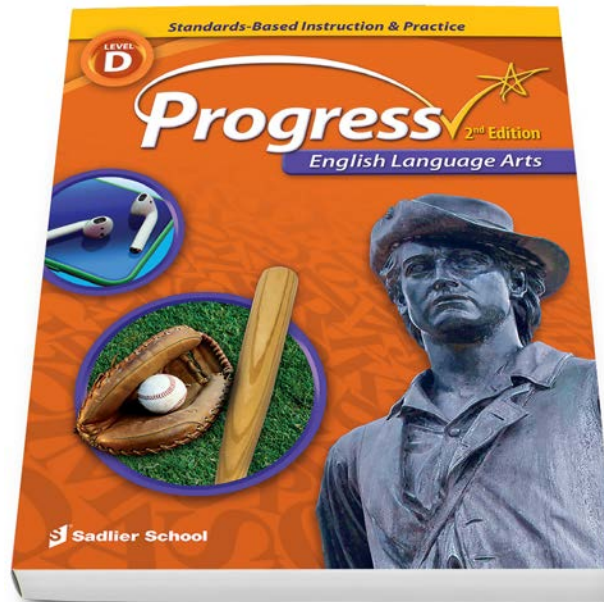


Progress

English Language Arts 2nd Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 4



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(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:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion) <ul style="list-style-type: none"> Answer questions related to the chapter Essential Question—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 Good Speaker/Good Listener Checklist—Chapter 7, p. 170 <ul style="list-style-type: none"> Did I: Ask questions to check my understanding? Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 <p>TEACHER'S EDITION Discussion Skills</p> <ul style="list-style-type: none"> Participate actively/listen carefully/ask clarifying questions (sample questions)/build on each other's reasoning—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listen attentively/ask questions—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Drawing Inferences: "Erosion and Earth's Changing Landscapes" (Explanatory Text/Procedural)—pp. 38–43 <p>TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Independent Practice Cite Evidence (steps indicated by bullet points)—TE p. 42 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 6 Synthesize Information (explain steps to class)—TE p. 115 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Fluency Practice (Chapters 1–6) <ul style="list-style-type: none"> Chapter Fluency Practice <ul style="list-style-type: none"> Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural) </p>
<p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> Stay on topic?/Speak in complete sentences?—p. 170 <p>TEACHER’S EDITION Speaking and Listening: Presentation <ul style="list-style-type: none"> Prepare and make a formal presentation (state topic clearly/present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153 <p>Extend Thinking <ul style="list-style-type: none"> Chapter 1 Create (a visual/present to class)—TE p. 17 Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43 Chapter 2 Compare and Contrast (Venn diagram/present ideas to class)—TE p. 56 Chapter 3 Draw Conclusions (reexamine character of historical figure/share conclusions with class)—TE p. 75 Chapter 3 Investigate (research historical figures/create a visual/share with class)—TE p. 82 Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95 Chapter 4 Critical Response (examine life of Alexander Graham Bell/share ideas with a partner)—TE p. 108 Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100 Chapter 6 Synthesize Information (draw a diagram/explain steps to class)—TE p. 115 <p>DIGITAL RESOURCES Writing Handbook <ul style="list-style-type: none"> Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> Determine how formal or informal you need to be. Use language that fits your audience and the occasion. Use visuals as needed to support what you say. Speak clearly and loudly enough for everyone to hear. Speak slowly enough so that everyone can understand you. Change the pitch, rate, and loudness of your voice to express your ideas, show emphasis, and create an emotional effect. <p style="text-align: right;"><i>continued</i></p> </p></p></p></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> ○ Make your gestures and facial expressions match your words. ○ Ask your audience if they have any questions. Listen carefully and answer politely. Take time to think before you respond. <p><i>Related content</i></p> <p>Fluency Practice (Chapters 1—6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Into the Grand Canyon” (Adventure Story) ○ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural) ○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction) ○ Chapter 4 “The People of the Longhouse” (Historical Text) ○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic) ○ Chapter 6 “Satellites Around Earth” (Technical Text) • Fluency Practice: Teaching Suggestions The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (follow conventions of discourse, including agreed-upon rules for small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p>TEACHER’S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Follow rules for respectful discussion—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Turn and Talk (working in pairs, students exchange and discuss final summaries)
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, 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:</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p>	<p><i>See Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Nouns—p. 166 • Regular and Irregular Plural Nouns—p. 167 • Regular and Irregular Verbs—p. 195
<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>DIGITAL RESOURCES Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Open and Closed Syllables ◦ Syllables with Vowel Teams ◦ Syllables with <i>r</i>-Controlled Vowels ◦ Words with Silent Consonants • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Open and Closed Syllables ◦ Syllables with Vowel Teams ◦ Syllables with <i>r</i>-Controlled Vowels ◦ Words with Silent Consonants • Additional Practice <ul style="list-style-type: none"> ◦ Open and Closed Syllables ◦ Syllables with Vowel Teams ◦ Syllables with <i>r</i>-Controlled Vowels ◦ Words with Silent Consonants • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook
<p>(iii) decoding words using advanced knowledge of syllable division patterns such as VV;</p>	<p>N/A</p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(iv) decoding words using knowledge of prefixes;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Affixes—p. 58 • Roots—p. 156 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>(v) use words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p><i>See Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER’S ANNOTATED EDITION</u></p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 14 More Present-Tense Verbs (change the y to i/ double the consonant)—SE pp. 68–71/TAE p. T25 • Lesson 15 Past-Tense Verbs (change the y to i/double the consonant)—SE pp. 72–75/TAE p. T26 <p>Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 27 Comparing with Adjectives (change the y to i/ double the consonant)—SE pp. 124–127/TAE p. T32
<p>(vi) identifying and reading high-frequency words from a research-based list;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • Pages 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>TEACHER'S EDITION Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary/Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<p>DIGITAL RESOURCES Foundational Skills Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Open and Closed Syllables Syllables with Vowel Teams Syllables with <i>r</i>-Controlled Vowels Words with Silent Consonants Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Open and Closed Syllables Syllables with Vowel Teams Syllables with <i>r</i>-Controlled Vowels Words with Silent Consonants Additional Practice <ul style="list-style-type: none"> Open and Closed Syllables Syllables with Vowel Teams Syllables with <i>r</i>-Controlled Vowels Words with Silent Consonants Teacher Resources <ul style="list-style-type: none"> How to Use the Handbook
(ii) spelling homophones;	<p>See <i>Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Lesson 50 Words Often Misspelled (homophones)—SE pp. 224-227/TAE p. T45
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	N/A
(iv) spelling words using advanced knowledge of syllable division patterns;	N/A

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(v) spelling words using knowledge of prefixes; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Affixes—p. 58 • Roots—p. 156 <p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Latin and Greek Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>(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; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Affixes—p. 58 • Roots—p. 156 <p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Base Words ○ Suffixes ○ Latin and Greek Roots <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Suffixes ○ Latin and Greek Roots • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Suffixes ○ Latin and Greek Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
(C) write legibly in cursive to complete assignments.	N/A
<p>(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:</p>	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Reference Materials—p. 225 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Words to Know (consult a dictionary)—p. 90 • Cite Evidence: D Consult a dictionary—p. 91 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 229–232 <p><u>TEACHER’S EDITION</u> Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Consult a dictionary—TE pp. 51, 110, 177, 219 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230 <p><u>DIGITAL RESOURCES</u> Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Reference Materials • Additional Practice <ul style="list-style-type: none"> ○ Reference Materials

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Context Clues—p. 32 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—pp. 65, 91 Objective: Use context clues—p. 90 <p><u>TEACHER’S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> Working with Word Meaning (context clues)—TE pp. 12, 54, 64 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—TE p. 65 <p>Independent Practice</p> <ul style="list-style-type: none"> Use context clues—TE p. 68 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Using context clues—TE p. 91 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues
<p>(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; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Affixes—p. 58 Roots—p. 156 <ul style="list-style-type: none"> Roots—p. 156 <p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Base Words Prefixes Suffixes Latin and Greek Roots Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Base Words Prefixes Suffixes Latin and Greek Roots <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Latin and Greek Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>See <i>Sadlier From Phonics to Reading, Level Green/Grade 3</i></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> Lesson Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276 <p>Lesson Activities Word Study</p> <ul style="list-style-type: none"> • Homophones—SB p. 135/TE p. T164 <p>Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Spell It—SB p. 215/TE p. T268 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> • Homophones—TE p. T163
<p>(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.</p>	<p><u>TEACHER'S EDITION</u> Foundational Skills</p> <ul style="list-style-type: none"> • Fluency Practice (as students read their summaries, listen for reading fluency, including reading with expression and observing punctuation)—TE pp. 41, 93, 119, 145 <p><u>DIGITAL RESOURCES</u> Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Fluency Practice <ul style="list-style-type: none"> ○ Chapter Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Into the Grand Canyon” (Adventure Story) ○ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural) ○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction) ○ Chapter 4 “The People of the Longhouse” (Historical Text) ○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic) ○ Chapter 6 “Satellites Around Earth” (Technical Text) ○ Fluency Practice Teaching Suggestions <ul style="list-style-type: none"> • Teacher’s Guide to Fluency: What is Fluency? <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p style="text-align: right;"><i>continued</i></p>

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	<p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ "The Envious Stonecutter" (Japanese Folk Tale) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Practicing Fluency • Additional Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ "Traditional Hopi Song" (Poem) • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook <p><i>See additional oral reading opportunities using grade-level text across a range of genres—</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 "Lost and Found" (Adventure Story), pp. 12-17; "A New Home" (Historical Fiction), pp. 18-23; "Escape from Giza" (Fantasy), pp. 24-29 • Chapter 2 "Erosion and Earth's Changing Landscapes" (Explanatory Text/Procedural), pp. 38-43; "Earth's Layers and Plates" (Scientific Journal Article), pp. 44-49; "The Power of Tsunamis" (Scientific Text), pp. 50-55 • Chapter 3 "Paul Revere's Real Ride" (Realistic Fiction), pp. 64-69; "The Hero of Saratoga" (Historical Drama), pp. 70-75; "Bringing Hope to the Valley" (Historical Fiction), pp. 76-81 • Chapter 4 "A Gallery of Young Inventors" (Informational Text), pp. 90-95; "Mary G. Ross: Trailblazer" (Biography), pp. 96-101; "Alexander Graham Bell: From Talking Dog to Telephone" (Biography/Memoir), pp. 102-107 • Chapter 5 "Mulan: Woman Warrior of Ancient China" (Mystery), pp. 116-121; "The Hare and the Lion and The Monkey and the Crocodile" (Adventure Story), pp. 122-127 • Chapter 6 "Satellites Around Earth" (Technical Text), pp. 136-141; "Becoming Invisible: Fantasy or Fact?" (Technical Text), pp. 142-147; "Let's Go Green!" (Blog)/"LED Lights" (Internet Advertisement), pp. 148-153 <p>DIGITAL RESOURCES</p> <p>Each Chapter (Chapters 1-6)</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 "King of the River" (Ballad); "Journey to the Bottom of the World" (Fictional Journal); "Leona Lost" (Fantasy Graphic Novel) ◦ Chapter 2 "Science Canyon Ranch" (Brochure); "Could Mount Nyiragongo Erupt Again?" (Newspaper Article); "The Rock Cycle" (Textbook) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> ○ Chapter 3 "I Cannot Tell a Lie" (Poem); "The Apollo 11 Moon Landing" (Readers Theater Script)/"Dear Mr. Armstrong" (Poem); "The Widow Nuisance An Excerpt" (Historical Fiction)/"One Widow's War" (Drama) ○ Chapter 4 "Cooking over Fire" (Informational Text); "What's for Lunch?" (Magazine Article); "The Centennial Society Program" (Brochure)/"A Camp for Wounded Men" (adapted Memoir) ○ Chapter 5 "The 10th Labor of Hercules" (Myth)/"Hercules Steals the Red Cattle of Geryon" (Graphic Novel); "The Three Wishes" (Fairy Tale)/"King Midas" (Myth) ○ Chapter 6 "The Future of Meat" (Blog); "Step Up to End Hunger" (Announcement); "Irritation Becomes Innovation" (Book Excerpt)/"Bug Bots!" (Magazine Article) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 "It Rhymes with Try" (Short Story); "The Best Defense" (Science Fiction); "My First Flight" (Historical Fiction) ○ Chapter 2 "Working at a Volcano" (Expository Text); "A Volcano for a Neighbor" (Expository Text); "The Ring of Fire" (Expository Text) ○ Chapter 3 "William Tell" (Short Story); "The Ring of Fire" (Expository Text); "Legend and Marksman" (Short Story)/"Excerpt from "William Tell" – by Reverend J.H. Gurney (Poem, adapted excerpt) ○ Chapter 4 "Anne and Helen" (Biography); "Helen Keller, Activist" (Article); "Excerpt from The Story of My Life" – by Helen Keller (Autobiography) ○ Chapter 5 "The Sword in the Stone" (Legend)/"Arthur Pulls the Sword from the Stone" (Graphic Novel); "The Camel and the Tortoise" (Fable)/"The Three Brothers" (Fairy Tale) ○ Chapter 6 "Biomimicry: Inventions from Nature" (Expository Text); "How Prosthetics Work" (Expository Text); "How Prosthetics Work" (Expository Text)/"The Wonders of Self-Healing Plastic" (Expository Text) ○ Close Reading Practice <ul style="list-style-type: none"> ○ Close Reading <ul style="list-style-type: none"> ○ Chapter 1 "Moving to a New World" (Realistic Fiction) ○ Chapter 2 "Volcanoes: Nature's Fire" (Science Magazine Article) ○ Chapter 3 "James Armistead: Spy for the Revolution" (Journal Entries) ○ Chapter 4 "Helping the Union" (Cause/Effect Essay) ○ Chapter 5 "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend) ○ Chapter 6 "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" (Newspaper Article)

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<p>(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.</p>	<p>(Teacher observation)</p>
<p>(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:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>TEACHER'S EDITION Set the Purpose</p> <ul style="list-style-type: none"> Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>TEACHER'S EDITION Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Questioners think of questions about something they don't understand.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 21; Chapter 2, TE p. 47; Chapter 3, TE p. 73; Chapter 5, TE p. 125; Chapter 6, TE p. 145 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> Self-Monitoring Strategies <ul style="list-style-type: none"> Ask questions—p. 3
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>TEACHER'S EDITION Recap Reading Selection</p> <ul style="list-style-type: none"> Predict what will happen next—TE pp. 14, 28, 126 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Make predictions about what is occurring in the text—TE pp. 21, 45 <p>Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 21; Chapter 2, TE p. 47; Chapter 3, TE p. 73; Chapter 5, TE p. 125; Chapter 6, TE p. 145

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<p>(D) create mental images to deepen understanding;</p>	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • Visualize (have students picture in their minds the people or other characters, places, and events in the text)—p. 3
<p>(E) make connections to personal experiences, ideas in other texts, and society;t</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Home Connect</p> <ul style="list-style-type: none"> • Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 36; Chapter 3, p. 62; Chapter 4, p. 88; Chapter 5, p. 114; Chapter 6, p. 134; Chapter 7, p. 160; Chapter 8, p. 174; Chapter 9, p. 188; Chapter 10, p. 202; Chapter 11, p. 216 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1
<p>(F) make inferences and use evidence to support understanding;</p>	<p style="text-align: center;"><i>LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Lost and Found” (Adventure Story)—pp. 12–17 • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “King of the River” (Ballad) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan <ul style="list-style-type: none"> ◦ 3rd Read (read the text for a third time to make inferences)—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect On the Go: I See–I Know–My Inference (graphic organizer) <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural)—pp. 38–43 • Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Science Canyon Ranch” (Brochure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) ◦ Chapter 2 Close Reading Lesson Plan <ul style="list-style-type: none"> ◦ 3rd Read (read the text for a third time to make inferences)—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Play a Game, Follow the Rules (relevant evidence) (graphic organizer)
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Cite Evidence</p> <ul style="list-style-type: none"> • Evaluate details—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>Comprehension Check</p> <ul style="list-style-type: none"> Determine key ideas (explain answers with details from the text)—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> 1st Read: Key Ideas and Details <ul style="list-style-type: none"> Text-Dependent Questions
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Theme (combining information from multiple selections to better understand the chapter theme)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Making Connections Between Texts: “Mulan: Woman Warrior of Ancient China” (Text/Graphic Novel)(Legend)—pp. 116–121 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Integrating Information from Texts: “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement)—pp. 148–153 <p><i>Related content</i></p> <p>TEACHER’S EDITION</p> <p>Analyze a Student Model</p> <ul style="list-style-type: none"> Evaluate a Writer’s Work (share information collected about a topic from multiple sources)—TE p. 220
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Pages 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 <p>TEACHER’S EDITION</p> <p>Reading Selections in Level D</p> <ul style="list-style-type: none"> Background information about the theme or topic for each selection—TE p. T23 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose— <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (determine what the text is about or what happens) • 2nd Read: Language and Text Structure (examine words, phrases, and text structure) • 3rd Read: Connections and Inferences (make connections and inferences) ○ Close Reading/Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ Annotating a Text, pp. 1, 2 ◦ Self-Monitoring Strategies, pp. 3, 4 <ul style="list-style-type: none"> • Visualize • Ask questions • Draw conclusions • Reread to clarify
<p>(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:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question/Connect to the Theme (make connections to the texts)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (make connections)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 <p><u>TEACHER’S EDITION</u> Support English Language Learners</p> <ul style="list-style-type: none"> • Real-life connections—TE p. 58

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<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts <ul style="list-style-type: none"> Compare and Contrast Texts (complete the comparison table or Venn diagram)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 Write About It Respond in writing to literary and informational texts. <ul style="list-style-type: none"> Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 TEACHER'S EDITION Extend Thinking <ul style="list-style-type: none"> Chapter 1 Compare (compare and contrast family traditions)—TE p. 30 Chapter Review <ul style="list-style-type: none"> Write About It Rubric—Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158 </p>
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Cite Evidence <ul style="list-style-type: none"> Evaluate details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 Comprehension Check <ul style="list-style-type: none"> Determine key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 Connect Across Texts <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 </p>
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts <ul style="list-style-type: none"> Determining Theme and Summarizing: “A New Home” (Historical Fiction)—pp. 18–23 Chapter 2 Key Ideas and Details: Informational Texts <ul style="list-style-type: none"> Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Scientific Journal Article)—pp. 44–49 Home Connect <ul style="list-style-type: none"> Retell stories from a book, TV show, or movie—p. 62 Write About It <ul style="list-style-type: none"> Summarize the article/time line—pp. 60, 158 <p style="text-align: right;"><i>continued</i></p> </p>

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	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Summarize or Paraphrase Information—pp. 219, 222 <p>TEACHER’S EDITION</p> <p>Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Summarizers say what they have learned so far.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 21; Chapter 2, TE p. 47; Chapter 3, TE p. 73; Chapter 5, TE p. 125; Chapter 6, TE p. 145 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> Summarize/recap selection/recall—TE pp. 20, 66, 74, 106, 140, 146, 152 <p>Writearound</p> <ul style="list-style-type: none"> Work in groups of four to summarize the reading selection—TE pp. 27, 53 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme and Summarizing Additional Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme and Summarizing: “Journey to the Bottom of the World” (Fictional Journal) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction) Close Reading Practice <ul style="list-style-type: none"> Chapter 1 “Moving to a New World” (Realistic Fiction) Chapter 1 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 1 Home Connect Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer) <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing Additional Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Could Mount Nyiragongo Erupt Again?” (Newspaper Article) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction) Close Reading Practice <ul style="list-style-type: none"> Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) Chapter 2 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer) Chapters 1–6 • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Summary Chart/write a summary of the text, p. 5 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text (briefly summarize each read), pp. 1, 2 ◦ Summarizing, p. 5
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (a visual/present to class)—TE p. 17 • Chapter 1 Compare (compare and contrast family traditions)—TE p. 30 • Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43 • Chapter 2 Compare and Contrast (Venn diagram)—TE p. 56 • Chapter 3 Draw Conclusions (reexamine character of historical figure)—TE p. 75 • Chapter 3 Investigate (research historical figures)—TE p. 82 • Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95 • Chapter 4 Critical Response (examine life of Alexander Graham Bell)—TE p. 108 • Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100 • Chapter 6 Synthesize Information (draw a diagram/explain steps)—TE p. 115 <p>Conduct Research</p> <ul style="list-style-type: none"> • Create: Note-Taking <ul style="list-style-type: none"> ◦ Taking Notes—TE p. 221 <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Annotation Notes—pp. 2, 4 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text (briefly summarize each read)—pp. 1, 2
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • Pages 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>TEACHER'S EDITION Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152 Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152
<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p>TEACHER'S EDITION Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p>Turn and Talk</p> <ul style="list-style-type: none"> Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans ◦ Turn and Talk (work in pairs to review and discuss summaries of the text)—p. 5
<p>(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:</p>	
<p>(A) infer basic themes supported by text evidence;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Lost and Found” (Adventure Story)—pp. 12–17 • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “King of the River” (Ballad) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect On the Go: I See–I Know–My Inference (graphic organizer)
<p>(B) explain the interactions of the characters and the changes they undergo;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Characters, Settings, and Events: “Escape from Giza” (Fantasy)—pp. 24–29 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts (characters)—p. 30 ◦ Connect to the Essential Question (details about characters)—p. 31 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 Chapter 3 Craft and Structure: Literary Texts • Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (setting)—p. 70 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Recap Reading Selection (characters)—p. 72 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “Leona Lost” (Fantasy graphic novel) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “My First Flight” (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)
<p>(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Characters, Settings, and Events: “Escape from Giza” (Fantasy)—pp. 24–29 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (details about events)—Chapter 1, p. 31 • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 Chapter 3 Craft and Structure: Literary Texts • Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (setting)—p. 70 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Recap Reading Selection (plot)—p. 72 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “Leona Lost” (Fantasy graphic novel) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “My First Flight” (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)
<p>(D) explain the influence of the setting, including historical and cultural settings, on the plot.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Characters, Settings, and Events: “Escape from Giza” (Fantasy)—pp. 24–29 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (details about setting)—Chapter 1, p. 31 • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (setting)—p. 70 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Recap Reading Selection (setting)—p. 72 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “Leona Lost” (Fantasy graphic novel) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: “My First Flight” (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(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:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “Lost and Found” (Adventure Story), pp. 12–17, “A New Home” (Historical Fiction), pp. 18–23, “Escape from Giza” (Fantasy), pp. 24–29 • Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction), pp. 64–69, “The Hero of Saratoga” (Historical Drama), pp. 70–75, “Bringing Hope to the Valley” (Historical Fiction), pp. 76–81 • Chapter 5 “Mulan: Woman Warrior of Ancient China” (Mystery), pp. 116–121, “The Hare and the Lion and The Monkey and the Crocodile” (Adventure Story), pp. 122–127 <p>DIGITAL RESOURCES Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “King of the River” (Ballad); “Journey to the Bottom of the World” (Fictional Journal); “Leona Lost” (Fantasy Graphic Novel) ○ Chapter 3 “I Cannot Tell a Lie” (Poem); “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem); “The Widow Nuisance An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama) ○ Chapter 5 “The 10th Labor of Hercules” (Myth)/“Hercules Steals the Red Cattle of Geryon” (Graphic Novel); “The Three Wishes” (Fairy Tale)/“King Midas” (Myth) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “It Rhymes with Try” (Short Story); “The Best Defense” (Science Fiction); “My First Flight” (Historical Fiction) ○ Chapter 3 “William Tell” (Short Story); “The Ring of Fire” (Expository Text); “Legend and Marksman” (Short Story)/“Excerpt from “William Tell” – by Reverend J.H. Gurney (Poem, adapted excerpt) ○ Chapter 5 “The Sword in the Stone” (Legend)/“Arthur Pulls the Sword from the Stone” (Graphic Novel); “The Camel and the Tortoise” (Fable)/“The Three Brothers” (Fairy Tale) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—“Moving to a New World” (Realistic Fiction) ○ Chapter 3 Craft and Structure: Literary Texts—“James Armistead: Spy for the Revolution” (Journal Entries) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend) ● Fluency Practice ○ Chapter 1 "Into the Grand Canyon" (Adventure Story) ○ Chapter 3 "Paul Revere's Real Ride" (Realistic Fiction) ○ Chapter 5 "Gilgamesh's Quest for Immortality" (Sumerian Epic)
<p>(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> ● Figurative Language (similes, metaphors)—p. 84 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Language: Figurative Language (similes, metaphors) <p><i>See also Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> ● Figurative Language (simile, metaphor, personification)—pp. 196–197
<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Explaining Structural Elements: "The Hero of Saratoga" (Historical Drama)—pp. 70–75 ● Chapter 3 Review: "American Revolution: Character Clues" <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 3 Explaining Structural Elements ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Explaining Structural Elements: "The Apollo 11 Moon Landing" (Readers Theater Script)/"Dear Mr. Armstrong" (Poem) ○ Chapter 3 Comparing and Contrasting Points of View: "The Widow Nuisance—An Excerpt" (Historical Fiction)/"One Widow's War" (Drama) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 3 Explaining Poetic Structure: "The Spider and the Fly" – by Mary Howitt (Narrative Poetry) ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining the Main Idea and Summarizing: "Earth's Layers and Plates" (Scientific Journal Article)—pp. 44–49 • Chapter 2 Review: "Recording an Earthquake" (Scientific Journal Article)—pp. 59–60 <p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining the Main Idea and Summarizing • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining the Main Idea and Summarizing: "Could Mount Nyiragongo Erupt Again?" (Newspaper Article) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 2 Determining the Main Idea and Summarizing: "Magic or Science?" (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 2 "Volcanoes: Nature's Fire" (Science Magazine Article) ○ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 2 Home Connect ○ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)
(ii) features such as pronunciation guides and diagrams to support understanding; and	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining the Main Idea and Summarizing: "Earth's Layers and Plates" (Scientific Journal Article) (map, diagrams, photo)—pp. 44–49 • Explaining Events and Ideas: "The Power of Tsunamis" (Scientific Text) (diagrams)—pp. 50–55 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Interpreting Visual Information: "Satellites Around Earth" (Technical Text) (timelines, diagrams)—pp. 136–141 • Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text) (diagrams)—pp. 142–147 <p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 6 Interpreting Visual Information <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer)
<p>(iii) organizational patterns such as compare and contrast;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Describing Text Structures: “Mary G. Ross: Trailblazer” (Biography)—pp. 96–101 • Comparing and Contrasting Events and Topics: “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir)—pp. 102–107 • Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures ◦ Chapter 4 Comparing and Contrasting Events and Topics • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures: “What’s for Lunch?” (Magazine Article) ◦ Chapter 4 Comparing and Contrasting Events and Topics: “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures: “Helen Keller, Activist” (Article) ◦ Chapter 4 Comparing and Contrasting Events and Topics: “Excerpt from The Story of My Life” (Autobiography) • Instructional Videos <ul style="list-style-type: none"> ◦ Describing Text Structures • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Helping the Union” (Cause/Effect Essay) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader; and 	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 142-147 <p>TEACHER’S EDITION Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Analyze a Student Model <ul style="list-style-type: none"> ○ Title/Introduction (state the writer’s claim)—TE p. 190 ○ Describe Characters/Describe Events/Use Text Evidence (support claim by describing character’s thoughts)—TE p. 191 ○ Conclusion (relate conclusion directly to claim in the first paragraph)—TE p. 192 • Evaluate a Writer’s Work <ul style="list-style-type: none"> ○ Organize a class discussion about the evidence-based essay (an effective essay presents a position, or states a claim, and then provides details and quotations from the original text to support it)—TE p. 192 • Model: Organizational Structure <ul style="list-style-type: none"> ○ Complete the outline (with title, the topic, and claim/point of view)—TE p. 192 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Analyze a Student Model <ul style="list-style-type: none"> ○ Title/Introduction (state claim)—TE p. 204 ○ Reason 1/Reason 2/Reason 3 (support opinion/claim with relevant facts and details)—TE p. 205-206 <p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Analyzing Reasons and Evidence • Additional Practice <ul style="list-style-type: none"> ○ Analyzing Reasons and Evidence: “Step Up to End Hunger” (Announcement) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” (Newspaper Article) ○ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect ○ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 136–141 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Using Online Resources—TE p. 19 • Chapter 2 Using Online Resources—TE p. 47 • Chapter 3 Reliable Online Sources—TE p. 71 • Chapter 4 The Library of Congress—TE p. 97 • Chapter 5 Present and Analyze Visuals—TE p. 128 • Chapter 6 Connect Visuals to the Text—TE p. 154 • Chapter 7 Online Publishing—TE p. 172 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Interpreting Visual Information • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” (Newspaper Article) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer) <p>Chapters 1–6 (digital texts)</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Assessments • Instructional Videos • Close Reading Practice • Fluency Practice • Parent Resources • Student Resources

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(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:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>TEACHER’S EDITION Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> • Discuss the writer’s purpose and message—Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220
<p>(B) explain how the use of text structure contributes to the author’s purpose;</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 • Chapter 3 Review: “American Revolution: Character Clues” <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Structural Elements • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Structural Elements: “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p style="text-align: center;"><i>INFORMATIONAL TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Describing Text Structures: “Mary G. Ross: Trailblazer” (Biography)—pp. 96–101 • Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures: “What’s for Lunch?” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures: “Helen Keller, Activist” (Article) • Instructional Videos <ul style="list-style-type: none"> ◦ Describing Text Structures • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Helping the Union” (Cause/Effect Essay) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts Text features, such as diagrams and time lines, clarify details.</p> <ul style="list-style-type: none"> • Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 136–141 <p>Writing Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Developing the Subtopics with Facts, Definitions, and Details—pp. 177, 179, 219, 222 <p><u>TEACHER'S EDITION</u> Listening and Viewing Skills Text features: bullet points, charts, illustrations, and photos.</p> <ul style="list-style-type: none"> • Chapter 1, p. 19; Chapter 2, p. 45; Chapter 3, p. 77; Chapter 4, p. 91; Chapter 5, p. 117; Chapter 6, p. 137 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Include text features <ul style="list-style-type: none"> • headings/subheadings, diagrams, graphs, charts, maps

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(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;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Figurative Language (simile, metaphor)—p. 84 • Synonyms and Antonyms—p. 110 • Idioms, Adages, and Proverbs—p. 130 <p><i>Related content</i></p> <p><u>DIGITAL RESOURCE</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 “I Cannot Tell a Lie” (Poem); “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ “Legend and Marksman” (Short Story)/“Excerpt from “William Tell” – by Reverend J.H. Gurney (Poem, adapted excerpt) <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ “Traditional Hopi Song” (Poem)
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Historical Fiction)—pp. 76–81 • Chapter 3 Review: “American Revolution: Character Clues” <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View: “The Widow Nuisance—An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) • Instructional Videos <ul style="list-style-type: none"> ◦ Comparing and Contrasting Points of View • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(F) discuss how the author’s use of language contributes to voice; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language—p. 84 • Idioms, Adages, and Proverbs—p. 130 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Determining Word Meanings: “I Cannot Tell a Lie” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Mythological Characters and Related Words (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Cooking over Fire” (Informational Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Helping the Union” (Cause/Effect Essay) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Activity: Unfamiliar Words (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
(G) identify and explain the use of anecdote.	<p>TEACHER'S EDITION Genre: Opinion Pieces</p> <ul style="list-style-type: none"> Give specific reasons supported by evidence, such as facts, examples, and anecdotes—TE p. 204
<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>TEACHER'S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Introduce the Writing Process—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning Step 2: Drafting Step 3: Revising Step 4: Editing Step 5: Producing, Publishing, and Presenting
(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;	<p>STUDENT EDITION/TEACHER'S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Complete an outline to organize a first draft—Chapter 7, p. 165; Chapter 8, p. 179; Chapter 9, p. 193; Chapter 10, p. 207; Chapter 11, p. 222 <p>TEACHER'S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Create: Organizational Structure <ul style="list-style-type: none"> Brainstorming/Planning—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> What am I writing? Why am I writing? What is my purpose? Who is my audience? Who will read my writing? Begin with your topic. Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Brainstorming Choosing the Topic Supporting Details

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<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	<p>TEACHER'S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ◦ Drafting a piece of writing—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 • Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 2: Drafting
<p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Writing Chapters</p> <ul style="list-style-type: none"> • Creating an Organizational Structure/Introducing a Topic—Chapter 7, pp. 162, 165; Chapter 8, pp. 176, 179; Chapter 9, pp. 190, 193; Chapter 10, pp. 204, 207; Chapter 11, pp. 218, 222 • Using Linking Words and Phrases—Chapter 7, pp. 163, 165; Chapter 8, pp. 177, 179 • Providing a Concluding Statement—Chapter 7, pp. 164, 165; Chapter 8, pp. 178, 179; Chapter 9, pp. 192, 193; Chapter 10, pp. 206, 207 <p>TEACHER'S EDITION Writing Chapters</p> <ul style="list-style-type: none"> • Introduce: Organizational Structure—Chapter 7, TE p. 162; Chapter 8, TE p. 176; Chapter 9, TE p. 190; Chapter 10, TE p. 204; Chapter 11, TE p. 218 • Model: Organizational Structure—Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220
<p>(ii) developing an engaging idea with relevant details;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Writing Chapters</p> <ul style="list-style-type: none"> • Developing the Topic—Chapter 8, TE pp. 177, 179; Chapter 11, TE pp. 219, 222 • Providing Reasons that Support the Opinion—Chapter 10, TE pp. 205, 207 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Begin with your big idea. ◦ Then add details. • Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Choosing the Topic ◦ Supporting Details

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<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Figurative Language—p. 84 • Synonyms and Antonyms—p. 110 • Idioms, Adages, and Proverbs—p. 130 • Precise Words and Phrases—p. 182 • Formal and Informal English—p. 208 <p>Writing Chapters</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—Chapter 7, TE pp. 162, 165; Chapter 8, TE pp. 176, 179; Chapter 9, TE pp. 190, 193; Chapter 10, TE pp. 204, 207; Chapter 11, TE pp. 218, 222 • Supporting the Main Idea with Supporting Facts—Chapter 7, p. 172; Chapter 8, p. 186; Chapter 9, p. 200; Chapter 10, p. 214; Chapter 11, p. 228 <p><u>TEACHER’S EDITION</u> Chapter Review</p> <ul style="list-style-type: none"> • See the Writing Handbook at sadlierconnect.com for ways to improve your writing as you revise—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3: Revising—pp. 5, 6 <ul style="list-style-type: none"> • Revising Checklist <ul style="list-style-type: none"> • Ideas and Voice • Organization and Coherence • Word Choice • Lesson Plans—pp. 4 and 5, 6 and 7 <ul style="list-style-type: none"> ◦ Step 3: Revising <ul style="list-style-type: none"> • Peer Review • Peer Collaboration
<p>(D) edit drafts using standard English conventions, including:</p>	<p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7, 8 <ul style="list-style-type: none"> • Editing Checklist <ul style="list-style-type: none"> • Sentences • Grammar • Mechanics • Spelling • Lesson Plans—pp. 6 and 7, 8 and 9 <ul style="list-style-type: none"> ◦ Step 3: Editing <ul style="list-style-type: none"> • Editing Tips • Digital Integration • Using Proofreading Marks

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(i) avoidance of splices, run-ons, and fragments;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Complete Sentences—p. 166 • Fragments—p. 167 • Run-on Sentences—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Complete Sentences ○ Language: Fragments ○ Language: Run-on Sentences • Additional Practice <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences
<p>(ii) past tense of irregular verbs;</p>	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Regular and Irregular Verbs (past tense)—p. 195 <p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Regular and Irregular Verbs • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Verbs
<p>(iii) singular, plural, common, and proper nouns;</p>	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Nouns—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Nouns • Additional Practice <ul style="list-style-type: none"> ○ Nouns • Instructional Videos <ul style="list-style-type: none"> ○ Nouns

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	<p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 8 Common and Proper Nouns—SE pp. 40–43/TAE p. T22 • Lesson 9 Singular and Plural Nouns—SE pp. 44–47/TAE p. T22
<p>(iv) adjectives, including their comparative and superlative forms;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Order of Adjectives—p. 183 <p><u>DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Order of Adjectives • Additional Practice <ul style="list-style-type: none"> ○ Order of Adjectives • Instructional Videos <ul style="list-style-type: none"> ○ Order of Adjectives <p>See also <i>Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Adjectives (comparative/superlative)—p. 208
<p>(v) adverbs that convey frequency and adverbs that convey degree;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Relative Adverbs—p. 196 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Relative Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Relative Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Relative Adverbs <p>See also <i>Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Adverbs—p. 209 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 30 Adverbs—SE pp. 136–139/TAE p. T34 • Lesson 31 Comparing with Adverbs—SE pp. 140–143/TAE p. T34 • Lesson 32 Using <i>Good</i> and <i>Well</i>—SE pp. 144–147/TAE p. T35
(vi) prepositions and prepositional phrases;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositional Phrases—p. 180 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositional Phrases <p>See also <i>Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases—p. 209
(vii) pronouns, including reflexive;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Relative Pronouns—p. 195 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Relative Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Relative Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Relative Pronouns <p>See also <i>Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Pronouns—p. 180 • Pronoun-Antecedent Agreement—p. 181 <p style="text-align: right;"><i>continued</i></p>

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	<p>See also <i>Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 7.3 Using Pronouns <ul style="list-style-type: none"> ◦ Reflexive Pronouns—p. 175
<p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Sentence Combining—p. 195 • Commas in Compound Sentences (coordinating conjunctions: <i>and, but, or, for, nor, so, yet</i>)—p. 223 <p><u>TEACHER'S EDITION</u> Language Skills Summary</p> <ul style="list-style-type: none"> • Have students give examples of conjunctions (<i>and, but, or, for, not, so, yet</i>)—TE p. 227 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ◦ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ◦ Commas in Compound Sentences <p>See also <i>Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Compound Sentences—p. 223 <p>See also <i>Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Conjunctions—p. 194 <p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 3 Simple Subjects—SE pp. 16-19/TAE p. T19 <ul style="list-style-type: none"> ◦ Write: Combining Sentences (use coordinating conjunction to combine subjects)—SE p. 19/TAE p. T19 • Lesson 4 Simple Predicates—SE pp. 20-23/TAE p. T19 <ul style="list-style-type: none"> ◦ Write: Combining Sentences (use the word <i>and</i> to join predicates)—SE p. 23/TAE p. T19 • Lesson 5 Compound Sentences—SE pp. 24-27/TAE p. T20 <ul style="list-style-type: none"> ◦ Write: Combining Sentences (use a joining word/ coordinating conjunction to form a compound sentence)—SE p. 27/TAE p. T19

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Capitalization • Additional Practice <ul style="list-style-type: none"> ○ Capitalization • Instructional Videos <ul style="list-style-type: none"> ○ Capitalization <p><i>See also Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Capitalization (titles)—p. 225
<p>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas and Quotation Marks in Dialogue—p. 169 • Punctuation for Effect—p. 197 • Commas in Compound Sentences—p. 223 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Dialogue • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Punctuation for Effect • Additional Practice <ul style="list-style-type: none"> ○ Punctuation for Effect • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation for Effect <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ○ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Compound Sentences <p style="text-align: right;"><i>continued</i></p>

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	<p><i>See also Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Possessives (apostrophes)—p. 168 • Commas and Quotation Marks in Dialogue—p. 169 • Commas in Addresses—p. 183 • Compound Sentences (commas)—p. 223 <p><i>See also Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Commas—p. 167 • Commas—p. 208
<p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Frequently Confused Words—p. 209 • Spelling—p. 225 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Frequently Confused Words • Additional Practice <ul style="list-style-type: none"> ◦ Frequently Confused Words • Instructional Videos <ul style="list-style-type: none"> ◦ Frequently Confused Words <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Spelling • Additional Practice <ul style="list-style-type: none"> ◦ Spelling <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Syllables with r-Controlled Vowels ◦ Words with Silent Consonants • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Syllables with r-Controlled Vowels ◦ Words with Silent Consonants • Additional Practice <ul style="list-style-type: none"> ◦ Syllables with r-Controlled Vowels ◦ Words with Silent Consonants <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7, 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Spelling <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p><i>See also Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Spelling High-Frequency Words—p. 182
<p>(E) publish written work for appropriate audiences.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Write the final copy of the assigned narrative, essay, or report—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p>TEACHER'S EDITION Digital Connection</p> <ul style="list-style-type: none"> Chapter 7 Online Publishing—TE p. 172 Chapter 8 Create an Online Magazine—TE p. 186 Chapter 9 Online Publishing—TE p. 200 Chapter 10 Editorial Web Page—TE p. 214 Chapter 11 Social Media—TE p. 228 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Be sure the way you present your final version fits your purpose and audience. <ul style="list-style-type: none"> Handwritten or Printed from a Computer Running Class Presentations Digital Integration Speaking and Listening Presentation Digital Presentation (use digital technology)
<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>STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161 Analyze a student model/outline then write a fictional narrative—pp. 162–165 Assignment: Final draft—p. 172 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 161A Genre: Fictional Narrative—TE p. 162 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Additional Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Narratives • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 7 Home Connect ◦ Chapter 7 Home Connect Conversation Starter: Create a New Ending to a Movie (graphic organizer)
<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 style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173-175 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 176-179 • Assignment: Final draft—p. 186 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 175A • Genre: Informative/Explanatory Text—TE p. 176 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Informative/Explanatory Text • Additional Practice <ul style="list-style-type: none"> ◦ Write Informative/Explanatory Text <p style="text-align: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187-189 • Analyze a student model/outline and write an evidence-based essay—pp. 190-193 • Assignment: Final draft—p. 200 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 189A • Genre: Evidence-Based Essays—TE p. 190 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ◦ Write Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect ◦ Chapter 9 Home Connect Activity: Sources for an Imaginary Documentary (graphic organizer) • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect ◦ Chapter 8 Home Connect Activity: Main Idea and Details (graphic organizer) <p style="text-align: center;"><u>RESEARCH REPORTS</u></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 • Analyze a student model then outline and write a first draft of a research report—pp. 218–222 • Assignment: Final draft—p. 228 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 217A • Genre: Informative/Explanatory Text—TE p. 218 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect ◦ Chapter 11 Home Connect On the Go: Be a Reporter (who, what, when, where, why, and how) (graphic organizer)
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Analyze a student model/ then outline and write an opinion piece—pp. 204–207 Assignment: Final draft—p. 214 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 203A Genre: Opinion Piece (construct a strong argument)—TE p. 204 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Write Opinion Pieces Additional Practice <ul style="list-style-type: none"> Writing Opinion Pieces Instructional Videos <ul style="list-style-type: none"> Writing Opinion Pieces Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect Chapter 10 Home Connect On the Go: Fact or Opinion? (graphic organizer) <p><i>Related content</i></p> <p>TEACHER’S EDITION</p> <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Construct an argument by creating a graphic organizer—TE p. 207
<p>(D) compose correspondence that requests information.</p>	<p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (model letter)—pp. 77 <p><i>See also Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Commas in Addresses—p. 183 <p>Chapter 9 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Home Connect <ul style="list-style-type: none"> Write a letter to the editor of a local newspaper or contribute to a blog—p. 202 <p>DIGITAL RESOURCES</p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Commas in Addresses <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Commas in Addresses • Instructional Videos <ul style="list-style-type: none"> ◦ Commas in Addresses
<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>STUDENT EDITION/TEACHER'S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 • Analyze a student model/outline then write a first draft of a research report—pp. 218–222 • Assignment: Final draft—p. 228
<p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Create: Organizational Structure</p> <ul style="list-style-type: none"> • Brainstorming/Planning (choose a topic)—TE p. 222 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning (begin by asking questions)—p. 2 <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? ◦ What is my purpose? ◦ Who is my audience? ◦ Begin with your topic.
<p>(B) develop and follow a research plan with adult assistance;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Use a graphic organizer—p. 218 <p>TEACHER'S EDITION Genre: Research Report</p> <ul style="list-style-type: none"> • Spend time researching the topic before writing about it—p. 218 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Help students not yet ready to research on their own—TE p. 222 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip (adult supervision)—pp. 2 and 3

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<p>(C) identify and gather relevant information from a variety of sources;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 215 <ul style="list-style-type: none"> ◦ Gather relevant information from print and digital sources. • Subtopic 1 (gather relevant information from print and digital sources for each of the subtopics)—p. 219 <p><u>TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Objective: Research a topic by consulting multiple sources—TE p. 218 • Evaluate a Writer’s Work <ul style="list-style-type: none"> ◦ Information from multiple sources—TE p. 220 • Review: Comparing and Contrasting Texts <ul style="list-style-type: none"> ◦ When conducting research for a report, look at more than one source—TE p. 220 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tips (gather information by reading and evaluating sources/use print materials and online sources)—p. 3 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip (conducting research online)—pp. 2 and 3
<p>(D) identify primary and secondary sources;</p>	<p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer) <p><i>Related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Home Connect—p. 216 <ul style="list-style-type: none"> ◦ Use credible, or trustworthy, sources when doing research. <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Using Online Resources—TE p. 19 • Chapter 2 Using Online Resources—TE p. 47 • Chapter 3 Reliable Online Sources—TE p. 71 • Chapter 4 The Library of Congress—TE p. 97 <p style="text-align: right;"><i>continued</i></p>

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§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tip (use books, magazines, online sources, and interviews with people as sources of information)—p. 3
(E) demonstrate understanding of information gathered;	<p><u>TEACHER'S EDITION</u> Review: Comparing and Contrasting Themes</p> <ul style="list-style-type: none"> • Understand that sources will likely cover the same topic differently—TE p. 220 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tip (sort/organize information)—p. 3
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Graphic organizer (summarize or paraphrase information)—p. 221 <p><u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Model: Organizational Structure <ul style="list-style-type: none"> ◦ Write summaries and paraphrases—TE p. 220 • Conduct Research <ul style="list-style-type: none"> ◦ Taking Notes <ul style="list-style-type: none"> ◦ Summarize or paraphrase/properly credit ideas to avoid plagiarism—TE p. 221
(G) develop a bibliography; and	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • List of Sources (works cited)—p. 220 <p>Chapter Review</p> <ul style="list-style-type: none"> • Assignment: Research and write a report <ul style="list-style-type: none"> ◦ Provide a list of sources—p. 228 <p><u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Conduct Research <ul style="list-style-type: none"> ◦ Citing Sources—TE p. 221
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Write the final copy of the research report—p. 228 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p><u>TEACHER'S EDITION</u></p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Online Publishing—TE p. 172 • Chapter 8 Create an Online Magazine—TE p. 186 • Chapter 9 Online Publishing—TE p. 200 • Chapter 10 Editorial Web Page—TE p. 214 • Chapter 11 Social Media—TE p. 228 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—p. 9 <ul style="list-style-type: none"> • Be sure the way you present your final version fits your purpose and audience. <ul style="list-style-type: none"> • Neatly handwritten or printed from a computer • Oral presentation • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 8 and 9 <ul style="list-style-type: none"> ◦ Running Class Presentations ◦ Digital Integration (using social media) ◦ Speaking and Listening Presentation ◦ Assignment: Digital Presentation (publish in digital formats/read aloud during a videoconference with another class/post collections of essays on school website)