

Draft English Language Arts and Reading, Grade 4

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships

found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) Phonics and Word Analysis decode common syllabic patterns and encode orthographic patterns, including plural rules, irregular plurals, double consonants in the middle of a word, final stable syllable, and silent letters.

(B) develop new vocabulary and demonstrate understanding by

(i) determining the meaning and usage of grade-level academic English words derived from Greek (including bio, phon, scope) and Latin (including terr, rupt, tract) roots;

(ii) decoding and encoding base words with affixes including anti-, em-, ir-, mis-, non-, -er, -est, -ing, -tion, -ty;

(iii) using context to determine the relevant meaning of unfamiliar words or multiple meaning words;

(iv) identifying, reading, spelling, and correctly using common homophones, such as there, they're and their; two, to, and too;

(v) completing analogies using knowledge of antonyms and synonyms, such as boy : girl as male: _____ or girl : woman as boy: _____ ;

(vi) identifying the meaning of idioms;

(vii) using print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words; and

(viii) using spelling patterns and rules, to determine correct spelling;

(C) demonstrate foundational language skills by

(i) following, restating, and giving oral instructions that involve a series of related sequences of action; and

(ii) self-selecting text and reading independently;

(D) demonstrate fluency and monitor for accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension; and

(E) write legibly in print and cursive.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:

(A) use text features, elements, and structures to make and confirm predictions.

(B) generate questions about text to deepen understanding and gain information.

(C) visualize sensory images to interpret and analyze texts.

(D) search for and use connections to personal experiences, ideas in other texts, and the larger community.

(E) make inferences about text and use textual evidence to support understanding.

(F) sort through information read to distinguish what is most important in understanding.

- (G) combine information from the text and schema to create new understanding.
 - (H) summarize, paraphrase, or retell texts in ways that maintain meaning and logical order within and across texts.
 - (I) establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) justify predictions based on text evidence and schema;
 - (B) share questions generated before, during and after reading a text;
 - (C) describe mental images that support interpretations and analysis of texts;
 - (D) determine relevant connections that directly support comprehension of texts;
 - (E) explain inferences drawn, supporting these with evidence from the text;
 - (F) explain and justify why specific information is important to the author's message;
 - (G) describe insights gained from combining text information with personal schema;
 - (H) create short summaries that maintain meaning and logical order within texts; and
 - (I) explain how texts evoke personal responses.
- (4) Collaboration. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments;
 - (B) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to effectively communicate ideas;
 - (C) 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;
 - (D) determine speakers main message; and
 - (E) work productively with others in teams.
- (5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to and compose a variety of texts. The student is expected to:
- (A) read, respond, and compose fiction text to identify theme or lesson learned, the plot's main events and explain their influence on future events, interaction of characters and changes they undergo, and identify the narrator is first or third person;
 - (C) read and respond to traditional literature such as legends to compare and contrast the adventures or exploits of characters such as the trickster;
 - (D) read and respond to traditional media and digital media to develop the capability of designing multimodal texts to inform, persuade, and entertain a specific audience;
 - (E) read, respond to, and write poetry to explain how the structural elements of poetry, such as rhyme, meter, stanzas, and line breaks, relate to forms such as lyrical poetry and free verse, and write poems that convey sensory details using the conventions of poetry such as rhyme, meter, patterns of verse;
 - (F) read, respond to, and compose personal experiences;
 - (G) read and respond to biography and autobiography;

- (H) read, respond to, and compose expository text to
- (i) summarize the main idea and supporting details in text in ways that maintain meaning;
 - (ii) distinguish fact from opinion in a text and explain how to verify what is a fact;
 - (iii) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;
 - (iv) use multiple text features such as guide words, topic and concluding sentences to gain an overview of the contents of text and to locate information;
 - (v) create brief compositions that establish a central idea in a topic sentence; include supporting sentences with simple facts, details, and explanations; and contain a concluding statement;
- (I) read, respond to, and write procedural text to glean and use information in procedural texts and documents including
- (i) determining the sequence of activities needed to carry out a procedure (e.g., following a recipe);
 - (ii) explaining factual information presented graphically (e.g., charts, diagrams, graphs, illustrations); and
 - (iii) writing letters whose language is tailored to the audience and purpose, such as a thank you note to a friend, and that use appropriate conventions, such as date, salutation, closing;
- (J) read and respond to persuasive text to identify the set of ideas for a particular point of view and identify the persuasive language; and
- (K) read and respond to drama to describe the structural elements particular to dramatic literature.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) use effective reading strategies to analyze the audience purpose, and message of a text;
 - (B) identify and analyze how an author's use of language contributes to the voice, mood, or tone of a text;
 - (C) understand how author's figurative language creates imagery in the reader's mind and provide evidence from the text to support their understanding;
 - (D) identify and analyze the use of literary devices including to achieve a specific purpose;
 - (E) analyze the use of text structures to achieve specific purposes;
 - (F) analyze types of details, examples, and evidence used by authors and factual information to achieve specific purposes;
 - (G) identify and analyze use of rhetorical devices;
 - (H) analyze author's use of print and graphic features to achieve specific purposes; and
 - (I) compose a variety of texts that use the elements of craft to advance the writer's purpose.

- (7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) prewrite and plan the organization of a draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
 - (B) draft text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;
 - (C) revise drafts by adding, deleting, combining, and rearranging ideas for coherence, progression, sentence variety to address audience, genre, and purpose;
 - (D) edit drafts for effective sentence structure and correctness of standard English conventions of grammar, spelling, capitalization and punctuation;
 - (E) publish draft in response to feedback and evaluate its effectiveness using a rubric;
 - (F) demonstrate control of the conventions of standard English when speaking and writing by using and understanding the function of the following parts of speech:
 - (i) use irregular verbs (irregular verbs);
 - (ii) form and use singular/plural and common/proper nouns;
 - (iii) use descriptive adjectives, including their comparative and superlative forms, and use adverbs to convey frequency and intensity;
 - (iv) use prepositions and prepositional phrases to convey location, time, and direction, or to provide details;
 - (v) use reflexive pronouns such as myself, ourselves, itself and yourself;
 - (vi) use subordinating conjunctions to form complex sentences; and
 - (vii) form complete simple and compound sentences with correct subject-verb agreement.
 - (G) use capitalization for historical events and documents; titles of books, stories and essays; languages, races, and nationalities; and
 - (H) recognize and use punctuation marks including commas in compound sentences; complex sentences and dialogue; quotation marks in dialogue.
- (8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry process for self-selected and assigned purposes. The student is expected to:
- (A) prepare for inquiry and research by exploring and defining specific information using a variety of strategies and activities including:
 - (i) generating a list of potential resources; and
 - (ii) collaborating effectively in class and group discussions to share ideas;
 - (B) access resources to generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student-initiated surveys, on-site inspections, interviews, data from experts, reference texts, online searches, and visual sources of information;

- (C) process information for inquiry and research to improve the focus of research, synthesize findings, and formulate conclusions , including:
- (i) narrowing to one major topic and formulating open-ended questions about the topic;
 - (ii) clarifying research questions and organizing collected information into categories such as notes, graphic organizers, diagrams, graphs, and charts;
 - (ii) evaluating the validity and reliability of sources to include the difference between copyright, paraphrasing, and plagiarism; and
 - (iii) creating a works-cited page from notes, including the author, title, publisher, and publication year for each source used; and
- (D) organize ideas for inquiry and research by synthesizing findings, and formulating conclusions to present findings/research using an appropriate mode of delivery such as written, oral, and/or media.

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