

lead4ward Teacher Learning Report – Reading

Description: This report provides data for select Instructional Components and Subclusters with aligned Student Expectations (SEs). Teacher Learning Reports in Reading closely follow the structure of the lead4ward TEKS Snapshots and help identify specific parts of the curriculum where students (and/or teachers) may need support and enhances data analysis for instructional planning.

Instructional Component:

- Primary and connected Knowledge & Skills noted
- Data is not aggregated at the Instructional Component level; rather, it provides structure for analyzing data by subcluster

Checkpoints:

- One or more assessments may be selected for each Checkpoint

Teacher Learning Report: Grade 4 Reading

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

- 4.3 **Vocabulary.** The student uses newly acquired vocabulary expressively.
- 4.4 **Fluency.** The student reads grade-level text with fluency and comprehension.
- 4.6 **Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process					
4.4 read grade-level text with fluency and comprehension; determine meaning of words	4.3(B)* use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words				
	4.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text				
	4.6(A) establish purpose for reading assigned and self-selected texts				
4.6 use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information				
	4.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures				
	4.6(D) create mental images to deepen understanding				
	4.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down				

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Tools to Know: Comprehension					
4.6 use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(E)* make connections to personal experiences, ideas in other texts, and society				
	4.6(F)* make inferences and use evidence to support understanding				
	4.6(G) evaluate details read to determine key ideas				
	4.6(H) synthesize information to create new understanding				

* Eligible for assessment on STAAR

Application statements:

- Represent the end-goal – what to look and/or listen for

Subclusters

- communicate instructional focus
- data includes aggregate of associated SEs