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ELAR TEKS
Side-by-Sides

FOR TEACHERS

ELEMENTARY

ELAR TEKS
Side-by-Sides

FOR TEACHERS

GRADE 4

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The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
Strand 1 - Developing and Sustaining Foundational Language Skills	
4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
	Listening and Speaking/Speaking Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
	Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.
4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	
4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.
4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	Reading/Fluency Students read grade-level text with fluency and comprehension.
4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading.
Strand 2 - Comprehension Skills	
4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	4.Fig.19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.
Strand 3 - Response Skills	
4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	

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New 2017	Current 2008
Strand 4 - Multiple Genres	
4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
	Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
	Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Persuasive Text Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.

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New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Persuasive Text Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.
	Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

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New 2017	Current 2008
Strand 6 - Composition	
4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
	Oral and Written Conventions/Spelling Students spell correctly.
	Oral and Written Conventions/Spelling Students spell correctly.
4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	Writing Students write about their own experiences.
	Writing/Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
	Writing/Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
Strand 7 - Inquiry and Research	
4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
	Research/Gathering Sources Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information.
	Research/Organizing and Presenting Ideas Students organize and present their ideas and information according to the purpose of the research and their audience.

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The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	4.27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments		
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	4.27(B) follow, restate, and give oral instructions that involve a series of related sequences of action		
	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	4.28(A) express an opinion about the topic under supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively		
	4.1(D) work collaboratively with others to develop a plan of shared responsibilities	4.29(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	**Changed** • participate to work	**Removed** • posing and answering questions **Added** • plan of responsibilities

4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
new	4.2(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals			

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104

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4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
⬆	4.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables			This student expectation moved to grade 4 from grade 3.
new	4.2(A) demonstrate and apply phonetic knowledge by: (iii) decoding words using advanced knowledge of syllable division patterns such as VV			
⬆	4.2(A) demonstrate and apply phonetic knowledge by: (iv) decoding words using knowledge of prefixes			This student expectation moved to grade 4 from grade 3.
⬆	4.2(A) demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants			This student expectation moved to grade 4 from grade 3.
⬆	4.2(A) demonstrate and apply phonetic knowledge by: (vi) identifying and reading high-frequency words from a research-based list			This student expectation moved to grade 4 from grade 2.
⬆	4.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables			This student expectation moved to grade 4 from grade 2 and 3.

Grade 4

4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.2(B) demonstrate and apply spelling knowledge by: (ii) spelling homophones	**4.22(C) READINESS STANDARD** spell commonly used homophones (e.g., there, they're, their; two, too, to)		
new	4.2(B) demonstrate and apply spelling knowledge by: (iii) spelling multisyllabic words with multiple sound-spelling patterns			
new	4.2(B) demonstrate and apply spelling knowledge by: (iv) spelling words using advanced knowledge of syllable division patterns			
	4.2(B) demonstrate and apply spelling knowledge by: (v) spelling words using knowledge of prefixes	**4.22(B) SUPPORTING STANDARD** spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-)		
	4.2(B) demonstrate and apply spelling knowledge by: (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	**4.22(B) SUPPORTING STANDARD** spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-)		**Note** Dropping final e, changing y to I, and doubling final consonants moved to grade 3 from grade 4.
	4.2(C) write legibly in cursive to complete assignments	4.21(A) write legibly by selecting cursive script or manuscript printing as appropriate		**Removed** • manuscript **Added** • assignments

4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation	**4.2(E) READINESS STANDARD** use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words		**Removed** • resource specificity **Added** • print • digital

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106

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4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	**4.2(B) READINESS STANDARD** use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words		**Changed** • in-sentence to within and beyond a sentence **Added** • relevant meaning
	4.3(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter	**4.2(A) READINESS STANDARD** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	**Added** • use words	**Removed** • grade-level academic words • Greek • Latin
⬆	4.3(D) identify, use, and explain the meaning of homophones such as reign/rain			This student expectation moved to grade 4 from grade 3.

4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	4.1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension		**Changed** • stories to texts • expression and phrasing to prosody **Removed** • read aloud **Impact** Students use the skill of fluency in both silent and oral reading.

4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.5(A) self-select text and read independently for a sustained period of time	4.9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)		**Added** • self-select text **Note** Paraphrase is addressed in 4.7(D).

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107

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4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.6(A) establish purpose for reading assigned and self-selected texts	4.Fig.19(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension		**Added** • assigned texts
	4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	4.Fig.19(B) ask literal, interpretive, and evaluative questions of text		**Removed** • literal, interpretive, evaluative, questions **Added** • before, during, and after reading **Impact** Students use questioning as a tool to support comprehension. Levels of questions are not the focus.
	4.6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	**4.11(D) READINESS STANDARD** use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	**Changed** • overview to make, correct and confirm predictions	**Added** • characteristics of genre • structures **Impact** This student expectation is not specific to informational text only.
	4.6(D) create mental images to deepen understanding	4.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images)	**Removed** • monitor and adjust	**Added** • deepen understanding
	4.6(E) make connections to personal experiences, ideas in other texts, and society	**4.Fig.19(F) READINESS STANDARD** make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence		**Added** • personal experiences • ideas in other texts • society **Impact** Students make connections as a tool to support comprehension. The focus will include three types of connections.
	4.6(F) make inferences and use evidence to support understanding	**4.Fig.19(D) READINESS** **& SUPPORTING** make inferences about text using textual evidence to support understanding		

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4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
new	4.6(G) evaluate details read to determine key ideas			
	4.6(H) synthesize information to create new understanding	**4.Fig.19(E) READINESS** **& SUPPORTING** summarize information in texts, maintaining meaning and logical order	**Removed** • summarize **Added** • synthesis	**Impact** Students use synthesis as a tool to deepen comprehension.
	4.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	4.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	**Added** • make adjustments when understanding breaks down	**Removed** • sensory images **Added** • annotating

4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
new	4.7(A) describe personal connections to a variety of sources, including self-selected texts		**Impact** Students will describe their reflective thinking both orally and through written response.	**Impact** Written responses are not required to be an entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	4.18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	**Added** • compare and contrast ideas	**Impact** Written responses are not required to be the entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	4.7(C) use text evidence to support an appropriate response	4.18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	**Impact** Students will communicate both orally and through written response.	**Impact** Written responses are is not required to be the entire essay but may include note taking, annotating, freewriting, illustrations, etc.

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109

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4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	**4.3(A) SUPPORTING STANDARD** summarize and explain the lesson or message of a work of fiction as its theme **4.11(A) READINESS STANDARD** summarize the main idea and supporting details in text in ways that maintain meaning	**Added** • retell	**Removed** • specificity for summary **Impact** The focus of retell/summary/paraphrase is to capture the overall meaning of the text.
new	4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating			
new	4.7(F) respond using newly acquired vocabulary as appropriate		**Impact** Student responses will include both oral and written formats.	**Impact** Student responses will include vocabulary from their reading, word study, and other authentic vocabulary specific to the task and/or genre.
new	4.7(G) discuss specific ideas in the text that are important to the meaning			**Impact** Students will respond in both oral and written formats.

4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.8(A) infer basic themes supported by text evidence	**4.3(A) SUPPORTING STANDARD** summarize and explain the lesson or message of a work of fiction as its theme	**Removed** • summarize • explain **Added** • infer	**Removed** • work of fiction
	4.8(B) explain the interactions of the characters and the changes they undergo	**4.6(B) READINESS STANDARD** describe the interaction of characters including their relationships and the changes they undergo	**Changed** • describe to explain	**Removed** • relationships

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110

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Grade 4

4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	**4.6(A) READINESS STANDARD** sequence and summarize the plot's main events and explain their influence on future events	**Removed** • sequence • summarize • explain influences **Added** • analyze **Note** Analyze could include the analysis of plot events on future events.	**Removed** • main events **Added** • plot elements • rising action • falling action • resolution
⬆	4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot			This student expectation moved to grade 4 from grade 7.

4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
⬆	4.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales			Folktales, fables, legends, and myths moved to grade 4 from grades K-3.
	4.9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	**4.8(A) SUPPORTING STANDARD** identify the author's use of similes and metaphors to produce imagery	**Removed** • identify **Added** • explain	**Added** • personification **Note** Personification moved to grade 4 from grade 6.
	4.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions	**4.5(A) SUPPORTING STANDARD** describe the structural elements to dramatic literature	**Changed** • describe to explain	**Added** • character tags • acts • scenes • stage directions
	4.9(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	**4.11(A) READINESS STANDARD** summarize the main idea and supporting details in texts in ways that maintain meaning	**Removed** • summarize **Added** • recognize	**Changed** • main idea to central idea • supporting details to supporting evidence

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4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.9(D) recognize characteristics and structures of informational text, including: (ii) features such as pronunciation guides and diagrams to support understanding	**4.13(B) SUPPORTING STANDARD** explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)	**Removed** • explain information **Added** • recognize characteristics and structures to support understanding	**Removed** • factual information **Added** • pronunciation guide
	4.9(D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as compare and contrast	**4.11(C) SUPPORTING STANDARD** describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	**Removed** • describe relationships among ideas **Added** • recognize structures	**Removed** • cause-and-effect • sequence
	4.9(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim	4.12(A) explain how an author uses language to present information to influence what the reader thinks or does	**Removed** • explain how **Added** • identify	**Removed** • use of language **Impact** The focus is identifying the author's claim. How the author presents the claim is not addressed.
	4.9(E) recognize characteristics and structures of argumentative text by: (ii) explaining how the author has used facts for an argument	4.12(A) explain how an author uses language to present information to influence what the reader thinks or does		**Removed** • language **Added** • facts
new	4.9(E) recognize characteristics and structures of argumentative text by: (iii) identifying the intended audience or reader			
	4.9(F) recognize characteristics of multimodal and digital texts	**4.14 SUPPORTING STANDARD** Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning		**Impact** Recognized characteristics will be based on the universal and individual characteristics of the text. **Note** Multimodal: how linguistics, visuals, sounds, etc., work individually and together to communicate meaning. Multimodal could include media.

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112

4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.10(A) explain the author's purpose and message within a text	**4.3(A) SUPPORTING STANDARD** summarize and explain the lesson or message of a work of fiction as its theme 4.10(A) explain the difference between a stated and an implied purpose for an expository text	**Removed** • summarize	**Changed** • stated purpose and implied purpose to author's purpose
	4.10(B) explain how the use of text structure contributes to the author's purpose	**4.11(C) READINESS STANDARD** describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison **4.4(A) SUPPORTING STANDARD** explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)	**Changed** • describe to explain	**Removed** • implicit relationships • explicit relationships • specificity of specific text structures • poetry form **Note** Relationships among ideas has been replaced with how the structure itself contributes/communicates a purpose.
	4.10(C) analyze the author's use of print and graphic features to achieve specific purposes	**4.11(D) READINESS STANDARD** use multiple text features and graphics to gain an overview of the contents of text and to locate information **4.13(B) SUPPORTING STANDARD** interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	**Removed** • use • interpret • gain overview • locate information **Added** • analyze the author's use	**Removed** • text features • factual information • quantitative information • specificity of graphics **Impact** Using and interpreting graphics has been replaced with understanding the purpose of the graphics and how they connect to the printed words.
	4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	**4.8(A) SUPPORTING STANDARD** identify the author's use of similes and metaphors to produce imagery	**Removed** • identify the author's use of language **Added** • describe how language achieves a specific purpose	**Added** • sound devices • alliteration • assonance **Impact** The focus is understanding what the author is trying to achieve by using specific language.

Grade 4

4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.10(E) identify and understand the use of literary devices, including first- or third-person point of view	**4.6(C) SUPPORTING STANDARD** identify whether the narrator or speaker of a story is first or third person		
new	4.10(F) discuss how the author's use of language contributes to voice			
new	4.10(G) identify and explain the use of anecdote			

4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)		**Impact** The focus is generating ideas/thoughts.
	4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	**4.15(B) READINESS STANDARD** develop drafts by categorizing ideas and organizing them into paragraphs		**Changed** • organizing into paragraphs to organizing with purposeful structure **Added** • introduction • transitions • conclusion **Impact** The focus is developing drafts with appropriate purpose and format. **Note** Transition relates to the flow of the draft.
new	4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details			

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4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	**4.15(C) READINESS STANDARD** revise drafts for coherence, organization, use of simple and compound sentences, and audience		**Removed** • sentence types • audience **Added** • word choice • clarity • adding • deleting • combining • rearranging **Impact** Students are expected to revise drafts focusing on the individual designs of writing.
	4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	**4.15(D) READINESS STANDARD** edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric **4.20(B) READINESS STANDARD** use the complete subject and the complete predicate in a sentence **4.20(C) SUPPORTING STANDARD** use complete simple and compound sentences with correct subject-verb agreement		**Changed** • grammar, mechanics, and spelling to standard English conventions **Removed** • teacher-developed rubric **Added** • avoid splices • avoid run-ons • avoid fragments
	4.11(D) edit drafts using standard English conventions, including: (ii) past tense of irregular verbs	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs)		**Added** • past tense
	4.11(D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)		

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115

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4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.11(D) edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)		
	4.11(D) edit drafts using standard English conventions, including: (v) adverbs that convey frequency and adverbs that convey degree	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)		**Added** • adverbs that convey degree
	4.11(D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details		**Removed** • specificity of how prepositional phrases are used
	4.11(D) edit drafts using standard English conventions, including: (vii) pronouns, including reflexive	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vi) reflexive pronouns (e.g., myself, ourselves)		
	4.11(D) edit drafts using standard English conventions, including: (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	**4.20(A) SUPPORTING STANDARD** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) correlative conjunctions (e.g., either/or, neither/nor)		**Removed** • correlative **Added** • coordinating • to form compound subjects, predicates, and sentences

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116

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4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.11(D) edit drafts using standard English conventions, including: (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	**4.21(B) SUPPORTING STANDARD** use capitalization for: (i) historical events and documents (ii) titles of books, stories, and essays (iii) languages, races, and nationalities		**Added** • historical periods
	4.11(D) edit drafts using standard English conventions, including: (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	**4.21(C) SUPPORTING STANDARD** recognize and use punctuation marks, including: (i) commas in compound sentences (ii) quotation marks		**Added** • apostrophes in possessives • quotation marks in dialogue
	4.11(D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	**4.22(A) SUPPORTING STANDARD** spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es) (ii) irregular plurals (e.g., man/men, foot/feet, child/children) (iii) double consonants in middle of words (iv) other ways to spell sh (e.g., -sion, -tion, -cian) (v) silent letters (e.g., knee, wring) **4.22(D) SUPPORTING STANDARD** use spelling patterns and rules and print and electronic resources to determine and check correct spellings		**Removed** • specificity of orthographic patterns and rules • spelling specificity **Added** • high frequency words **Note** Using resources to determine-check-correct spelling is an editing tool.

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4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.11(E) publish written work for appropriate audiences	4.15 (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience		**Removed** • specific audience **Impact** The focus is publishing.

4 .12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft	4.16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting 4.16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 4.17(A) write about important personal experiences		**Removed** • specificity **Added** • genre characteristics • craft **Note** Specific writing expectations are included in the writing process student expectation 4.11 and author's craft 4.10.

4 .12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	**4.18(A) SUPPORTING STANDARD** create a brief composition that: (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement		**Removed** • specificity **Added** • genre characteristics • craft **Note** Specific writing expectations are included in the writing process student expectation 4.11 and author's craft 4.10.
	4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	4.19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details		**Removed** • specificity **Added** • genre characteristics • craft **Note** Specific writing expectations are included in the writing process student expectation 4.11 and author's craft 4.10.
	4.12(D) compose correspondence that requests information	4.18(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)		**Removed** • language • appropriate conventions **Note** Specific writing expectations are included in the writing process student expectation 4.11 and author's craft 4.10.

4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.13(A) generate and clarify questions on a topic for formal and informal inquiry	4.23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic		**Removed** • question generation specificity **Added** • formal inquiry • informal inquiry

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4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.13(B) develop and follow a research plan with adult assistance	4.23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question	**Changed** • generate to develop **Added** • follow	**Removed** • major research question **Added** • with adult assistance
	4.13(C) identify and gather relevant information from a variety of sources	4.24(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews (ii) data from experts, reference texts, and online searches (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate 4.24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) 4.24(C) take simple notes and sort evidence into provided categories or an organizer	**Removed** • follow • use • sort **Added** • identify • gather	**Removed** • explicit list of possible sources • procedures to follow for the gathering of information
⬆	4.13(D) identify primary and secondary sources			This student expectation moved to grade 4 from grade 5.
	4.13(E) demonstrate understanding of information gathered	4.26(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used	**Removed** • draw conclusions • create **Added** • demonstrate understanding	**Removed** • written explanation • works cited specificity

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Grade 4

4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials	4.24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources		
	4.13(G) develop a bibliography	4.24(D) identify the author, title, publisher, and publication year of sources 4.26(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used	**Removed** • draw conclusion	**Removed** • brief written explanation • specificity for citations
new	4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.	
🗑	4.2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___, or girl:woman as boy:____)
🗑	4.2(D) identify the meaning of common idioms
Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
🗑	**4.3(B) SUPPORTING STANDARD** compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature
Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.	
🗑	**4.7(A) SUPPORTING STANDARD** identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography
Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	
🗑	**4.11(B) SUPPORTING STANDARD** distinguish fact from opinion in a text and explain how to verify what is a fact

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Reading/Comprehension of Informational Text/Procedural Text
Students understand how to glean and use information in procedural texts and documents.

	4.13(A) SUPPORTING STANDARD
🗑	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)

Reading/Media Literacy
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

🗑	4.14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior
🗑	4.14(B) explain how various design techniques used in media influence the message (e.g., pacing, closeups, sound effects)
🗑	4.14(C) compare various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article)

Oral and Written Conventions/Conventions
Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

	4.20(A) SUPPORTING STANDARD
🗑	use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)
	4.20(A) SUPPORTING STANDARD
🗑	use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (viii) use time-order transition words and transitions that indicate a conclusion

Research/Research Plan
Students ask open-ended research questions and develop a plan for answering them.

🗑	4.23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic
🗑	4.24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)

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