

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19	Fig.19(D) make inferences about text and use textual evidence to support understanding Fig.19(E) summarize information in text, maintaining meaning and logical order Fig.19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
------------------	---

TEKS	Genre	Literary Texts Knowledge and Skills Statement
4.6	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
4.4	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
4.5	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
4.7	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.
4.14	Media Literacy (embedded)	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.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
4.11	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
4.13	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
4.14	Media Literacy (embedded)	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.
4.12	Persuasive*	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

* not assessed on Grade 4 STAAR

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	10	Across Genres	4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 4.2(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 4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	4.7(A) 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	4.19(F) [Fig.19(F)]

Figure 19	<p>Fig.19(D) make inferences about text and use textual evidence to support understanding</p> <p>Fig.19(E) summarize information in text, maintaining meaning and logical order</p> <p>Fig.19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</p>
-----------	--

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19		
2 Understanding and Analysis of Literary Texts	18	Fiction	4.6(A) sequence and summarize the plot's main events and explain their influence on future events 4.6(B) describe the interaction of characters including their relationships and the changes they undergo	4.3(A) summarize and explain the lesson or message of a work of fiction as its theme 4.6(C) identify whether the narrator or speaker of a story is first or third person	4.6 Fig.19(D) 4.6 Fig.19(E)		
		Poetry		4.4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)	4.4 Fig.19(D) 4.4 Fig.19(E)		
		Drama		4.5(A) describe the structural elements particular to dramatic literature	4.5 Fig.19(D) 4.5 Fig.19(E)		
		Literary Nonfiction		See 4.7(A) in Reporting Category 1	4.7 Fig.19(D) 4.7 Fig.19(E)		
		Standards Assessed Across/Embedded Literary Genres					
					4.3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature 4.8(A) identify the author's use of similes and metaphors to produce imagery 4.14(A) use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning	4.3 Fig.19(D) 4.8 Fig.19(D) 4.14 Fig.19(D)	
3 Understanding and Analysis of Informational Texts	16	Expository	4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning 4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison 4.11(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	4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact	4.10 Fig.19(D)* 4.11 Fig.19(D) 4.11 Fig.19(E)		
		Standards Assessed Across/Embedded Informational Genres					
					4.13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) 4.13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) 4.14(A) use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning	4.13 Fig.19(D) 4.14 Fig.19(D)	
STAAR	44		26-31 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)	13-18 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)			

*4.10 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 [4.10(A) is ineligible for assessment – so when 4.10 is assessed it will be linked to Fig.19(D) for expository texts]