

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 4

TEKS	Comments	Louisiana GLE
(4.1) Listening/Speaking/Purposes		Listening/Speaking
(4.1.A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)	<i>Implied</i>	35. Interpret, follow, and give multi-step directions (ELA-4-E1) 37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.1.B) eliminate barriers to effective listening (4-8)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.1.C) understand the major ideas and supporting evidence in spoken messages (4-8)	<i>Approximate</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.2) Listening/Speaking		Listening/Speaking
(4.2.A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.2.B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.2.C) distinguish between the speaker's opinion and verifiable fact (4-8)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.2.D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.3) Listening/Speaking/Appreciation		Listening/Speaking
(4.3.A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8)	<i>NA</i>	
(4.3.B) describe how the language of literature affects the listener (4-5)	<i>NA</i>	
(4.3.C) assess how language choice and delivery affect the tone of the message (4-5)	<i>NA</i>	
(4.4) Listening/Speaking/Culture		Listening/Speaking
(4.4.A) connect his/her own experiences, information, insights,	<i>NA</i>	

TEKS	Comments	Louisiana GLE
and ideas with those of others through speaking and listening (4-8)		
(4.4.B) compare oral traditions across regions and cultures (4-8)	NA	
(4.4.C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	NA	
(4.5) Listening/Speaking/Audiences		Listening/Speaking
(4.5.A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)	<i>Approximate</i>	38. Adjust speaking content according to the needs of the audience (ELA-4-E5)
(4.5.B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)	<i>Implied</i>	37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
(4.5.C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8)	NA	
(4.5.D) use effective rate, volume, pitch, and tone for the audience and setting (4-8)	<i>Approximate</i>	34. Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)
(4.5.E) give precise directions and instructions such as in games and tasks (4-5)		35. Interpret, follow, and give multi-step directions (ELA-4-E2)
(4.5.F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8)		36. Deliver presentations that include the following: - information drawn from several sources and identification of the sources - effective introductions and conclusions - details, examples, anecdotes, or statistics that explain or clarify information - information selected to persuade or influence the audience (ELA-4-E4)
	<i>Not addressed in TX</i>	40. Identify the effectiveness and dynamics of group process and cooperative learning (ELA-4-E7)
(4.6) Reading/Word Identification		Reading and Responding
(4.6.A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)	NA	
(4.6.B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)		1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)
(4.6.C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other		3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses,

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sources (4-8)		synonym finders, and reference software (ELA-1-E1)
(4.7) Reading/Fluency		Reading and Responding
(4.7.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4)	NA	
(4.7.B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4)	<i>Approximate, Goal is 140</i>	10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
(4.7.C) demonstrate characteristics of fluent and effective reading (4-6)	<i>Approximate</i>	10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
(4.7.D) adjust reading rate based on purposes for reading (4-8)		4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)
(4.7.E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8)	NA	
(4.7.F) read silently with increasing ease for longer periods (4-8)		9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)
(4.8) Reading/Variety of Texts		Reading and Responding
(4.8.A) read classic and contemporary works (2-8)	NA	
(4.8.B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5)	NA	
(4.8.C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8)	NA	
(4.9) Reading/Vocabulary Development		Reading and Responding
(4.9.A) develop vocabulary by listening to selections read aloud (4-8)	NA	
(4.9.B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)	NA	
(4.9.C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings		3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses,

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and usage (4-8)		synonym finders, and reference software (ELA-1-E1)
(4.9.D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)		2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)
(4.9.E) study word meanings systematically such as across curricular content areas and through current events (4-8)	NA	
(4.10) Reading/Comprehension		Reading and Responding
(4.10.A) use his/her own knowledge and experience to comprehend (4-8)	<i>Implied</i>	8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)
(4.10.B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)	<i>Implied</i>	4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)
(4.10.C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)	<i>Implied</i>	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.10.D) describe mental images that text descriptions evoke (4-8)	NA	
(4.10.E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)	<i>Implied</i>	19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - supporting differences between fact and opinion with information from texts - skimming and scanning texts for various purposes (e.g., locating information, verifying facts) - identifying cause-effect relationships in texts and real-life situations - generating questions to guide examination of topics in texts and real-life situations - explaining connection between information from texts and real-life experiences (ELA-7-E4)
(4.10.F) determine a text's main (or major) ideas and how		14. Demonstrate understanding of information in grade-appropriate

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those ideas are supported with details (4-8)		texts using a variety of strategies, such as: <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.10.G) paraphrase and summarize text to recall, inform, and organize ideas (4-8)	<i>Approximate</i>	45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)
(4.10.H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)		14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.10.I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)	<i>Implied</i>	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.10.J) distinguish fact and opinion in various texts (4-8)		19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> - supporting differences between fact and opinion with information from texts

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		<ul style="list-style-type: none"> - skimming and scanning texts for various purposes (e.g., locating information, verifying facts) - identifying cause-effect relationships in texts and real-life situations - generating questions to guide examination of topics in texts and real-life situations - explaining connection between information from texts and real-life experiences (ELA-7-E4)
(4.10.K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8)	<i>Implied</i>	7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)
(4.10.L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	<i>Approximate</i>	46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
(4.11) Reading/Literary Response		Reading and Responding
(4.11.A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8)	<i>Implied</i>	19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> - supporting differences between fact and opinion with information from texts - skimming and scanning texts for various purposes (e.g., locating information, verifying facts) - identifying cause-effect relationships in texts and real-life situations - generating questions to guide examination of topics in texts and real-life situations - explaining connection between information from texts and real-life experiences (ELA-7-E4)
(4.11.B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8)	<i>Approximate</i>	11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)
(4.11.C) support responses by referring to relevant aspects of text and his/her own experiences (4-8)	<i>Approximate</i>	8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)
(4.11.D) connect, compare, and contrast ideas, themes, and issues across text (4-8)	<i>Implied</i>	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and

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		across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1) 15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)
(4.12) Reading/Text/Structure		Reading and Responding
(4.12.A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5)	<i>Implied</i>	19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - supporting differences between fact and opinion with information from texts - skimming and scanning texts for various purposes (e.g., locating information, verifying facts) - identifying cause-effect relationships in texts and real-life situations - generating questions to guide examination of topics in texts and real-life situations - explaining connection between information from texts and real-life experiences (ELA-7-E4)
(4.12.B) recognize that authors organize information in specific ways (4-5)	<i>Implied</i>	18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)
(4.12.C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)		16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)
(4.12.D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)		13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)
(4.12.E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)	<i>Implied</i>	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)

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(4.12.F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5)	NA	
(4.12.G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)		<p>12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)</p> <p>13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)</p>
(4.12.H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)		<p>14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.12.I) recognize and analyze story plot, setting, and problem resolution (4-8)	<i>Approximate</i>	<p>5. Identify a variety of story elements, including:</p> <ul style="list-style-type: none"> - the impact of setting on character - multiple conflicts - first- and third-person points of view - development of theme (ELA-1-E4) <p>7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)</p>
(4.12.J) describe how the author's perspective or point of view affects the text (4-8)		<p>17. Explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3)</p> <p>18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)</p>
(4.13) Reading/Inquiry/Research		Reading and Responding
(4.13.A) form and revise questions for investigations, including questions arising from interests and units of study (4-5)		<p>14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits,

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		actions, relationships, and/or motivations - confirming or denying a prediction about information in a text - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.13.B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8)		41. Locate information using organizational features of a variety of resources, including: - electronic information such as keyword searches, passwords, and entry menu features - print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1)
(4.13.C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)		42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)
(4.13.D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5)		50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)
(4.13.E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8)		45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)
(4.13.F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5)		19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - supporting differences between fact and opinion with information from texts - skimming and scanning texts for various purposes (e.g., locating information, verifying facts) - identifying cause-effect relationships in texts and real-life situations - generating questions to guide examination of topics in texts and real-life situations - explaining connection between information from texts and real-life experiences (ELA-7-E4)
(4.13.G) draw conclusions from information gathered from multiple sources (4-8)	<i>Implied</i>	43. Evaluate the usefulness of information selected from multiple sources, including: - library and online databases - electronic reference works - Internet information - community and government data - interviews

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		<ul style="list-style-type: none"> - experiments - surveys (ELA-5-E2)
(4.13.H) use compiled information and knowledge to raise additional, unanswered questions (3-8)	NA	
(4.14) Reading/Culture		Reading and Responding
(4.14.A) compare text events with his/her own and other readers' experiences (4-8)		8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)
(4.14.B) determine distinctive and common characteristics of cultures through wide reading (4-8)		11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)
(4.14.C) articulate and discuss themes and connections that cross cultures (4-8)		11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)
(4.15) Writing/Purposes		Writing
(4.15.A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	<i>Implied</i>	26. Write for various purposes, including: <ul style="list-style-type: none"> - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure - informational reports that include facts and examples and that present important details in a logical order - book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)
(4.15.B) write to influence such as to persuade, argue, and request (4-8)		24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4)
(4.15.C) write to inform such as to explain, describe, report, and narrate (4-8)	<i>Implied</i>	26. Write for various purposes, including: <ul style="list-style-type: none"> - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure - informational reports that include facts and examples and that present important details in a logical order - book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)
(4.15.D) write to entertain such as to compose humorous poems or short stories (4-8)	<i>Implied</i>	26. Write for various purposes, including: <ul style="list-style-type: none"> - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure - informational reports that include facts and examples and that present important details in a logical order - book reports that include an opinion and/or a persuasive viewpoint

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		(ELA-2-E6)
(4.15.E) exhibit an identifiable voice in personal narratives and in stories (4-5)		22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)
(4.15.F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)		26. Write for various purposes, including: - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure - informational reports that include facts and examples and that present important details in a logical order - book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)
(4.16) Writing/Penmanship		Writing/Proofreading
(4.16.A) write legibly by selecting cursive or manuscript as appropriate (4-8)		27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)
(4.16.B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)		28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2) 29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2)
(4.17) Writing/Spelling		Writing
(4.17.A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)		32. Use knowledge of root word, affixes, and syllable constructions to spell words (ELA-3-E5)
(4.17.B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)		32. Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)
(4.17.C) use resources to find correct spellings (4-8)		47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)
(4.17.D) spell accurately in final drafts (4-8)	<i>Implied</i>	23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)

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		<ul style="list-style-type: none"> - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.18) Writing/Grammar/Usage		Writing/Proofreading
(4.18.A) use regular and irregular plurals correctly (4-6)	<i>Implied</i>	28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)
(4.18.B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)	<i>Implied</i>	20. Write compositions of at least three paragraphs organized with the following: <ul style="list-style-type: none"> - a clearly stated central idea - an introduction and a conclusion - a middle developed with supporting details - a logical, sequential order - transitional words and phrases that unify points and ideas (ELA-2-E1)
(4.18.C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)		30. Write using standard English structure and usage, including: <ul style="list-style-type: none"> - using active and passive voices of verbs - avoiding writing with sentence fragments and run-on sentences (ELA-3-E3) 31. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - selecting and using common interjections appropriately - identifying and using transitive and intransitive verbs correctly - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
(4.18.D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)	<i>Implied</i>	31. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - selecting and using common interjections appropriately - identifying and using transitive and intransitive verbs correctly - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
(4.18.E) use prepositional phrases to elaborate written ideas (4-8)		31. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - selecting and using common interjections appropriately - identifying and using transitive and intransitive verbs correctly - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)

TEKS	Comments	Louisiana GLE
(4.18.F) use conjunctions to connect ideas meaningfully (4-5)		31. Apply knowledge of parts of speech in writing, including: - selecting and using common interjections appropriately - identifying and using transitive and intransitive verbs correctly - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
(4.18.G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)		28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)
(4.18.H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5)	<i>Implied</i>	31. Apply knowledge of parts of speech in writing, including: - selecting and using common interjections appropriately - identifying and using transitive and intransitive verbs correctly - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
(4.19) Writing/Writing Processes		Writing
(4.19.A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)		23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)		20. Write compositions of at least three paragraphs organized with the following: * a clearly stated central idea * an introduction and a conclusion * a middle developed with supporting details * a logical, sequential order * transitional words and phrases that unify points and ideas (ELA-2-E1) 21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1) 23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions,

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		generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)		23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.D) revise drafts for coherence, progression, and logical support of ideas (4-8)		23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	<i>Implied in #25</i>	23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3) 25. Use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5)

TEKS	Comments	Louisiana GLE
(4.19.F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)		<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3) <p>47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)</p>
(4.19.G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)		<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.H) proofread his/her own writing and that of others (4-8)		<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.19.I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)		<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.20) Writing/Evaluation		Writing
(4.20.A) apply criteria to evaluate writing (4-8)	<i>Implied</i>	<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.20.B) respond in constructive ways to others' writings (4-8)	<i>Implied</i>	<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.20.C) evaluate how well his/her own writing achieves its purposes (4-8)	<i>Not specifically addressed</i>	<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.20.D) analyze published examples as models for writing (4-	NA	

TEKS	Comments	Louisiana GLE
8)		
(4.20.E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)	NA	
(4.21) Writing/Inquiry/Research		Writing
(4.21.A) frame questions to direct research (4-8)	<i>Not addressed</i>	
(4.21.B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	<i>Implied</i>	<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.21.C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8)		44. Use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3)
(4.21.D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	<i>Not specifically addressed in #48, #49</i>	<p>46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)</p> <p>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5)</p> <p>49. Define plagiarism (ELA-5-E5)</p>
(4.21.E) present information in various forms using available technology (4-8)	<i>Implied</i>	<p>43. Evaluate the usefulness of information selected from multiple sources, including:</p> <ul style="list-style-type: none"> *library and online databases *electronic reference works *internet information *community and government data *interviews *experiments *surveys (ELA-5-E2)
(4.21.F) evaluate his/her own research and raise new questions for further investigation (4-8)	<i>Implied</i>	<p>43. Evaluate the usefulness of information selected from multiple sources, including:</p> <ul style="list-style-type: none"> - library and online databases - electronic reference works

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - Internet information - community and government data - interviews
(4.22) Writing Connections		Writing
(4.22.A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	<i>Implied</i>	23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) - drafting - conferencing with peers and teachers - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using available technology (ELA-2-E3)
(4.22.B) correspond with peers or others via e-mail or conventional mail (4-8)	<i>NA</i>	
(4.23) Viewing/Representing		
(4.23.A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8)	<i>NA</i>	
(4.23.B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8)		50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)
(4.23.C) use media to compare ideas and points of view (4-8)	<i>NA</i>	
(4.24) Viewing/Representing/Analysis		
(4.24.A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5)	<i>NA</i>	
(4.24.B) compare and contrast print, visual, and electronic media such as film with written story (4-8)	<i>Implied</i>	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> - sequencing events and steps in a process - explaining how the setting impacts other story elements, including the characters' traits and actions - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations - confirming or denying a prediction about information in a text

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - comparing and contrasting story elements or information within and across texts - identifying stated main ideas and supporting details - making simple inferences (ELA-7-E1)
(4.25) Viewing/Representing/Production		
(4.25.A) select, organize, or produce visuals to complement and extend meanings (4-8)	NA	
(4.25.B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)	NA	
	<i>Not Addressed in TX</i>	33. Alphabetize to the fourth and fifth letters (ELA-3-E5)