

## 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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.1.D.	Work collaboratively with others to develop a plan of shared responsibilities.
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**TEKS**                    **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS**                    **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6.G.	Evaluate details read to determine key ideas.
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**TEKS**                    **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR	110.6.b.9.E.ii.	Explaining how the author has used facts for an argument.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.12.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.13.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.13.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL EXPECTATION	110.6.b.13.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.1.D.	Work collaboratively with others to develop a plan of shared responsibilities.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
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INDICATOR	110.6.b.9. Organizational patterns such as compare and contrast. D.iii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR	110.6.b.9. Explaining how the author has used facts for an argument. E.ii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.12.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.13.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.13.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL EXPECTATION	110.6.b.13.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

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

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.1.D.	Work collaboratively with others to develop a plan of shared responsibilities.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2.B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2.B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
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GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
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GRADE LEVEL EXPECTATION	110.6.b.8 .C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
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GRADE LEVEL EXPECTATION	110.6.b.8 .D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10 .B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10 .E.	Identify and understand the use of literary devices, including first- or third-person point of view.
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GRADE LEVEL EXPECTATION	110.6.b.10 .F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11 .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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**



<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 . 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 thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.8 .A.	Infer basic themes supported by text evidence.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
GRADE LEVEL EXPECTATION	110.6.b.10 .B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.10 .E.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.6.b.10 .F.	Discuss how the author's use of language contributes to voice.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.6.b.11 .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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR	110.6.b.11 .B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
INDICATOR	110.6.b.11 .B.ii.	Developing an engaging idea with relevant details.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 3.H. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

STUDENT EXPECTATION 110.6.b.5 . Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
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INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>
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INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.11.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.11.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
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INDICATOR	110.6.b.11.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2. Spelling homophones. B.ii.
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INDICATOR	110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns. B.iii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5 . Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A. Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B. Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F. Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G. Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C. Use text evidence to support an appropriate response.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
GRADE LEVEL EXPECTATION	110.6.b.10 .B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.10 .E.	Identify and understand the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.6.b.10 .F.	Discuss how the author's use of language contributes to voice.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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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 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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.8.A.	Infer basic themes supported by text evidence.
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GRADE LEVEL EXPECTATION	110.6.b.8.B.	Explain the interactions of the characters and the changes they undergo.
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GRADE LEVEL EXPECTATION	110.6.b.8.C.	Analyze plot elements, including the rising action, climax, falling action, and resolution.
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GRADE LEVEL EXPECTATION	110.6.b.8.D.	Explain the influence of the setting, including historical and cultural settings, on the plot.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10.E.	Identify and understand the use of literary devices, including first- or third-person point of view.
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GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 2.A.	Compose literary texts such as personal narratives and poetry using genre characteristics and craft.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.6.b.5.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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 .I.	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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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<b>GRADE LEVEL EXPECTATION</b>	110.6.b.10.E.	Identify and understand the use of literary devices, including first- or third-person point of view.
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<b>GRADE LEVEL EXPECTATION</b>	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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<b>INDICATOR</b>	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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<b>INDICATOR</b>	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.6.b.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.6.b.1 Adverbs that convey frequency and adverbs that convey degree.  
1.D.v.

INDICATOR 110.6.b.1 Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.  
1.D.ix.

INDICATOR 110.6.b.1 Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.  
1.D.xi.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Publish written work for appropriate audiences.  
1.E.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Compose literary texts such as personal narratives and poetry using genre characteristics and craft.  
2.A.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.  
3.H.

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.A.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR 110.6.b.2. 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.  
A.v.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

INDICATOR 110.6.b.2. 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.  
B.vi.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

STUDENT EXPECTATION 110.6.b.5 . Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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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 .I. 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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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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 11 Page 91-96

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

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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INDICATOR	110.6.b.9. The central idea with supporting evidence. D.i.
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INDICATOR	110.6.b.9. Organizational patterns such as compare and contrast. D.iii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR	110.6.b.9. Explaining how the author has used facts for an argument. E.ii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.D.	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.12.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.13.	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6. A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6. B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6. F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6. G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6. I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR	110.6.b.9.E.ii.	Explaining how the author has used facts for an argument.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.6.b.1 1.D.i. Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.12.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.13.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.13.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL EXPECTATION	110.6.b.13.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

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

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2.B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2.B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
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INDICATOR	110.6.b.9. Organizational patterns such as compare and contrast. D.iii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR	110.6.b.9. Explaining how the author has used facts for an argument. E.ii.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.10.F.	Discuss how the author's use of language contributes to voice.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL EXPECTATION	110.6.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.3 Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  
.B.

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

STUDENT EXPECTATION 110.6.b.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.6 Establish purpose for reading assigned and self-selected texts.  
.A.

GRADE LEVEL EXPECTATION 110.6.b.6 Generate questions about text before, during, and after reading to deepen understanding and gain information.  
.B.

GRADE LEVEL EXPECTATION 110.6.b.6 Make inferences and use evidence to support understanding.  
.F.

GRADE LEVEL EXPECTATION 110.6.b.6 Evaluate details read to determine key ideas.  
.G.

GRADE LEVEL EXPECTATION 110.6.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.  
.I.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**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 texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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.
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**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 texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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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.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.6.b.11.D.	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.12.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.13.	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 3.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.1 3.E.	Demonstrate understanding of information gathered.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

STUDENT EXPECTATION 110.6.b.5 . Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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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 .I. 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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.11.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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR 110.6.b.11.B.i. Organizing with purposeful structure, including an introduction, transitions, and a conclusion.

INDICATOR 110.6.b.11.B.ii. Developing an engaging idea with relevant details.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1.1.D.ii.	Past tense of irregular verbs.
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INDICATOR	110.6.b.1.1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1.1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1.1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1.1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1.3.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL 110.6.b.1 Demonstrate understanding of information gathered.  
EXPECTATION 3.E.

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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 thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.6.b.2.B.	Demonstrate and apply spelling knowledge by:

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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 thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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:
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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.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.8.	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.9.	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.9.D.	<b>Recognize characteristics and structures of informational text, including:</b>
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INDICATOR	110.6.b.9. D.i.	The central idea with supporting evidence.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.9.	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.9.E.	<b>Recognize characteristics and structures of argumentative text by:</b>
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INDICATOR	110.6.b.9. E.ii.	Explaining how the author has used facts for an argument.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.3 Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  
.B.

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

STUDENT EXPECTATION 110.6.b.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.6 Establish purpose for reading assigned and self-selected texts.  
.A.

GRADE LEVEL EXPECTATION 110.6.b.6 Generate questions about text before, during, and after reading to deepen understanding and gain information.  
.B.

GRADE LEVEL EXPECTATION 110.6.b.6 Make inferences and use evidence to support understanding.  
.F.

GRADE LEVEL EXPECTATION 110.6.b.6 Evaluate details read to determine key ideas.  
.G.

GRADE LEVEL EXPECTATION 110.6.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.  
.I.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**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 texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.6.b.8 .B.	Explain the interactions of the characters and the changes they undergo.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.6.b.11.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.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.6.b.11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.6.b.11.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.11.B.ii.	Developing an engaging idea with relevant details.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.6.b.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.6.b.11.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.6.b.11.D.iv.	Adjectives, including their comparative and superlative forms.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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 thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .H.	Synthesize information to create new understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**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 texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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.
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INDICATOR	110.6.b.9. D.iii.	Organizational patterns such as compare and contrast.
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**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 texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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.
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**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:
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GRADE LEVEL EXPECTATION	110.6.b.1 O.B.	Explain how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.6.b.1 O.F.	Discuss how the author's use of language contributes to voice.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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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.
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**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 texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 .D.	Work collaboratively with others to develop a plan of shared responsibilities.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.4.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</b>
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<b>STUDENT EXPECTATION</b>	<b>110.6.b.5.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b>
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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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 .I.	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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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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	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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>

INDICATOR 110.6.b.9. The central idea with supporting evidence.  
D.i.

INDICATOR 110.6.b.9. Organizational patterns such as compare and contrast.  
D.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR 110.6.b.9. Explaining how the author has used facts for an argument.  
E.ii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Explain how the use of text structure contributes to the author's purpose.  
0.B.

GRADE LEVEL EXPECTATION 110.6.b.1 Discuss how the author's use of language contributes to voice.  
0.F.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 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.  
1.A.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR 110.6.b.1 Organizing with purposeful structure, including an introduction, transitions, and a conclusion.  
1.B.i.

INDICATOR 110.6.b.1 Developing an engaging idea with relevant details.  
1.B.ii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.11.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.11.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.11.D.ix.	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
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INDICATOR	110.6.b.11.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.11.E.	Publish written work for appropriate audiences.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.12.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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**TEKS**            **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.13.C.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.6.b.13.E.	Demonstrate understanding of information gathered.
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GRADE LEVEL 110.6.b.1 Recognize the difference between paraphrasing and plagiarism when using source materials.  
EXPECTATION 3.F.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2017

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.1.</b>	<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:</b>
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GRADE LEVEL 110.6.b.1 Work collaboratively with others to develop a plan of shared responsibilities.  
EXPECTATION .D.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.A.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR 110.6.b.2. Decoding words with specific orthographic patterns and rules, including regular and irregular plurals.  
A.i.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL 110.6.b.3 Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  
EXPECTATION .B.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.4</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</b>
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STUDENT EXPECTATION	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.6.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.6.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.6.b.6 .F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.6.b.6 .H.	Synthesize information to create new understanding.
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GRADE LEVEL EXPECTATION	110.6.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.7 .C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.6.b.7 .D.	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.6.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.6.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>

INDICATOR 110.6.b.9. The central idea with supporting evidence.  
D.i.

INDICATOR 110.6.b.9. Organizational patterns such as compare and contrast.  
D.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>

INDICATOR 110.6.b.9. Explaining how the author has used facts for an argument.  
E.ii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.10.</b>	<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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Explain how the use of text structure contributes to the author's purpose.  
0.B.

GRADE LEVEL EXPECTATION 110.6.b.1 Discuss how the author's use of language contributes to voice.  
0.F.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 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.  
1.A.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR 110.6.b.1 Organizing with purposeful structure, including an introduction, transitions, and a conclusion.  
1.B.i.



INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.13.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1	Identify and gather relevant information from a variety of sources. 3.C.
GRADE LEVEL EXPECTATION	110.6.b.1	Demonstrate understanding of information gathered. 3.E.
GRADE LEVEL EXPECTATION	110.6.b.1	Recognize the difference between paraphrasing and plagiarism when using source materials. 3.F.

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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR        110.6.b.2.    Spelling homophones.  
B.ii.

INDICATOR        110.6.b.2.    Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION    110.6.b.7    Respond using newly acquired vocabulary as appropriate.  
.F.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION    110.6.b.11.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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR        110.6.b.11    Organizing with purposeful structure, including an introduction, transitions, and a conclusion.  
1.B.i.

INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.6.</b>	<b>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:</b>
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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 .I. 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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.11 .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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR 110.6.b.11 .B.i. Organizing with purposeful structure, including an introduction, transitions, and a conclusion.

INDICATOR 110.6.b.11 .B.ii. Developing an engaging idea with relevant details.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.1.1.C.</b>	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

<b>INDICATOR</b>	<b>110.6.b.1.1.D.iv.</b>	Adjectives, including their comparative and superlative forms.
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<b>INDICATOR</b>	<b>110.6.b.1.1.D.v.</b>	Adverbs that convey frequency and adverbs that convey degree.
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<b>INDICATOR</b>	<b>110.6.b.1.1.D.vi.</b>	Prepositions and prepositional phrases.
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<b>INDICATOR</b>	<b>110.6.b.1.1.D.ix.</b>	Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.
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<b>INDICATOR</b>	<b>110.6.b.1.1.D.xi.</b>	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.1.1.E.</b>	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.1.2.B.</b>	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.6.b.2. Spelling homophones.  
B.ii.

INDICATOR 110.6.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.  
B.iii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.7 Respond using newly acquired vocabulary as appropriate.  
.F.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 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.  
1.A.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR 110.6.b.1 Organizing with purposeful structure, including an introduction, transitions, and a conclusion.  
1.B.i.

INDICATOR 110.6.b.1 Developing an engaging idea with relevant details.  
1.B.ii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.  
1.C.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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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**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.7.</b>	<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:</b>
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GRADE LEVEL EXPECTATION 110.6.b.7 Respond using newly acquired vocabulary as appropriate.  
.F.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 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.  
1.A.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
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INDICATOR 110.6.b.1 Organizing with purposeful structure, including an introduction, transitions, and a conclusion.  
1.B.i.

INDICATOR 110.6.b.1 Developing an engaging idea with relevant details.  
1.B.ii.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.6.b.1 Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.  
1.C.

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

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.6.b.1 Adjectives, including their comparative and superlative forms.  
1.D.iv.

INDICATOR 110.6.b.1 Adverbs that convey frequency and adverbs that convey degree.  
1.D.v.

INDICATOR 110.6.b.1 Prepositions and prepositional phrases.  
1.D.vi.

INDICATOR 110.6.b.1 Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.  
1.D.ix.



INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.12.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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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.
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GRADE LEVEL EXPECTATION	110.6.b.1 2.D.	Compose correspondence that requests information.
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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.	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.2.B.	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.6.b.2. B.ii.	Spelling homophones.
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INDICATOR	110.6.b.2. B.iii.	Spelling multisyllabic words with multiple sound-spelling patterns.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	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:</b>
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GRADE LEVEL EXPECTATION	110.6.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

STUDENT EXPECTATION	110.6.b.11.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>

INDICATOR	110.6.b.1 1.B.i.	Organizing with purposeful structure, including an introduction, transitions, and a conclusion.
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INDICATOR	110.6.b.1 1.B.ii.	Developing an engaging idea with relevant details.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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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.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.6.b.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.6.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
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INDICATOR	110.6.b.1 1.D.v.	Adverbs that convey frequency and adverbs that convey degree.
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INDICATOR	110.6.b.1 1.D.vi.	Prepositions and prepositional phrases.
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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.
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INDICATOR	110.6.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
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**TEKS 110.6. English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.1 1.E.	Publish written work for appropriate audiences.
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**TEKS**                    **110.6.    English Language Arts and Reading, Grade 4, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.6.b.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.6.b.12.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
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