

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS*

GRADE 4

§110.6. ENGLISH LANGUAGE ARTS AND READING, GRADE 4

(b) KNOWLEDGE AND SKILLS

- (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;
 - (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
 - (D) 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.
- (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;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; and
 - (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)** 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 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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- (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;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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;
 - (B) 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;
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
- (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:
- (A) explain the author's purpose and message within a text; and
 - (C) analyze the author's use of print and graphic features to achieve specific purposes.

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- (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:
- (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; and
 - (E) publish written work for appropriate audiences.
- (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:
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; and
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft.
- (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;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant information from a variety of sources; and
 - (E) demonstrate understanding of information gathered.

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§111.6. MATHEMATICS, GRADE 4

(b) KNOWLEDGE AND SKILLS

- (1) Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, estimation, and number sense as appropriate, to solve problems;
 - (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- (2) Number and operations.** The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.
- (4) Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.
- (5) Algebraic reasoning.** The student applies mathematical process standards to develop concepts of expressions and equations.
- (8) Geometry and measurement.** The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.
- (9) Data analysis.** The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

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§112.15. SCIENCE, GRADE 4

(b) KNOWLEDGE AND SKILLS

- (1) Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.
- (2) Scientific investigation and reasoning.** The student uses scientific practices during laboratory and outdoor investigations.
- (3) Scientific investigation and reasoning.** The student uses critical thinking and scientific problem solving to make informed decisions.
- (4) Scientific investigation and reasoning.** The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.
- (5) Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
- (A) measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float.
- (7) Earth and space.** The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:
- (B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
- (8) Earth and space.** The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
- (B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.

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