> <ul style="list-style-type: none"> <li>• capitalize proper nouns to show names of people, places and things in their writing</li> <li>• use prepositions to tell where, when, and which one in their writing</li> <li>• use pronouns in their writing to substitute for nouns</li> <li>• use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence</li> <li>• compare two things in their writing using –er or more</li> <li>• compare three or more things in their writing using –est or most</li> <li>• use adverbs to show how something happens and how often in their writing</li> <li>• use apostrophes to show either ownership or contraction in their writing</li> <li>• combine or compose complex sentences in their writing with correct punctuation</li> </ul> <p>Fourth Quarter</p> <ul style="list-style-type: none"> <li>• use complete compound sentences with subject-verb agreement</li> <li>• use a comma and an <i>and</i> to join two sentences in their writing, <i>but</i> to join two contrasting (different) sentences in their writing, a comma and <i>so</i> to join two sentences with a cause/effect relationship in their writing</li> <li>• use a comma and <i>or</i> to join sentences with choices in their writing</li> <li>• capitalize proper nouns to show names of people, places and things in their writing</li> <li>• use prepositions to tell where, when, and which one in their writing</li> <li>• use pronouns in their writing to substitute for nouns</li> <li>• use a reflexive pronoun in their writing when the subject of their sentence refers to itself in the same sentence</li> </ul>			