

## TEKS ELA 4th Grade

### SE = Student Expectations

- 1) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.1.A** The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments;

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion.

- Watch Video: [Video 1](#)

- 2) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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- 3) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.2.A.i** The student is expected to demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules, including regular and irregular plurals;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 2](#)
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## TEKS ELA 4th Grade

- 4) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.3.B** The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively

- Watch Video: [Video 3](#)

- 5) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 6) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.4** The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.

- Watch Video: [Video 4](#)

- 7) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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## TEKS ELA 4th Grade

8) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.5** The student is expected to self-select text and read independently for a sustained period of time.

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.

- Watch Video: [Video 5](#)

9) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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10) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.6.A** The student is expected to establish purpose for reading assigned and self-selected texts;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 6](#)

11) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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TEKS ELA 4th Grade

- 12) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.7.C** The student is expected to use text evidence to support an appropriate response;

- **Knowledge and Skills Statement**

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.

- Watch Video : [Video 7](#)

- 13) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 14) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.8.B** The student is expected to explain the interactions of the characters and the changes they undergo;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 8](#)

- 15) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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TEKS ELA 4th Grade

16) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.9.D.i** The student is expected to recognize characteristics and structures of informational text, including: the central idea with supporting evidence;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 9](#)

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17) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.10.A** The student is expected to explain the author's purpose and message within a text;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 10](#)
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## TEKS ELA 4th Grade

- 18) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.11.D.iii** The student is expected to edit drafts using standard English conventions, including:  
singular, plural, common, and proper nouns;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 11](#)

- 19) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 20) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.12.B** The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

- **Knowledge and Skills Statement**

- 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.

- Watch Video: [Video 12](#)

**TEKS ELA 4th Grade**

21) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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22) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

**4.13.D** The student is expected to identify primary and secondary sources;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 13](#)

23) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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