

TCAP Achievement, Grade 4, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators

Language	
SPI#	State Performance Indicator
0401.1.1	Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.
0401.1.2	Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.
0401.1.3	Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.
0401.1.4	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.
0401.1.5	Select the best way to correct incomplete sentences within context.
0401.1.6	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.
0401.1.7	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, its/it's).
0401.1.8	Identify correctly or incorrectly spelled words in context.
0401.1.9	Choose the correct formation of plurals, contractions, and possessives within context.
0401.1.10	Choose the correct use of quotation marks and commas in direct quotations.
0401.1.11	Identify sentences with correct subject-verb agreement (person and number).
0401.1.15	Identify grade level compound words, contractions, and common abbreviations within context.
Vocabulary	
SPI#	State Performance Indicator
0401.1.12	Select appropriate antonyms, synonyms, and homonyms within context.
0401.1.13	Recognize and use grade appropriate vocabulary within context.
0401.1.14	Use prefixes, suffixes, and root words as aids in determining meaning within context.
0401.1.16	Determine the meaning of unfamiliar words using context clues, dictionaries, and glossaries.
Writing and Research	
SPI#	State Performance Indicator
0401.3.1	Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).
0401.3.2	Identify the audience for which a text is written.
0401.3.3	Choose a topic sentence for a paragraph.
0401.3.4	Select details that support a topic sentence.
0401.3.5	Rearrange sentences to form a sequential, coherent paragraph.
0401.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
0401.3.7	Identify sentences irrelevant to a paragraph's theme or flow.
0401.3.8	Select appropriate time-order or transitional words to enhance the flow of a writing sample.
0401.3.9	Select an appropriate title that reflects the topic of a written selection.
0401.3.10	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
0401.4.1	Select appropriate sources from which to gather information on a given topic.
0401.4.2	Rank the reliability of sources on a given topic.
0401.4.3	Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.
0401.4.4	Differentiate among the kinds of information available in a variety of reference materials (i.e., dictionary, thesaurus, atlas, encyclopedia).
Communication and Media	
SPI#	State Performance Indicator
0401.2.1	Identify the main idea and supporting points of a speech.
0401.2.2	Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.
0401.2.3	Select the best summary of a speech.
0401.7.1	Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.
0401.7.2	Identify the main idea in a visual image.
0401.7.3	Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).
0401.7.4	From a list of media, identify the medium that is available to you that was probably not available to previous generations.

**TCAP Achievement, Grade 4, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators**

Logic	
SPI#	State Performance Indicator
0401.5.1	Locate information to support opinions, predictions, and conclusions.
0401.5.2	Recognize cause-effect relationships within context.
0401.5.3	Distinguish between fact/opinion and reality/fantasy.
0401.5.4	Choose a logical word to complete an analogy using synonyms and antonyms.
0401.5.5	Make inferences and draw appropriate conclusions from text.
0401.5.6	Indicate the sequence of events in text.
Informational Text	
SPI#	State Performance Indicator
0401.6.1	Select questions used to focus and clarify thinking before, during, and after reading text.
0401.6.2	Identify the stated main idea and supporting details in text.
0401.6.3	Use table of contents, title page, and glossary to locate information.
0401.6.4	Use headings, graphics, and captions to make meaning from text.
0401.6.5	Interpret information using a chart, map, or timeline.
0401.6.6	Use available text features (e.g., graphics and illustrations) to make meaning from text.
0401.6.7	Arrange instructions in sequential order
Literature	
SPI#	State Performance Indicator
0401.8.1	Recognize plot features of fairy tales, folk tales, fables, and myths.
0401.8.2	Identify characters, setting, and plot in a passage.
0401.8.3	Determine the problem in a story and recognize its solution.
0401.8.4	Make appropriate predictions about text.
0401.8.5	Identify the forms of text (e.g., poems, drama, fiction, nonfiction).
0401.8.6	Identify and interpret similes and metaphors.
0401.8.7	Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).
0401.8.8	Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).