

Subject: English Language Arts and Reading

Grade: 04

Expectations: 63

Breakouts: 242

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands of reading, writing) and their application in order to accelerate the acquisition of language skills so that all students reach levels of social and academic language proficiency. Although some strands may require more instructional time, all strands are of equal value, may be presented in any order, and should be integrated throughout the year. It is important that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, and read to on a daily basis with opportunities for cross-curricular content and student choice.

3.

7. 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 Statements

- (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:
- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (i) listen actively
 - (ii) ask relevant questions to clarify information
 - (iii) make pertinent comments
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (i) follow oral instructions that involve a series of related sequences of action
 - (ii) restate oral instructions that involve a series of related sequences of action
 - (iii) give oral instructions that involve a series of related sequences of action
 - (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - (i) express an opinion supported by accurate information, employing eye contact to communicate ideas effectively
 - (ii) express an opinion supported by accurate information, employing speaking rate to communicate ideas effectively
 - (iii) express an opinion supported by accurate information, employing volume to communicate ideas effectively
 - (iv) express an opinion supported by accurate information, employing enunciation to communicate ideas effectively
 - (v) express an opinion supported by accurate information, employing the conventions of language to communicate ideas effectively
 - (D) work collaboratively with others to develop a plan of shared responsibilities.
 - (i) work collaboratively with others to develop a plan of shared responsibilities
- (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:
- (A) demonstrate and apply phonetic knowledge by:
 - i. decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
 - ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - iii. decoding words using advanced knowledge of syllable division patterns such as VV;
 - iv. decoding words using knowledge of prefixes;
 - 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; and
 - vi. identifying and reading high-frequency words from a research-based list;
 - (i) demonstrate phonetic knowledge by decoding words with specific orthographic patterns, including regular plurals

- (ii) demonstrate phonetic knowledge by decoding words with specific orthographic rules, including regular plurals
- (iii) demonstrate phonetic knowledge by decoding words with specific orthographic patterns, including irregular plurals
- (iv) demonstrate phonetic knowledge by decoding words with specific orthographic rules, including irregular plurals
- (v) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables
- (vi) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables
- (vii) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables
- (viii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs
- (ix) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs
- (x) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables
- (xi) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables
- (xii) demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns
- (xiii) demonstrate phonetic knowledge by decoding words using knowledge of prefixes
- (xiv) demonstrate phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words
- (xv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list
- (xvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list
- (xvii) apply phonetic knowledge by decoding words with specific orthographic patterns, including regular plurals

- (xxx) apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words
- (xxxi) apply phonetic knowledge by identifying high-frequency words from a research-based list
- (xxxii) apply phonetic knowledge by reading high-frequency words from a research-based list
- (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;
 - ii. spelling homophones;
 - iii. spelling multisyllabic words with multiple sound-spelling patterns;
 - iv. spelling words using advanced knowledge of syllable division patterns;
 - v. spelling words using knowledge of prefixes; and
 - 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; and
- (i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables
- (ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables
- (iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables
- (iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
- (v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
- (vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables
- (vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables
- (viii) apply spelling knowledge by spelling multisyllabic words with closed syllables
- (ix) apply spelling knowledge by spelling multisyllabic words with open syllables
- (x) apply spelling knowledge by spelling multisyllabic words with VCe syllables
- (xi) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
- (xii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
- (xiii) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables

(C) write legibly in cursive to complete assignments.

(i) write legibly in cursive to complete assignments

(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:

(A) use print or digital resources to determine meaning, syllabication, and pronunciation;

(i) use print or digital resources to determine meaning

(ii) use print or digital resources to determine syllabication

(iii) use print or digital resources to determine pronunciation

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

- (ii) read independently for a sustained period of time
- (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:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (i) establish purpose for reading assigned texts
 - (ii) establish purpose for reading self-selected texts
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (i) generate questions about text before reading to deepen understanding
 - (ii) generate questions about text before reading to gain information
 - (iii) generate questions about text during reading to deepen understanding
 - (iv) generate questions about text during reading to gain information
 - (v) generate questions about text after reading to deepen understanding
 - (vi) generate questions about text after reading to gain information
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (i) make predictions using text features
 - (ii) make predictions using characteristics of genre
 - (iii) make predictions using structures

- (l) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
 - (i) monitor comprehension
 - (ii) make adjustments when understanding breaks down
- (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:
 - (A) describe personal connections to a variety of sources, including self-selected texts;
 - (i) describe personal connections to a variety of sources, including self-selected texts
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - (i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
 - (C) use text evidence to support an appropriate response;
 - (i) use text evidence to support an appropriate response
 - (D)

- (iv) analyze plot elements, including the resolution
- (D)

compound sentences, and quotation marks in dialogue; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

- (i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
- (ii) edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
- (iii) edit drafts using standard English conventions, including complete simple sentences with avoidance of splices
- (iv) edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
- (v) edit drafts using standard English conventions, including complete simple sentences with avoidance of run-ons
- (vi) edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
- (vii) edit drafts using standard English conventions, including complete simple sentences with avoidance of fragments
- (viii) edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
- (ix) edit drafts using standard English conventions, including past tense of irregular verbs
- (x) edit drafts using standard English conventions, including singular nouns
- (xi) edit drafts using standard English conventions, including plural nouns

- (xxv) edit drafts using standard English conventions, including capitalization of historical events
- (xxvi) edit drafts using standard English conventions, including capitalization of historical documents
- (xxvii) edit drafts using standard English conventions, including capitalization of titles of books

(D) compose correspondence that requests information.

(i) compose correspondence that requests information

(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:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(i) generate questions on a topic for formal inquiry

(ii) clarify questions on a topic for formal inquiry

(iii) generate questions on a topic for informal inquiry

(iv) clarify questions on a topic for informal inquiry

(B) develop and follow a research plan with-1.9 (p(h)-3.9 ())(Th)-3.9 (e)-1np)-3.9 (n)-3.expquesala-3.exp