

TEKS CORRELATION

§110.15. English Language Arts and Reading, Grade 4	
<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>SB: Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–63) Ch. 5 (pp. 64–77) Ch. 6 (pp. 78–89) Ch. 7 (p. 90) TG: pp. 9–19, 21–32, 33–47, 49–58, 61–68 IWL: Corresponding with pages from Chapters 1–7 above.</p>
<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>	<p>SB: Ch. 2 (pp. 26–27) Ch. 3 (pp. 34–36, 39) Ch. 5 (pp. 71–73) TG: pp. 12, 24, 37, 63 IWL: Corresponding with pages from the chapters above.</p>
<p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p>	<p>SB: Ch. 3 (pp. 35–36, 39) Ch. 4 (p. 51), Ch. 5 (p. 71) TG: pp. 12, 24, 37, 63 IWL: WC_2.5B_GatherInfo, WC_3.4C_CreateTChart, WC_4.4A_OrganizeInfo,</p>
<p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p>	<p>SB: Ch. 1 (pp. 8–10) Ch. 2 (pp. 29–30) Ch. 3 (pp. 43–44) Ch. 4 (pp. 58–61) Ch. 5 (pp. 75–76) Ch. 6 (pp. 87–88) TG: pp. 16, 27–28, 42–43, 55–56, 65–66 IWL: Corresponding with pages from Chapters 1–6 above.</p>
<p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p>	<p>SB: Ch. 1 (pp. 8–10) Ch. 2 (pp. 29–30, 31) Ch. 3 (pp. 43–44, 45) Ch. 4 (pp. 58–61, 62) Ch. 5 (pp. 75–76, 77) Ch. 6 (pp. 87–88, 89) Ch. 7 (p. 91) TG: pp. 16, 19, 27–28, 31, 42–43, 47, 55–56, 59, 65–66, 69 IWL: Corresponding with pages from Chapters 1–7 above.</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p>SB: Ch. 1 (pp. 10, 12), Ch 4 (p. 58) Ch. 6 (p. 87)</p>
<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p>SB: Ch. 6 (pp. 78–89) TG: pp. 60–69 IWL: Corresponding with pages from Chapter 6 above.</p>

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<p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>	<p>SB: Ch. 6 (pp. 78–89) TG: pp. 60–69 IWL: Corresponding with pages from Chapter 6 above.</p>
<p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>	
<p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>	<p>SB: Ch. 6 (pp. 78–89) TG: pp. 60–69 IWL: Corresponding with pages from Chapter 6 above.</p>
<p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>SB: Ch. 3 (pp. 32–45) TG: pp. 20–31 IWL: Corresponding with pages from Chapter 3 above.</p>
<p>(A) create brief compositions that: (i) establish a central idea in a topic sentence;</p>	<p>SB: Ch. 1 (p. 6–7) Ch 3 (p. 32–33) TG: p. 24 IWL: Corresponding with the pages above.</p>
<p>(ii) include supporting sentences with simple facts, details, and explanations; and</p>	<p>SB: Ch. 1 (pp. 6–7) Ch 3 (pp. 34–36) TG: p. 24 IWL: Corresponding with the pages above.</p>
<p>(iii) contain a concluding statement;</p>	<p>SB: Ch. 1 (pp. 8–10) Ch 3 (pp. 40–41) TG: pp. 25–29 IWL: Corresponding with the pages above.</p>
<p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p>	
<p>(C) write responses to literary or expository texts that demonstrate an understanding of the text.</p>	<p>SB: Ch. 1 (pp. 11–12) Ch 5 (pp. 64–77) TG: pp. 48–59 IWL: Corresponding with the pages above.</p>
<p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>	<p>SB: Ch. 2 (pp. 29–30) TG: p. 9–19 IWL: Corresponding with the pages above.</p>

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<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>	<p>SB: pp. 14, 30, 44, 60–62, 76, 87–88, 91 TG: pp. 75–90 IWL: WC_1.5A_EditParagraph All WC_CWP lessons</p>
<p>(i) verbs (irregular verbs);</p>	<p>SB: Ch. 6 (p. 88) TG: pp. 79, 80 IWL: WC_6.5D_VerbTense WC_CWP_2_Usage WC_CWP_2.1_ProgressTense WC_CWP_2.2_HelpVerbs</p>
<p>(ii) nouns (singular/plural, common/proper);</p>	<p>SB: Ch. 2 (p. 30) IWL: WC_2.5E_CapitalLetters</p>
<p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p>	<p>SB: p. 81 TG: pp. 80 IWL: WC_6.3A_PreciseWord; WC_CWP_2.3_OrderAdjective</p>
<p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>	<p>TG: pp. 75 IWL: WC_CWP_1_Grammar WC_CWP_1.1_PrepPhrases</p>
<p>(vi) reflexive pronouns (e.g., myself, ourselves);</p>	
<p>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p>	<p>SB: Ch. 4 (pp. 61–62) TG: pp. 78 IWL: WC_4.5G_FixRunOn WC_CWP_1.3_CompleteSentence WC_CWP_1.4_Runon</p>
<p>(viii) use time-order transition words and transitions that indicate a conclusion;</p>	<p>SB: pp. 8–9, 57, 82 TG: pp. 53–54 IWL: Corresponding with the pages above.</p>
<p>(B) use the complete subject and the complete predicate in a sentence; and (C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>SB: pp. 44, 61 TG: pp. 77–78, 81, 87 IWL: WC_4.5G_FixRunOn WC_3.4H_CorrectFragments WC_CWP_1_Grammar WC_CWP_1.3_CompleteSentence WC_CWP_1.4_Runon</p>

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<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly by selecting cursive script or manuscript printing as appropriate;</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p>	<p>SB: Ch. 2 (p. 30) TG: pp. 82, 89 IWL: WC_2.5E_CapitalLetters WC_CWP_3_Mechanics WC_CWP_3.1_Capitalization</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>(ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p> <p>(iii) double consonants in middle of words;</p> <p>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</p> <p>(v) silent letters (e.g., knee, wring);</p> <p>(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);</p> <p>(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p>SB: pp. 14, 30 TG: pp. 85–86, 90 IWL: WC_2.5F_Spelling WC_CWP_4_Spelling WC_CWP_4.1_SpellCorrectly WC_CWP_4.2_ConfusingWords</p>
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>	<p>SB: Ch. 4 (pp. 46–63) TG: pp. 33–47 IWL: WC_4.1A_ReviseQuest WC_4.2A_AppropriateSources WC_4.2B_KnowSources WC_4.3A_TakeNotes WC_4.4A_OrganizeInfo WC_4.5A_AnalyzePrompt WC_4.5C_WriteMain WC_4.5D_AnalyzeOutline WC_4.5E_ReviseContent WC_4.6A_Checklist; WC_4.6A_PromptADraft; WC_4.6A_PromptAModel</p>

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<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <ul style="list-style-type: none"> (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SB: Ch. 4 (pp. 46–63) TG: pp. 33–47 IWL: WC_4.1A_ReviseQuest WC_4.2A_AppropriateSources WC_4.2B_KnowSources WC_4.3A_TakeNotes WC_4.4A_OrganizeInfo WC_4.5A_AnalyzePrompt WC_4.5C_WriteMain WC_4.5D_AnalyzeOutline WC_4.5E_ReviseContent WC_4.6A_Checklist; WC_4.6A_PromptADraft; WC_4.6A_PromptAModel</p>
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>	<p>SB: Ch. 4 (pp. 46–63) TG: pp. 33–47 IWL: WC_4.1A_ReviseQuest WC_4.2A_AppropriateSources WC_4.2B_KnowSources WC_4.3A_TakeNotes WC_4.4A_OrganizeInfo WC_4.5A_AnalyzePrompt WC_4.5C_WriteMain WC_4.5D_AnalyzeOutline WC_4.5E_ReviseContent WC_4.6A_Checklist; WC_4.6A_PromptADraft; WC_4.6A_PromptAModel</p>
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	<p>SB: Ch 4 (pp. 49–50) TG: pp. 42–43 IWL: Corresponding to the pages above.</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <ul style="list-style-type: none"> (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action. 	<p>SB: Ch. 7 (pp. 93–96) IWL: Corresponding to pages above.</p>

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(28) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

(29) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others

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