

Grade 4 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;">(ii) developing an engaging idea with relevant details;</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(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:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(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:</p> <p>(A) create brief compositions that:</p> <p style="padding-left: 20px;">(i) establish a central idea in a topic sentence;</p> <p style="padding-left: 20px;">(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p style="padding-left: 20px;">(iii) contain a concluding statement;</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	

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<p>(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:</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(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:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(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:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"> (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement; <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>Specificity has been added to SE 11.C to include revising for word choice.</p>
<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(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:</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>The 2009 SE 20.B is subsumed in SE 11.D.i.</p>

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<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(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:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) reflexive pronouns (e.g., myself, ourselves); 	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <ul style="list-style-type: none"> (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; and 	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

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<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) quotation marks. 	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <ul style="list-style-type: none"> (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); <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>Note that SE 11.D.xi require students to apply their knowledge of spelling by writing and editing drafts. The correct spelling of high-frequency words is also included in SE 11.D.xi.</p>
<p>(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:</p> <p>(E) publish written work for appropriate audiences.</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	
<p>(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:</p> <p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p>	<p>(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:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>	

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<p>(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:</p> <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>(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:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"> (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement; 	
<p>(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:</p> <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>		
<p>(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:</p> <p>(D) compose correspondence that requests information.</p>	<p>(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:</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p>	
<p>(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:</p> <p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p>	<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(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</p>	
<p>(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:</p> <p>(B) develop and follow a research plan with adult assistance;</p>	<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(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</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> <p>(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:</p> <p>(A) follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <ul style="list-style-type: none"> (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; 	Note that SE 13.B requires adult assistance.

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<p>(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:</p> <p>(C) identify and gather relevant information from a variety of sources;</p> <p>(D) identify primary and secondary sources;</p>	<p>(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:</p> <p>(A) follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <ul style="list-style-type: none"> (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; 	
<p>(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:</p> <p>(E) demonstrate understanding of information gathered;</p>	<p>(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:</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p>	
<p>(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:</p> <p>(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p>	<p>(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:</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(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:</p> <p>(G) develop a bibliography; and</p>	<p>(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:</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(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.</p>	
<p>(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:</p> <p>(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>(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.</p>	Multimodal presentations include more than one mode of delivery.
2009 standards with no identified 2017 alignment		

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2017 TEKS	2009 TEKS	Notes
	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);</p>	
	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(D) identify the meaning of common idioms; and</p>	
	<p>(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:</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p>	
	<p>(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.</p>	Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.
	<p>(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:</p> <p>(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p>	
	<p>(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.</p>	Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.
	<p>(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:</p> <p>(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p>	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.
	<p>(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:</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.

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	<p>(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:</p> <p>(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p>	
	<p>(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:</p> <p>(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).</p>	
	<p>(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.</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>
	<p>(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:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p>	
	<p>(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:</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);</p>	
	<p>(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).</p>	
	<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	