

Sundance Newbridge Publishing
TEKS 2017 ELA Correlation (revised August 2022), Grade 4 Summary

Standards	Bookroom Collections K-5	Guided Reading Level Sets K-5	Passages to Comprehension 2-5	Power Pairs 1-4	Writing Central 3-5
TX.110.6. -- English Language Arts and Reading, Grade 4, Adopted 2017 (revised August 2022)					
4.1. -- 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:					
4.1.A. -- Listen actively, ask relevant questions to clarify information, and make pertinent comments.	✓	✓	✓	✓	✓
4.1.B. -- Follow, restate, and give oral instructions that involve a series of related sequences of action.	✓	✓	✓	✓	✓
4.1.C. -- Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	✓	✓	✓	✓	✓
4.1.D. -- Work collaboratively with others to develop a plan of shared responsibilities.	✓	✓			✓
4.2. -- 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:					
4.2.A. -- Demonstrate and apply phonetic knowledge by:					
4.2.A.i. -- Decoding words with specific orthographic patterns and rules, including regular and irregular plurals.	✓	✓			
4.2.A.ii. -- Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓		✓	
4.2.A.iii. -- Decoding words using advanced knowledge of syllable division patterns such as VV.					
4.2.A.iv. -- Decoding words using knowledge of prefixes.	✓	✓		✓	
4.2.A.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.	✓	✓		✓	
4.2.A.vi. -- Identifying and reading high-frequency words from a research-based list.					
4.2.B. -- Demonstrate and apply spelling knowledge by:					

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4.2.B.i. -- Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓			
4.2.B.ii. -- Spelling homophones.					
4.2.B.iii. -- Spelling multisyllabic words with multiple sound-spelling patterns.	✓	✓			
4.2.B.iv. -- Spelling words using advanced knowledge of syllable division patterns.					
4.2.B.v. -- Spelling words using knowledge of prefixes.	✓	✓			
4.2.B.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.	✓	✓			
4.2.C. -- Write legibly in cursive to complete assignments.					
4.3. -- 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:					
4.3.A. -- Use print or digital resources to determine meaning, syllabication, and pronunciation.	✓	✓	✓		
4.3.B. -- Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	✓	✓	✓	✓	
4.3.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.	✓	✓	✓	✓	
4.3.D. -- Identify, use, and explain the meaning of homophones such as reign/rain.			✓		
4.4. -- 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.					
	✓	✓		✓	✓
4.5. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.					
	✓	✓		✓	✓
4.6. -- 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:					
4.6.A. -- Establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓

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4.6.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information.	✓	✓		✓	✓
4.6.C. -- Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	✓	✓			✓
4.6.D. -- Create mental images to deepen understanding.					✓
4.6.E. -- Make connections to personal experiences, ideas in other texts, and society.	✓	✓			✓
4.6.F. -- Make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓
4.6.G. -- Evaluate details read to determine key ideas.	✓	✓	✓	✓	✓
4.6.H. -- Synthesize information to create new understanding.	✓	✓	✓	✓	✓
4.6.I. -- Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.					
4.7. -- 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:					
4.7.A. -- Describe personal connections to a variety of sources, including self-selected texts.	✓	✓	✓	✓	✓
4.7.B. -- Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	✓	✓	✓	✓	✓
4.7.C. -- Use text evidence to support an appropriate response.	✓	✓	✓	✓	✓
4.7.D. -- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓
4.7.E. -- Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	✓	✓	✓	✓	✓
4.7.F. -- Respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓	✓
4.7.G. -- Discuss specific ideas in the text that are important to the meaning.	✓	✓	✓	✓	✓
4.8. -- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:					
4.8.A. -- Infer basic themes supported by text evidence.	✓	✓	✓		✓
4.8.B. -- Explain the interactions of the characters and the changes they undergo.	✓	✓	✓		✓

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4.8.C. -- Analyze plot elements, including the rising action, climax, falling action, and resolution.	✓	✓	✓	✓	✓
4.8.D. -- Explain the influence of the setting, including historical and cultural settings, on the plot.	✓	✓	✓	✓	✓
4.9. -- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:					
4.9.A. -- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, myths, and tall tales.	✓	✓	✓	✓	✓
4.9.B. -- Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.			✓		
4.9.C. -- Explain structure in drama such as character tags, acts, scenes, and stage directions.			✓		✓
4.9.D. -- Recognize characteristics and structures of informational text, including:					
4.9.D.i. -- The central idea with supporting evidence.	✓	✓	✓	✓	✓
4.9.D.ii. -- Features such as pronunciation guides and diagrams to support understanding.	✓	✓	✓	✓	✓
4.9.D.iii. -- Organizational patterns such as compare and contrast.	✓	✓	✓	✓	✓
4.9.E. -- Recognize characteristics and structures of argumentative text by:					
4.9.E.i. -- Identifying the claim.	✓	✓	✓		✓
4.9.E.ii. -- Explaining how the author has used facts for an argument.	✓	✓	✓		✓
4.9.E.iii. -- Identifying the intended audience or reader.	✓	✓	✓		✓
4.10. -- 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:					
4.10.A. -- Explain the author's purpose and message within a text.	✓	✓	✓		✓
4.10.B. -- Explain how the use of text structure contributes to the author's purpose.	✓	✓	✓		✓
4.10.C. -- Analyze the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓		✓

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4.10.D. -- Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.	✓	✓	✓		✓
4.10.E. -- Identify and understand the use of literary devices, including first- or third-person point of view.	✓	✓	✓		✓
4.10.F. -- Discuss how the author's use of language contributes to voice.	✓	✓	✓		✓
4.10.G. -- Identify and explain the use of anecdote.					
4.11. -- 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:					
4.11.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.	✓	✓			✓
4.11.B. -- Develop drafts into a focused, structured, and coherent piece of writing by:					
4.11.B.i. -- Organizing with purposeful structure, including an introduction, transitions, and a conclusion.	✓	✓			✓
4.11.B.ii. -- Developing an engaging idea with relevant details.	✓	✓			✓
4.11.C. -- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.					✓
4.11.D. -- Edit drafts using standard English conventions, including:					
4.11.D.i. -- Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.					✓
4.11.D.ii. -- Past tense of irregular verbs.					
4.11.D.iii. -- Singular, plural, common, and proper nouns.					✓
4.11.D.iv. -- Adjectives, including their comparative and superlative forms.					✓
4.11.D.v. -- Adverbs that convey frequency and adverbs that convey degree.					✓
4.11.D.vi. -- Prepositions and prepositional phrases.					
4.11.D.vii. -- Pronouns, including reflexive.					✓
4.11.D.viii. -- Coordinating conjunctions to form compound subjects, predicates, and sentences.					✓
4.11.D.ix. -- Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.					✓

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4.11.D.x. -- Punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.					
4.11.E. -- Publish written work for appropriate audiences.	✓	✓			✓
4.12. -- 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:					
4.12.A. -- Compose literary texts such as personal narratives and poetry using genre characteristics and craft.	✓	✓		✓	✓
4.12.B. -- Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	✓	✓		✓	✓
4.12.C. -- Compose argumentative texts, including opinion essays, using genre characteristics and craft.	✓	✓		✓	✓
4.12.D. -- Compose correspondence that requests information.					✓
4.13. -- 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:					
4.13.A. -- Generate and clarify questions on a topic for formal and informal inquiry.	✓	✓			✓
4.13.B. -- Develop and follow a research plan with adult assistance.					✓
4.13.C. -- Identify and gather relevant information from a variety of sources.					✓
4.13.D. -- Identify primary and secondary sources.					
4.13.E. -- Demonstrate understanding of information gathered.					✓
4.13.F. -- Recognize the difference between paraphrasing and plagiarism when using source materials.					✓
4.13.G. -- Develop a bibliography.					
4.13.H. -- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	✓	✓			✓