

Dickinson ISD ELAR Year at a Glance

4th Grade-1st Nine Weeks

Reading TEK

Genre: Realistic FICTION

R4.6(A) sequence and summarize the plot's main events and explain their influence on future events

R4.6(A)Fig.19E summarize information in text, maintaining meaning and logical order

S4.6(C) identify whether the narrator or speaker of a story is first or third person

Genre: Historical Fiction

R4.6(A) sequence and summarize the plot's main events and explain their influence on future events

R4.6(B) describe the interaction of characters including their relationships and the changes they undergo

S4.6(C) identify whether the narrator or speaker of a story is first or third person

Genre: Expository

R4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

R4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning

S4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact

R4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison

R4.11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information

R4.11Fig19E summarize information in text, maintaining meaning and logical order

Genre: Literary Nonfiction/Biography

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

S4.2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:____)

S4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography

S4.7Fig19D make inferences about text and use textual evidence to support understanding

Word Study Principles

LS1	S4.22A	Recognizing Words with Consonant Clusters
LS2	S4.22A	Identifying Words with Ending Consonant Clusters
LS3	S4.22A	Recognizing Words with Ending Consonant Digraphs
LS4	S4.22A	Recognizing Words with Beginning and Ending Consonant Digraphs
LS5	S4.22A	Recognizing and Using y as a Vowel Sound in Words
SP1	S4.22A	Recognizing Phonograms with Short Vowels
SP2	S4.22A	Recognizing Word Patterns with Ending Consonant Clusters
SP3	S4.22Aiii	Recognizing Word Patterns with Ending Consonant Clusters
SP4	S4.22A	Recognizing Phonograms with Double Vowels
HF1	S4.22A	Recognizing High Frequency Words 1 (with 3 or more letters)
HF2	S4.22A	Recognizing High Frequency Words 2 (with 4 or more letters)
WM/V 1	S4.22A	Recognizing and Using Compound Words
WM/V 2	S4.22A	Working with Compound Words
WS 1	S4.22A	Summarizing Contractions
WS 2	S4.22Aiii	Recognizing Syllables in Words with Double Consonant
WSA 1	S4.22A	Learning How to Learn Words: Buddy Study 1 (Choose, Write, Build, Mix, Fix)
WSA 2	S4.22A	Learning How to Learn Words: Buddy Study 2 (Look, Say, Cover, Write, Check)
WSA 3	S4.22A	Learning How to Learn Words: Buddy Study 3 (Buddy Check)
WSA 4	S4.22A	Learning How to Learn Words: Buddy Study 4 (Making Connections)
WSA 5	S4.22A	Learning How to Learn Words: Buddy Study 5 (Buddy Study Test)

Writing TEKS

Genre: Launching Writer's Workshop

S4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

S4.17(A) write about personal important experiences

Genre: Expository

R4.18(A) create brief compositions that

R4.18(A)(i) establish a central idea in a topic sentence

R4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

R4.18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding

Conventions

R4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

S4.18(A) create brief compositions that

S4.18(A)(i) establish a central idea in a topic sentence

S4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

R4.18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding

R4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

S4.20(A)(i) verbs (irregular verbs)

S4.20(A)(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)

R4.20(B) use the complete subject and the complete predicate in a sentence

S4.20(C) use complete simple and compound sentences with correct subject-verb agreement

R4.21(B) use capitalization for:

S4.21(B)(i) historical events and documents

S4.21(B)(ii) titles of books, stories, and essays

S4.21(B)(iii) languages, races, and nationalities

R4.21(C) recognize and use punctuation marks

S4.22A(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es)

Ongoing Standards

Fluency-P4.1A: Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Vocabulary-R4.2ABE, S4.2CDE: Students understand new vocabulary and use it when reading and writing.

Poetry-4.4, 4.4A, 4.19F*, 4.4F19D, 4.4F10E: Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

Reading Comprehension-RSFig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Listening-S4.27A-B: Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

Speaking-S4.28A: Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Independent Reading-S4.9A: Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

Media-S4.14ABC: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Writing/Writing Process-R4.15 - Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Writing Conventions-R4.15D, P4.21, R4.21B: Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

Writing-S4.18BC: Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

Dickinson ISD ELAR Year at a Glance

4th Grade-2nd Nine Weeks

Reading TEKS

Genre: Drama

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

S4.5(A) describe the structural elements particular to dramatic literature

S4.5Fig19D make inferences about text and use textual evidence to support understanding

S4.5Fig19E summarize information in text, maintaining meaning and logical order

Genre: Expository

R4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

R4.10F19D Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

R4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning

R4.11Fig19D make inferences about text and use textual evidence to support understanding

R4.14Fig19D Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Genre: Traditional Literature - Myths & Legends

S4.3(A) summarize and explain the lesson or message of a work of fiction as its theme

S4.3(B)Fig19D make inferences about text and use textual evidence to support understanding - compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature

S4.3(B)Fig19E summarize information in text, maintaining meaning and logical order - compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature

S4.8(A) identify the author's use of similes and metaphors to produce imagery

Genre: Literary Nonfiction/Biography

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

S4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography

R4.7Fig19D make inferences about text and use textual evidence to support understanding

R4.7Fig19E summarize information in text, maintaining meaning and logical order

Genre: Paired Passage (Expository & Expository)

R4.19FigF make connection (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

Word Study Principles

LS 6	S4.22A	Identifying Words with Different Vowel Sounds
LS 7	S4.22A	Identifying Other Vowel Sounds
LS 8	S4.22A	Recognizing Long Vowel Patterns
LS 9	S4.22Aiii	Recognizing Double Consonants in Words
SP 5	S4.22A	Recognizing Word Patterns with the Short o sound
SP 6	S4.22A	Recognizing Word Patterns with Unique Vowel Sounds (Long /oo/)
SP 7	S4.22A	Recognizing Word Patterns with Unique Vowel Sounds (Short /oo/)
SP 8	S4.22A	Recognizing Word Patterns with Unique Vowel Sounds
SP 9	S4.22A	Recognizing Word Patterns with Vowel Combinations
HF3	S4.22A	Recognizing High Frequency Words (with 5 or more letters)
WM/V 3	S4.22C	Exploring Homophones
WM/V 4	S4.22A	Connecting Words
WM/V 5	S4.22A	Connecting Concept Words
WM/V 6	S4.22A	Recognizing and using Synonyms
WM/V 7	S4.22A	Recognizing and Using Antonyms
WM/V 8	S4.22A	Synonyms and Sentences
WM/V 9	S4.22A	Summary of Synonyms and Antonyms
WM/V 10	S4.22A	Making Decisions About Using Homophones
WM/V 11	S4.22A	Recognizing Homophones, Synonyms, and Antonyms
WS 3	S4.22A	Recognizing Words with Open Syllables
WS 4	S4.22A	Recognizing Words with Closed Syllables
WS 5	S4.22A	Recognizing Syllables in Words with a Silent e
WS 6	S4.22A	Recognizing Parts in Compound Words
WS 7	S4.22A	Forming Plurals of Words that Add es
WS 8	S4.22A	Forming Plurals with Words Ending in y
WS 9	S4.22A	Forming Plurals with Words Ending in f, fe, or lf
WS 10	S4.22	Noticing and Using Abbreviations

Writing TEKS

Genre: Expository

R4.14(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

P4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

R4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs

R4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

R4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher developed rubric]

R4.18(A) create brief compositions that

R4.18(A)(i) establish a central idea in a topic sentence

R4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

R4.18(A)(iii) contain a concluding statement

S4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking

S4.20(A)(viii) use time-order transition words and transitions that indicate a conclusion

Conventions

R4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

S4.18(A) create brief compositions that

S4.18(A)(i) establish a central idea in a topic sentence

S4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

S4.18(A)(iii) contain a concluding statement

R4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

S4.20(A)(i) verbs (irregular verbs)

S4.20(A)(ii) nouns (singular/plural, common/proper)

S4.20(A)(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)

S4.20(A)(vi) reflexive pronouns (e.g., myself, ourselves)

S4.20(A)(viii) use time-order transition words and transitions that indicate a conclusion

S4.20(C) use complete simple and compound sentences with correct subject-verb agreement

R4.21(C) recognize and use punctuation marks

S4.21(C)(iii) quotation marks

Ongoing Standards

Fluency-P4.1A: Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Vocabulary-R4.2ABE, S4.2CDE: Students understand new vocabulary and use it when reading and writing.

Poetry-4.4, 4.4A, 4.19F*, 4.4F19D, 4.4F10E: Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

Reading Comprehension-RSFig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Listening-S4.27A-B: Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

Speaking-S4.28A: Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Independent Reading-S4.9A: Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

Media-S4.14ABC: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Writing/Writing Process-R4.15 - Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Writing Conventions-R4.15D, P4.21, R4.21B: Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

Writing-S4.18BC: Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

Dickinson ISD ELAR Year at a Glance

4th Grade-3rd Nine Weeks

Reading TEKS

Genre: Realistic Fiction

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

R4.6(A) sequence and summarize the plot's main events and explain their influence on future events

R4.6(A)Fig.19D summarize information in text, maintaining meaning and logical order

S4.6(C) identify whether the narrator or speaker of a story is first or third person

Genre: Historical Fiction

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

R4.6(A) sequence and summarize the plot's main events and explain their influence on future events

R4.6(B) describe the interaction of characters including their relationships and the changes they undergo

S4.6(C) identify whether the narrator or speaker of a story is first or third person

Genre: Expository

R4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

R4.10Fig19D students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

R4.11(A)Fig19E summarize the main idea and supporting details in text in ways that maintain meaning

S4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact

R4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison

R4.11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information

Genre: Paired Passage (Expository & Poetry)

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

R4.19FigF make connection (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

Genre: Drama

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

S4.3(A) summarize and explain the lesson or message of a work of fiction as its theme

S4.3(B)Fig19D compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature

S4.5(A)Fig19D make inference about text and use textual evidence to support understanding

S4.5(A)Fig19E summarize information in text, maintaining meaning and logical order

Genre: Literary Nonfiction/Biography

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

S4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography

S4.7Fig19D make inferences about text and use textual evidence to support understanding

S4.7Fig19E summarize information in text, maintaining meaning and logical order

Word Study Principles

LS 10	S4.22Aiii	Recognizing Consonant Letter with Different Sounds
LS 11	S4.22A	Noticing silent letters in words
LS 12	S4.22A	Taking apart words with open syllables
LS 13	S4.22A	Taking apart words with closed syllables
LS 14	S4.22A	Recognizing words with r-influenced vowel sounds
LS 15	S4.22A	Identifying silent letters in words
LS 16	S4.22A	Recognizing word with the final k sound
SP 10	S4.22Aiii	Recognizing phonograms with double consonants
SP 11	S4.22A	Noticing word patterns that represent unique vowel sounds
SP 12	S4.22A	Recognizing words with VC pattern
SP 13	S4.22A	Recognizing a vowel pattern in two-syllable words
SP 14	S4.22Aiii	Recognizing word patterns with double consonants
SP 15	S4.22A	Recognizing word patterns with r-influenced vowels
SP 16	S4.22A	Recognizing words with the /a/ pattern
HF 4	S4.22A	Recognizing high frequency words 4
HF 5	S4.22A	Checking your knowledge of high frequency words
WM/V 12	S4.22C	Recognizing homographs
WM/V 13	S4.22C	Connecting words by meaning

Writing TEKS

Genre: Expository

P4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

R4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs

R4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

R4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher developed rubric]

P4.15(E) revise final edit in response to feedback from peers and teacher and publish written work for a specific audience

R4.18(A) create brief compositions that

R4.18(A)(i) establish a central idea in a topic sentence

R4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

R4.18(A)(iii) contain a concluding statement

Conventions

R4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher developed rubric]

S4.18(A) create brief compositions that

S4.18(A)(i) establish a central idea in a topic sentence

S4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

S4.18(A)(iii) contain a concluding statement

R4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

S4.20(A)(i) nouns (singular/plural, common/proper)

S4.20(A)(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)

S4.20(A)(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details

R4.20(B) use the complete subject and the complete predicate in a sentence

R4.21(C) recognize and use punctuation marks

S4.21(C)(i) commas in compound sentences

S4.22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to)

Ongoing Standards

Fluency-P4.1A: Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Vocabulary-R4.2ABE, S4.2CDE: Students understand new vocabulary and use it when reading and writing.

Poetry-4.4, 4.4A, 4.19F*, 4.4F19D, 4.4F10E: Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

Reading Comprehension-RSFig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Listening-S4.27A-B: Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

Speaking-S4.28A: Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Independent Reading-S4.9A: Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

Media-S4.14ABC: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Writing/Writing Process-R4.15 - Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Writing Conventions-R4.15D, P4.21, R4.21B: Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

Writing- S4.18BC: Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

WS 11	S4.22A	Recognizing syllables in words with vowel combination
WS 12	S4.22A	Noticing and using the past tense with ed
WS 13	S4.22A	Forming new words by adding -er
WS 14	S4.22A	Using compound word parts to understand meanings
WS 15	S4.22A	Reading two-syllable words with a vowel and r
WSA 6	S4.22A	Using alphabetical order
WSA 7	S4.22A	Using words parts to solve words
WSA 8	S4.22A	Recognizing and using syllables
WSA 9	S4.22A	Making connections between words

Dickinson ISD ELAR Year at a Glance 4th Grade-4th Nine Weeks

Reading TEKS

Genre: Realistic Fiction

R4.6(A) sequence and summarize the plot's main events and explain their influence on future events

R4.6(A)Fig19E summarize information in text, maintaining meaning and logical order

R4.6(B) describe the interaction of characters including their relationships and the changes they undergo

S4.6(C) identify whether the narrator or speaker of a story is first or third person

Genre: Expository

R4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning

S4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact

R4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison

R4.14Fig19D Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning

Genre: Literary Nonfiction/Biography

R4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words

S4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography

S4.7Fig19D make inferences about text and use textual evidence to support understanding

Genre: Paired Passages (Expository & Drama)

R4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

S4.5A describe the structural elements particular to dramatic literature

S4.5Fig19D make inference about text and use textual evidence to support understanding

R4.10Fig19D Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

R4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning

R4.11Fig19D make inferences about text and use textual evidence to support understanding

R4Fig19F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

Genre: Research

S4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

S4.23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic

4.23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question

S4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

S4.24(A) follow the research plan to collect information from multiple sources of information both oral and written, including:

S4.24(A)(i) student-initiated surveys, on-site inspections, and interviews (ii) data from experts, reference texts, and online searches

S4.24(A)(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate

4.24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)

S4.24(C) take simple notes and sort evidence into provided categories or an organizer **4.24(D)** identify the author, title, publisher, and publication year of sources

S4.24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

S4.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

S4.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and

Writing TEKS

Genre: Expository

R4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

R4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs revise drafts for coherence, organization, use of simple and compound sentences, and audience

R4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher developed rubric]

R4.18(A) create brief compositions that

R4.18(A)(i) establish a central idea in a topic sentence

R4.18(A)(ii) include supporting sentences with simple facts, details, and explanations

R4.18(A)(iii) contain a concluding statement

Genre: Narrative

S4.16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting

Genre: Persuasive

S4.19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details

Genre: Research

S4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

S4.23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic **S4.23(B)** generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question

S4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

S4.24(A) follow the research plan to collect information from multiple sources of information both oral and written, including:

S4.24(A)(i) student-initiated surveys, on-site inspections, and interviews (ii) data from experts, reference texts, and online searches

S4.24(A)(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate **S.24(B)** use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)

S4.24(C) take simple notes and sort evidence into provided categories or an organizer **S4.24(D)** identify the author, title, publisher, and publication year of sources

S4.24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

S4.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

S4.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

Conventions

R&S4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

Word Study Principles		
SP 17	S4.22C	Recognizing frequently appearing syllables in word patterns
WM/V 20	S4.22C	Exploring words
WM/V 22	S4.22C	Recognizing and using blended words
WM/V 23	S4.22C	Recognizing and using words that mimic real sounds
WS 16	S4.22C	Forming plurals for words ending in o
WS 17	S4.22C	Forming plurals: summary
WS 18	S4.22C	Identifying syllable in multisyllabic words
WS 19	S4.22C	Noticing syllable in multisyllabic words
WS 20	S4.22C	Forming comparisons with -er, -est
WS 21	S4.22C	Recognizing word with a prefix un-
WS 22	S4.22C	Recognizing words with a prefix re-
WSA 10	S4.22C	Using guide words in a dictionary
WSA 11	S4.22C	Using what is known to solve words
WSA 12	S4.22C	Using a dictionary to learn word meaning
WSA 13	S4.22C	Expanding vocabulary through reading texts

R&S4.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

S4.22 Oral and Written Conventions/Spelling, Students spell correctly.

Ongoing Standards
<p>Fluency-P4.1A: Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>Vocabulary-R4.2ABE, S4.2CDE: Students understand new vocabulary and use it when reading and writing.</p> <p>Poetry-4.4, 4.4A, 4.19F*, 4.4F19D, 4.4F10E: Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.</p> <p>Reading Comprehension-RSFig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.</p> <p>Listening-S4.27A-B: Students are expected to comprehension skills to listen attentively to others in formal and informal settings.</p> <p>Speaking-S4.28A: Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>Independent Reading-S4.9A: Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.</p> <p>Media-S4.14ABC: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p> <p>Writing Conventions-R4.15D, P4.21, R4.21B: Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.</p> <p>Writing/Writing Process-R4.15 - Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing- S4.18BC: Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.</p>