Focus: Reading
Unit of Study: Fiction/Expository/Persuasive/Research/Media Literacy

Figure 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. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(D) make inferences about text and use textual evidence to support understanding;

(E) summarize information in text, maintaining meaning and logical order; and

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

4.1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

4.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

4.3) 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. Students are expected to:

(A) summarize and explain the lesson or message of a work of fiction as its theme; and
4.6) **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. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(C) identify whether the narrator or speaker of a story is first or third person.

4.7) **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 provide evidence from text to support their understanding. Students are expected to 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.

4.9) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to 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).

4.11) **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. Students are expected to:

(A) Summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) 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.

4.12) **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. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)  
North East Independent School District
4.13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and

(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).

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

(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;

(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and

(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).

4.24) **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. Students are expected to:

(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; and
   (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
4th Grade Reading and Writing TEKS 4th Nine Weeks

Focus: Writing

Unit of Study: Poetry/Letter Writing/Research/Persuasive Writing

4.15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(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);

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

4.16) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

4.18) **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. Students are expected to:

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

4.19) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/) North East Independent School District
4.20) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) 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;

4.22) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

(A) 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); and
   (v) silent letters (e.g., knee, wring);

(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);

(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

4.23) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(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; and

(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.

4.24) **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. Students are expected to:

(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; and
   (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
4.24) **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. Students are expected to:

   (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);

4.25) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

4.26) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to 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.
4th Grade Reading STAAR ALT
Reporting Categories and Essence Statements

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

Essence Statements:
- Identifies new vocabulary words using a variety of strategies.
- Identifies features across fiction and literary nonfiction texts.
- Uses a variety of strategies to demonstrate comprehension across genres.

STAAR Reporting Category 2—Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.

Essence Statements:
- Identifies themes in fictional stories.
- Identifies plot and character interaction in literary texts.
- Recognizes that literary media conveys meaning.
- Uses a variety of strategies to demonstrate comprehension of literary texts.

STAAR Reporting Category 3—Understanding and Analysis of Informational Text: The student will demonstrate an ability to understand and analyze informational texts.

Essence Statements:
- Identifies the main idea and supporting details in informational texts.
- Recognizes sequence and uses factual information from graphic features in procedural texts.
- Recognizes that informational media conveys meaning.
- Uses a variety of strategies to demonstrate comprehension of informational texts.
STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

Essence Statements:
- Uses elements of the writing process to develop text.
- Creates an expository text.

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.

Essence Statements:
- Revises text to clarify and improve meaning.
- Revises topic sentence and supporting details in expository text.

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.

Essence Statements:
- Edits text using correct grammar, mechanics, and spelling.
- Edits text for correct word usage.
- Edits text for correct spelling.