Main Criteria: Structure and Style for Students

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts

Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	. The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	. Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22 Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	Texas Essential Knowledge and Skills (TEKS) Language Arts
TEKS STUDENT EXPECTATION	110.6.b.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
STUDENT	110.6.b. 1.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017 English Language Arts and Reading, Grade 4, Adopted 2017 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 EXPECTATION	110.6.b. 1. 110.6.b.1 .C.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017 English Language Arts and Reading, Grade 4, Adopted 2017 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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation,
STUDENT EXPECTATION GRADE LEVEL GRADE LEVEL	110.6.b.1 .C. 110.6.b.1	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017 English Language Arts and Reading, Grade 4, Adopted 2017 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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.6.b.1 .C. 110.6.b.1 .D. 110.6.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017 English Language Arts and Reading, Grade 4, Adopted 2017 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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others to develop a plan of shared responsibilities.
STUDENT EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONTEKSSTUDENT	110.6.b.1 1.10.6.b.1 .C. 110.6.b.1 .D. 110.6. 110.6. 3.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017 English Language Arts and Reading, Grade 4, Adopted 2017 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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others to develop a plan of shared responsibilities. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is

STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is

INDICATOR

110.6.b.9. The central idea with supporting evidence.

INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION		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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017
TEKS	110.6	English Language Arts and Reading Grade 4 Adonted 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017 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:
STUDENT	110.6.b. 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 EXPECTATION	110.6.b. 1. 110.6.b.1 .C.	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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation,
ST UDENT EXPECT AT ION GRADE LEVEL GRADE LEVEL	110.6.b.1 1. 110.6.b.1 .C. 110.6.b.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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
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STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b. 1. 110.6.b.1 .C. 110.6.b.1 .D. 110.6. 2. 110.6.b. 2.	 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others to develop a plan of shared responsibilities. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 1. 110.6.b.1 .C. 110.6.b.1 .D. 110.6. 2. 110.6.b. 2. 110.6.b. 2. 110.6.b.	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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others to develop a plan of shared responsibilities. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 1. 110.6.b.1 .C. 110.6.b.1 .D. 110.6. 2. 110.6.b. 2. 110.6.b. 2. 110.6.b. 2. 110.6.b. 2. 110.6.b.2. B.ii.	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: Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others to develop a plan of shared responsibilities. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by:

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.

GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL		
EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
EXPECTATION GRADE LEVEL EXPECTATION	0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL	0.B. 110.6.b.1 0.E.	· · · · · · · · · · · · · · · · · · ·
GRADE LEVEL EXPECTATION GRADE LEVEL	0.B. 110.6.b.1 0.E. 110.6.b.1	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	0.B. 110.6.b.1 0.E. 110.6.b.1 0.F. 110.6. 110.6.b.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	0.B. 110.6.b.1 0.E. 110.6.b.1 0.F. 110.6. 110.6.b. 11.	Identify and understand the use of literary devices, including first- or third-person point of view. Discuss how the author's use of language contributes to voice. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 2: WRITING FROM NOTES Week 4 Page 31-38
		UNIT 2. WRITING FROM NOTES WEEK 4 Fage 31-30
		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2 B.ii.	. Spelling homophones.
INDICATOR	110.6.b.2 B.iii.	. Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.

STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
	7.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
EXPECTATION GRADE LEVEL	7. 110.6.b.7 .C.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	7. 110.6.b.7 .C. 110.6.b.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F. 110.6.b.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Respond using newly acquired vocabulary as appropriate.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F. 110.6.b.7 .G. 110.6.b.7 .I. 110.6.b.7 .E. 110.6.b.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Respond using newly acquired vocabulary as appropriate. Discuss specific ideas in the text that are important to the meaning.

GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.E.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46
		Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
	9. 110.6.b.	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
GRADE LEVEL	9. 110.6.b. 9.D.	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:
EXPECTATION GRADE LEVEL EXPECTATION	9. 110.6.b. 9.D. 110.6.b.9. D.i.	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: Recognize characteristics and structures of informational text, including:
EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	 9. 110.6.b. 9.D. 110.6.b.9. D.i. 110.6.b.9. 	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: Recognize characteristics and structures of informational text, including: The central idea with supporting evidence.
EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	 9. 110.6.b. 9.D. 110.6.b.9. D.i. 110.6.b.9. 110.6.b. 110.6. 110.6.b. 	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: Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as compare and contrast.
EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	 9. 110.6.b. 9.D. 110.6.b.9. D.iii. 110.6. 9. 110.6.b. 9. 110.6.b. 	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: Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as compare and contrast. English Language Arts and Reading, Grade 4, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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
EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	 9. 110.6.b. 9.D. 110.6.b.9. D.i. 110.6.b.9. D.iii. 110.6. 110.6.b. 9. 110.6.b. 9.E. 	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: Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as compare and contrast. English Language Arts and Reading, Grade 4, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
ST UDENT EXPECT AT ION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
ST UDENT EXPECT AT ION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:

INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.

GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS	110.0.	
TEKS STUDENT EXPECTATION	110.6.b.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
STUDENT	110.6.b. 9.	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
STUDENT EXPECTATION	110.6.b. 9. 110.6.b.9	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: Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables,
STUDENT EXPECTATION	110.6.b. 9. 110.6.b.9 .A. 110.6. 110.6.b.	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: Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b. 9. 110.6.b.9 A. 110.6. 10.6.b. 10.	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: Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. English Language Arts and Reading, Grade 4, Adopted 2017 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
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 9. 110.6.b.9 A. 110.6. 10. 110.6. 10. 10. 0.	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: Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. English Language Arts and Reading, Grade 4, Adopted 2017 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:

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		LINIT 2: DETELLING NADDATIVE STODIES Week 7 Dage 52.60
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.E.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 .C.	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:

GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.E.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6. 110.6.b. 11.	
STUDENT	110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECT ATION	110.6.b. 11. 110.6.b. 11.B.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b. 11.B.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 11. 110.6.b. 11.B. 110.6.b.1 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 11. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.B.ii. 110.6.b.1 1.B.ii.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	110.6.b. 11. 110.6.b. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b. 110.6.b. 110.6.b. 110.6.b. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 11. 110.6.b. 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.B.ii. 110.6.b. 110.6.b. 110.6.b. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas
STUDENT EXPECTATIONGRADE LEVEL EXPECTATIONINDICATORINDICATORTEKSSTUDENT EXPECTATIONGRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017

GRADE LEVEL	110.6.b.	Edit drafts using standard English conventions, including:
EXPECTATION	110.0.D. 11.D.	Lan drate using standard English conventions, including.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.6.b.2. A.v.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.6.b.2. B.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	. The central idea with supporting evidence.
INDICATOR	110.6.b.9 D.iii.	. Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	. Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.

STUDENT 110.4.b. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processes impropriate conventions. The student is expected to: CRADE LEVEL 110.6.b.1 Plan a fistidath by selecting a gore for a particular tipit, pupose, and audience using a range of shrategies such as brainstorming, feeroming, and mapping. TEKS 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processes. TextPECTATION STUDENT 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processes. TextPECTATION STUDENT 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processes. TextPECTATION RIDE LEVEL 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processes. TextPECTATION RIDE LEVEL 110.6.b.1 Develop drafts into a focused, structured, and coherent piece of writing by: REVECTATION 110.6.b.1 Developing an engaging idea with relevant details. REVECTATION 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. Spectration REVECTATION 110.6.b.1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing processe septropriate conventions.	TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
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EXPECTATION 11. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: GRADE LEVEL 110.6.b.1 Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017 STUDENT 11.0.6.b. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: CRADE LEVEL 110.6.b. Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and uses appropriate conventions. The student is expected to: CRADE LEVEL 110.6.b. Edit drafts using standard English conventions, including: INDICATOR 110.6.b.1 Singular, plural, common, and proper nouns. 1.D.iii. INDICATOR 110.6.b.1 Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. INDICATOR 110.6.b.1 Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. 1.D.xi. INDICATOR 110.6.b.1 Correct spelling of words with grade-appropriate orthographic patterns and rul	TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
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			The student uses the writing process recursively to compose multiple texts that are legible and uses

GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
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Texas Essential Knowledge and Skills (TEKS)

Language Arts Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL	110.6.b.6	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
EXPECTATION	.l.	and annotating when understanding breaks down.
EXPECTATION TEKS	.l. 110.6.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017
	110.6. 110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT	110.6. 110.6.b. 7.	English Language Arts and Reading, Grade 4, Adopted 2017 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
TEKS STUDENT EXPECTATION GRADE LEVEL	110.6. 7. 110.6.b.7 .C.	English Language Arts and Reading, Grade 4, Adopted 2017 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:
TEKS STUDENT EXPECTATION GRADE LEVEL GRADE LEVEL	110.6. 7. 110.6.b.7 .C. .110.6.b.7 .D.	English Language Arts and Reading, Grade 4, Adopted 2017 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: Use text evidence to support an appropriate response.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	110.6. 7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E.	English Language Arts and Reading, Grade 4, Adopted 2017 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: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
TEKS STUDENT EXPECTATION GRADE LEVEL CRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL	110.6. 7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E.	English Language Arts and Reading, Grade 4, Adopted 2017 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: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.6. 7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F. 110.6.b.7	English Language Arts and Reading, Grade 4, Adopted 2017 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: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Respond using newly acquired vocabulary as appropriate. English Language Arts and Reading, Grade 4, Adopted 2017

INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	. The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	. Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	. Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	
STUDENT	110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION	110.6.b. 11. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b. 110.6.b.1 1.D.i.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 11. 110.6.b. 11.D. 110.6.b.1 1.D.i. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. Adverbs that convey frequency and adverbs that convey degree.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b.1 110.6.b.1 110.6.b.1 1.D.i. 110.6.b.1 1.D.v. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.6.b.1 110.6.b.1 1.D.i. 110.6.b.1 1.D.v. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR	110.6.b. 11. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and
	2.B.	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
EXPECTATION	2.B. 110.6.b.2. B.ii.	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply spelling knowledge by:
INDICATOR	2.B. 110.6.b.2. B.ii. 110.6.b.2.	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply spelling knowledge by: Spelling homophones.
INDICATOR	2.B. 110.6.b.2. B.ii. 110.6.b.2. B.iii. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2.	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns.
EXPECT ATION INDICATOR INDICATOR TEKS STUDENT	2.B. 110.6.b.2. B.ii. 110.6.b.2. B.iii. 110.6.b.2	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is
EXPECT ATION INDICATOR INDICATOR TEKS STUDENT EXPECT ATION GRADE LEVEL	2.B. 110.6.b.2. B.ii. 110.6.b.2. B.iii. 110.6.b.3. 110.6.b.3	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning

STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
	7.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL	7. 110.6.b.7 .C.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	7. 110.6.b.7 .C. 110.6.b.7 .D.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F. 110.6. 110.6. 110.6. 	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Respond using newly acquired vocabulary as appropriate.
EXPECT ATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	7. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .F. 110.6.b.7 .F. 110.6.b.7 .F. 110.6.b.7 .E. 110.6.b.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Respond using newly acquired vocabulary as appropriate. English Language Arts and Reading, Grade 4, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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

INDICATOR	110.6.b.9 D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION		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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
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		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017

TEKS

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

STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:

GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION	110.6.b. 11. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such
ST UDENT EXPECT AT ION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b.1 1.A. 110.6. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b. 11. 110.6.b.1 1.A. 110.6. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 11. 110.6.b.1 1.A. 110.6. 110.6.b. 11. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b.1 11. 110.6.b.1 1.A. 110.6. 110.6.b. 11. 110.6.b. 11. 110.6.b.1 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 11. 110.6.b.1 1.A. 110.6. 110.6.b. 11. 110.6.b. 11. 110.6.b. 11. 110.6.b.1 1.B. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
STUDENT EXPECTATIONGRADE LEVEL EXPECTATIONTEKSSTUDENT EXPECTATIONGRADE LEVEL EXPECTATIONINDICATORINDICATOR	110.6.b. 11. 110.6.b.1 1.A. 110.6. 110.6.b. 11. 110.6.b. 11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by: Organizing with purposeful structure, including an introduction, transitions, and a conclusion.

GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
EXPECTATION	1.A. 110.6. 110.6.b.	as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 4, Adopted 2017
EXPECTATION TEKS STUDENT	1.A. 110.6. 110.6.b.	as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	1.A. 110.6. 110.6.b. 11.	as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing by:

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.ii.	Past tense of irregular verbs.
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	. The central idea with supporting evidence.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9 E.ii.	. Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
EXPECTATION	11.D. 110.6.b.1 1.D.iv.	
INDICATOR	11.D. 110.6.b.1 1.D.iv. 110.6.b.1	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	11.D. 110.6.b.1 1.D.iv. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix.	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages,
INDICATOR INDICATOR INDICATOR	11.D. 110.6.b.1 1.D.iv. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix. 110.6.b.1	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
EXPECT AT ION INDICATOR INDICATOR INDICATOR	 11.D. 110.6.b.1 1.D.iv. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix. 110.6.b.1 1.D.xi. 110.6. 110.6. 110.6. 	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR TEKS STUDENT	11.D. 110.6.b.1 1.D.iv. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix. 110.6.b.1 1.D.xi. 110.6.b.1 1.D.xi. 110.6.b.1 1.D.xi. 110.6.b.1	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL	 11.D. 110.6.b.1 1.D.iv. 110.6.b.1 1.D.v. 110.6.b.1 1.D.ix. 110.6.b.1 1.D.xi. 110.6.b. 11. 110.6.b.1 110.6.b.1 	Adjectives, including their comparative and superlative forms. Adverbs that convey frequency and adverbs that convey degree. Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:

GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
EXPECTATION	11.B. 110.6.b.1 1.B.i.	
EXPECT AT ION	11.B. 110.6.b.1 1.B.i. 110.6.b.1	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	11.B. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.B.ii. 110.6.b.1	Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details.
EXPECT AT ION INDICATOR INDICATOR TEKS STUDENT	11.B. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
EXPECT AT ION INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL	11.B. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.10.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1	Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas
EXPECT AT ION INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL EXPECTATION	11.B. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.0.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 1.C. 110.6. 110.6.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017
EXPECT ATION INDICATOR INDICATOR TEKS GRADE LEVEL EXPECTATION TEKS STUDENT	11.B. 110.6.b.1 1.B.i. 110.6.b.1 1.B.ii. 110.6.b.1 1.0.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 110.6.b.1 1.C. 110.6. 110.6.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion. Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses

INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .B.	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.

GRADE LEVEL EXPECTATION	.G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017 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:
STUDENT	110.6.b. 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
STUDENT EXPECTATION GRADE LEVEL	110.6.b. 10. 110.6.b.1 0.B.	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:
STUDENT EXPECTATION GRADE LEVEL GRADE LEVEL	110.6.b. 10. 110.6.b.1 0.B. 110.6.b.1 0.F.	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: Explain how the use of text structure contributes to the author's purpose.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.6.b.1 0.B. 110.6.b.1 0.F. 110.6. 110.6.	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: Explain how the use of text structure contributes to the author's purpose. Discuss how the author's use of language contributes to voice.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b.1 0.B. 110.6.b.1 0.F. 110.6. 110.6. 110.6. 110.6. 11.	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: Explain how the use of text structure contributes to the author's purpose. Discuss how the author's use of language contributes to voice. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL STUDENT EXPECTATION GRADE LEVEL	110.6.b.1 0.B. 110.6.b.1 0.F. 110.6. 110.6.b.1 110.6.b.1 110.6.b.1	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: Explain how the use of text structure contributes to the author's purpose. Discuss how the author's use of language contributes to voice. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such
ST UDENT EXPECT ATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONTEKSST UDENT EXPECT ATIONGRADE LEVEL EXPECT ATION	110.6.b. 10.6.b.1 0.B. 110.6.b.1 0.F. 110.6. 110.6.b.1 1.1. 110.6.b.1 1.A. 110.6.b.1 1.A. 110.6.b.1	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: Explain how the use of text structure contributes to the author's purpose. Discuss how the author's use of language contributes to voice. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 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.

INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:

GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	B.ii.	Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns.
	B.ii. 110.6.b.2.	
INDICATOR	B.ii. 110.6.b.2. B.iii. 110.6. 110.6.b.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR TEKS STUDENT	B.ii. 110.6.b.2. B.iii. 110.6. 110.6.b. 3.	Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	B.ii. 110.6.b.2. B.iii. 110.6. 110.6.b. 3. 110.6.b.3	Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	B.ii. 110.6.b.2. B.iii. 110.6. 3. 110.6.b.3 .B. 110.6.	 Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	
STUDENT	110.6.b. 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
STUDENT EXPECTATION	110.6.b. 7. 110.6.b.7 .B.	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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety
STUDENT EXPECTATION GRADE LEVEL GRADE LEVEL	110.6.b.7 .B. 110.6.b.7 .C.	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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	110.6.b. 7. 110.6.b.7 .B. 110.6.b.7 .C. 110.6.b.7 .D.	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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. Use text evidence to support an appropriate response.
STUDENT EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL GRADE LEVEL	110.6.b. 7 .110.6.b.7 .B. .110.6.b.7 .C. .110.6.b.7 .D. .110.6.b.7 .E.	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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
ST UDENT EXPECT AT IONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATION	110.6.b.7 .B. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E. 110.6.b.7 .E. 110.6.b.7 .E. 110.6.b.7 .E.	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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION	110.6.b. 11. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b.1 1.E. 110.6. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Publish written work for appropriate audiences.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b. 11. 110.6.b.1 1.E. 110.6. 110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b.1 1.E. 110.6.b.1 1.E. 110.6.b. 12. 110.6.b.1 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 110.6.b.1 1.E. 110.6. 110.6.b. 12. 110.6.b.1 2.B. 110.6. 110.6. 110.6. 1.10.6. 1.10.6. 1.10.6. 1.10.6.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b.1 1.E. 110.6. 110.6.b. 12. 110.6.b.1 2.B. 110.6. 110.6. 13.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. English Language Arts and Reading, Grade 4, Adopted 2017 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

		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170
		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TERS	110.0.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.6.b.2. A.i.	Decoding words with specific orthographic patterns and rules, including regular and irregular plurals.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.3 .B.	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. 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.

STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- 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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.6.b.6 .H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
EXPECTATION	.l. 110.6. 110.6.b.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017
EXPECTATION TEKS STUDENT	.l. 110.6. 110.6.b. 7.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017 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
EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	.l. 110.6. 7. 110.6.b.7 .B.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017 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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety
EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL GRADE LEVEL GRADE LEVEL	.I. 110.6. 7. 110.6.b.7 .B. 110.6.b.7 .C.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017 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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
EXPECTATION TEKS GRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL	.I. 110.6. 7. 110.6.b.7 .B. 110.6.b.7 .C. 110.6.b.7 .D.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017 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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. Use text evidence to support an appropriate response.
EXPECTATION TEKS GRADE LEVEL GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL	.I. 110.6. 7. 110.6.b.7 .B. 110.6.b.7 .C. 110.6.b.7 .D. 110.6.b.7 .E.	and annotating when understanding breaks down. English Language Arts and Reading, Grade 4, Adopted 2017 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: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. Use text evidence to support an appropriate response. Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.6.b. 9.E.	Recognize characteristics and structures of argumentative text by:
INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.

INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:

GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Texas Essential Knowledge and Skills (TEKS)
		Language Art s Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECT ATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.

INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.6.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 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:
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 4 - Adopted: 2017

TEKS

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

STUDENT	110.6.b.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and
EXPECTATION	2.	thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
GRADE LEVEL EXPECTATION	110.6.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017

STUDENT EXPECTATION		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:
GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
TEKS STUDENT EXPECTATION	110.6.b.	English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION	110.6.b. 11. 110.6.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b.1 1.C. 110.6. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.6.b. 11. 110.6.b.1 1.C. 110.6. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 11. 110.6.b.1 1.C. 110.6. 110.6.b. 11. 110.6.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 11. 110.6.b.1 1.C. 110.6. 110.6.b. 11. 110.6.b.1 1.D.iv.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 11.C. 110.6.b.1 1.C. 110.6. 110.6.b. 11.0.6.b. 11.0.6.b.1 1.D.v.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 4, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Adjectives, including their comparative and superlative forms.

INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.			
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017			
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.			
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017			
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.			
GRADE LEVEL EXPECTATION	110.6.b.1 2.D.	Compose correspondence that requests information.			
		UNIT 7: INVENTIVE WRITING Week 24 Page 199-201			
Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 4 - Adopted: 2017					
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017			
TEKS STUDENT EXPECTATION	110.6.b.				
STUDENT	110.6.b.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and			
STUDENT EXPECTATION	110.6.b. 2. 110.6.b. 2.B.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:			
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.6.b. 2. 110.6.b. 2.B. 110.6.b.2. B.ii.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by:			
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 2. 110.6.b. 2.B. 110.6.b.2. B.ii. 110.6.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by: Spelling homophones.			
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.6.b. 2. 110.6.b.2 B.ii. 110.6.b.2 B.iii. 110.6.b.2 B.iii.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns.			
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	110.6.b. 2. 110.6.b. 2.B. 110.6.b.2. B.ii. 110.6.b.2. B.iii. 110.6.b.2. B.iii. 110.6.b.2. B.iii. 110.6.b.2. B.iii.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 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			
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	110.6.b. 2. 110.6.b. 2.B. 110.6.b.2. B.ii. 110.6.b.2. B.iii. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.2. 110.6.b.3. 110.6.b.3. 110.6.b.3. 110.6.b.3. 110.6.b.3. 110.6.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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: Demonstrate and apply spelling knowledge by: Spelling homophones. Spelling multisyllabic words with multiple sound-spelling patterns. English Language Arts and Reading, Grade 4, Adopted 2017 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:			

GRADE LEVEL EXPECTATION	110.6.b.1 1.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.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	110.6.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.6.b.1 1.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.

TEKS	110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.