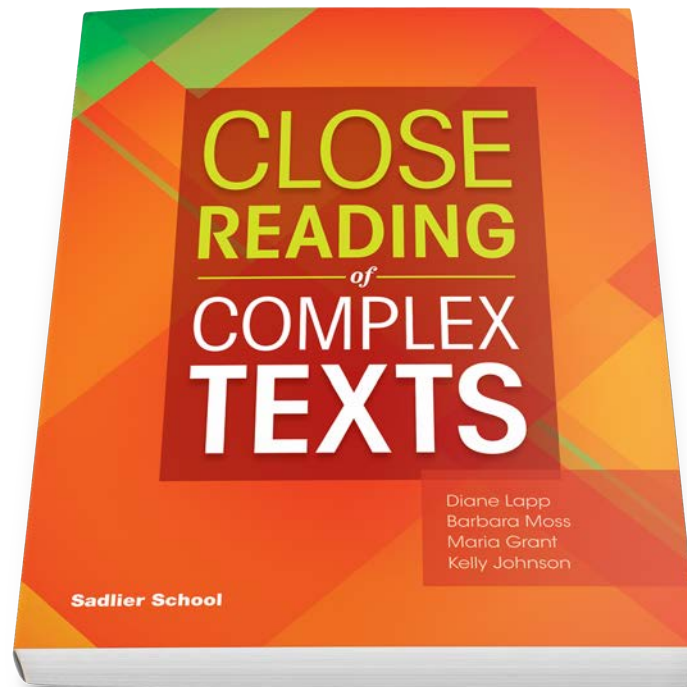


# Close Reading of Complex Texts

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

Grade 4



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

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—beginning reading and writing. . . . .	
(3) Developing and sustaining foundational language skills—vocabulary. . . . .	3
(4) Developing and sustaining foundational language skills—fluency. . . . .	4
(5) Developing and sustaining foundational language skills—self-sustained reading. . . . .	5
(6) Comprehension skills. . . . .	5
(7) Response skills. . . . .	10
(8) Multiple genres—literary elements. . . . .	14
(9) Multiple genres—genres. . . . .	17
(10) Author’s purpose and craft. . . . .	20
(11) Composition—writing process. . . . .	24
(12) Composition—genres. . . . .	26
(13) Inquiry and research. . . . .	27

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Productive Conversation: Extending, TE pp. 22–23</li> <li>Collaboration: Small Groups, TE pp. 28–29</li> <li>Productive Conversation: Examples, TE pp. 34–35</li> <li>Classroom Management: Partner Work, TE pp. 38–39</li> <li>Productive Conversation, TE pp. 58–59</li> <li>Collaboration: Working with Partners, TE pp. 70–71</li> <li>Annotations: Clear Up Confusions (building listening and speaking skills), TE pp. 84–85, 88–89</li> <li>Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 102–103</li> <li>Productive Conversations: Revoicing and Restating, TE pp. 104–105</li> <li>Collaboration: Whole Class, TE pp. 112–113</li> <li>Collaboration: Purposeful Partner Talk (develop listening and speaking skills), TE pp. 118–119</li> <li>Productive Conversation: Reasoning, TE pp. 132–133</li> <li>Classroom Management: Discussions, TE pp. 134–135</li> </ul>
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Visual Text: Visual Learners (written instructions vs. verbal instructions), TE pp. 32–33</li> </ul>
<p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	<p>Related content</p> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Citing Evidence from Multiple Sources (distinguish facts and opinions), TE pp. 124–125</li> </ul>
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Partner Talk</b></p> <ul style="list-style-type: none"> <li>TE pp. 19, 20, 21, 24, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Productive Conversation: Extending, TE pp. 22–23</li> <li>Collaboration: Small Groups, TE pp. 28–29</li> <li>Productive Conversation: Examples, TE pp. 34–35</li> <li>Classroom Management: Partner Work, TE pp. 38–39</li> <li>Productive Conversation, TE pp. 58–59</li> <li>Collaboration: Working with Partners, TE pp. 70–71</li> <li>Productive Conversation: Providing Appropriate Wait Time, TE pp. 72–73</li> <li>Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 102–103</li> <li>Productive Conversations: Revoicing and Restating, TE pp. 104–105</li> <li>Collaboration: Whole Class, TE pp. 112–113</li> <li>Collaboration: Purposeful Partner Talk, TE pp. 118–119</li> <li>Productive Conversation: Reasoning, TE pp. 132–133</li> <li>Classroom Management: Discussions, TE pp. 134–135</li> </ul>
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (using a dictionary, glossary, or knowledgeable person), TE pp. 116–117</li> </ul>
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Context Clues, TE p. 20</li> <li>Idioms (phrases in context), TE pp. 36, 132</li> <li>Multiple-Meaning Words (words in context), TE pp. 52, 68</li> </ul> <p><b>Think Aloud</b></p> <ul style="list-style-type: none"> <li>Using context, TE p. 40</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Reflect (using context), TE p. 90</li> </ul> <p><b>Partner Talk</b></p> <ul style="list-style-type: none"> <li>Context, TE p. 116</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (using context), TE pp. 116–117</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>	<p><b>TEACHER'S EDITION</b>  <b>Vocabulary</b>                      • Suffixes (prefix <i>counter</i>), TE p. 116</p> <p><b>Partner Talk</b>                      • Word parts, TE p. 116</p> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b>                      • Text Complexity: High-Knowledge Demands (analyzing word parts), TE pp. 116–117                      • Academic Language: ELL (Latin-based roots/word parts), TE pp. 138–139</p>
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>N/A</p>
<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><b>STUDENT EDITION</b>  <b>Reading Selections</b>                      • Grade-level Text: Fable: How the Camel Got His Hump, pp. 18–23; Explanatory Text: The Legacy of Aesop, pp. 24–27; Online Article: Got Butterflies? Find Out Why, pp. 34–39; Fact Sheet: It Makes You Think, pp. 40–43; Newspaper Article: Doughboys Lose Cooties, pp. 50–55; Memoir: A Camp for Wounded Men, pp. 56–59; Fact Sheet: 10 Interesting Things About Water, pp. 66–71; Graphic: The Water Cycle, pp. 72–75; Novel: My Ántonia, pp. 82–87; Explanatory Text: Why Did People Move to the Prairies?, pp. 88–91; Fact Sheet: Migration and Overwintering, pp. 98–103; Explanatory Text: On the Move, pp. 104–107; Q&amp;A Sheet: Why Don't I Fall Out When a Roller Coaster Goes Upside Down?, pp. 114–119; Short Story: The Raging Roller, pp. 120–123; Newspaper Article: The Blizzard of 1888/Buried City, pp. 130–135; Short Story: Eustace and the Blizzard, pp. 136–139</p> <p><b>TEACHER'S EDITION</b>  <b>Text Complexity</b>                      • Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127</p> <p><b>Differentiate and Extend</b>                      • Read Beyond (reading grade-level text), TE pp. 61, 93</p> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b>                      • Text Complexity, TE pp. 6–7                      • Text Complexity: Quantitative vs. Qualitative Features, TE 86–87                      • Text Complexity: High-Knowledge Demands, TE pp. 116–117</p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p><b>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Read Beyond (recommended independent reading), TE pp. 61, 93</li> </ul>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>STUDENT EDITION</u>  <b>Focus Question</b></p> <ul style="list-style-type: none"> <li>• Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>1<sup>st</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136</li> </ul> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>STUDENT EDITION</u>  <b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>• Ask yourself questions (clarify understanding)/Reread to clarify, p. 10</li> </ul> <p><b>Text 1 Reading Selections</b></p> <ul style="list-style-type: none"> <li>• Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Think Aloud</b></p> <ul style="list-style-type: none"> <li>• Ask yourself questions, TE pp. 10, 53, 69, 72, 83, 85, 136</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>• Self-Monitoring Strategies (asking questions), TE pp. 10–11</li> <li>• Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 68–69</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><b>TEACHER'S EDITION</b>  <b>Genre Study</b></p> <ul style="list-style-type: none"> <li>Format and features/characteristics of genre (literature and informational text), TE pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose (use text features), TE p. 41</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Respond to Reading (use text features), TE p. 106</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Self-Monitoring Strategies: Drawing Conclusions (extend facts presented/make predictions), TE pp. 52-53</li> </ul>
<p>(D) create mental images to deepen understanding;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Visualize, p. 10</li> </ul> <p><b>Text 1 Reading Selections</b></p> <ul style="list-style-type: none"> <li>Self-Monitoring Strategies: Visualize, pp. 18, 34, 50, 66, 82, 98, 114, 130</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Think Aloud</b></p> <ul style="list-style-type: none"> <li>Visualize to clarify, TE pp. 19, 35, 40, 67, 99, 105, 115, 120</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Self-Monitoring Strategies (visualizing), TE pp. 10-11</li> <li>Self-Monitoring Strategies: Visualize, TE pp. 20-21</li> <li>Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36-37</li> </ul>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read: Connections and Inferences (How can I connect ideas in the text to another text or something I've learned?), p. 7</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (make connections), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make connections), TE p. 7</li> </ul> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make/note connections), TE p. 9</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (make connections), TE pp. 7, 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Productive Conversation: Extending (make a connection), TE pp. 22–23</li> <li>Intertextual Analysis: Making Thematic Connections, TE pp. 24–25</li> <li>Think-Aloud Modeling (connection), TE pp. 40–41</li> <li>Differentiation: Scaffolding with Graphic Organizers (connections), TE pp. 42–43, 60–61</li> <li>Productive Conversation: Providing Appropriate Wait Time, (connections), TE pp. 72–73</li> <li>Text Complexity: Quantitative vs. Qualitative Features (connections), TE pp. 86–87</li> <li>Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75</li> <li>Annotations: Connections, TE pp. 96–97</li> </ul>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read: Connections and Inferences (What inferences can I make from the text?), p. 7</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make inferences), TE p. 7</li> </ul> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make inferences), TE p. 9</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose (make inferences about the text)/Text-Dependent Questions (use evidence to make inferences), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul> <p><b>Think Aloud</b></p> <ul style="list-style-type: none"> <li>Make inferences, TE p. 51</li> </ul>
<p>(G) evaluate details read to determine key ideas;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>Underline key ideas and major points, pp. 8–9</li> </ul> <p><b>Annotating Text</b></p> <ul style="list-style-type: none"> <li>Make annotations as you read/note details that determine key ideas, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details (make notes about your annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Respond to the Text</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading (look for details to complete the summary chart/graphic organizer), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138</li> <li>• Comprehension Check (use text evidence to answer questions), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read (note key ideas and details), TE p. 9</li> </ul> <p><b>1<sup>st</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details (evaluate evidence/details), TE pp. 18–19, 24, 34–35, 40, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 104, 114–115, 120, 130–131, 136</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Text-Dependent Questions (use details from the text), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul>
<p>(H) synthesize information to create new understanding; and</p>	<p><b>STUDENT EDITION</b></p> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>• Reading all three unit texts provides students with the opportunity to synthesize information from all the texts in order to answer the Focus Question, TE p. 6</li> </ul> <p><b>Visual Text</b></p> <ul style="list-style-type: none"> <li>• Visual Text Analysis (synthesize all details), TE pp. 16, 32, 48, 64, 80, 96, 112, 128</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question: Reflect (new understanding), TE pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers (synthesize information), TE pp. 12–13, 54–55</li> <li>• Productive Conversation: Extending (synthesizing), pp. 22–23</li> <li>• Teacher Observation: Scaffolding (syntheses), pp. 98–99</li> <li>• Self-Monitoring Strategies: Drawing Conclusions (synthesizing), TE pp. 100–101</li> </ul>



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

**Texas Essential Knowledge and Skills (TEKS)**

**Close Reading of Complex Texts, Grade 4**

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**STUDENT EDITION**

**Getting Started: Annotating a Text**

- Annotations/Annotation Notes: Anne of Green Gables/ Carving History (read and annotate with purpose/markings text and questions while you read/making notes/sample annotations), pp. 8–9

**Getting Started: Self-Monitoring Strategies**

- Ask yourself questions (clarify understanding)/Reread to clarify, p. 10

**Getting Started: Summarizing**

- Summary Chart/Story Map, pp. 12–13

**Text 1 Reading Selections**

- Self-Monitoring Strategies: Ask yourself questions/Reread to clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130

**Annotating Text**

- Reading selections: mark text, write notes/questions, use annotation symbols, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136

**Annotation Notes**

- Key Ideas and Details/Language and Text Structure/ Connections and Inference (make notes based on annotations to monitor comprehension), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

**Return to the Text**

- Respond to Reading: Story Map, pp. 22, 86
- Respond to Reading: Summary Chart, pp. 38, 54, 70, 86, 102, 118, 134
- Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139

**Analyze and Synthesize Across Texts**

- Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140

**TEACHER'S EDITION**

**Think Aloud**

- Ask yourself questions, TE pp. 10, 53, 69, 72, 83, 85, 136
- Reread to clarify, TE pp. 19, 35, 40, 67, 99, 105, 115, 120

**TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT**

- Self-Monitoring Strategies, TE pp. 10–11
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 18–19
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 68–69
- Self-Monitoring Strategies: Drawing Conclusions, TE pp. 100–101
- Self-Monitoring Strategy: Visualize, TE pp. 114–115

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Reading Closely</b>  <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read: Connections and Inferences (How can I connect ideas in the text to another text or something I’ve learned?), p. 7</li> </ul> <b>Getting Started: Annotating a Text</b>  <ul style="list-style-type: none"> <li>Put an “!” next to surprising or important information or information that helps you make a connection, p. 8</li> </ul> <b>Annotation Notes</b>  <ul style="list-style-type: none"> <li>Connections and Inferences (make connections), pp. 7, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <b>Analyze and Synthesize Across Texts</b>  <ul style="list-style-type: none"> <li>Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <b>TEACHER’S EDITION</b>  <b>Getting Started: Reading Closely</b>  <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make connections), TE p. 7</li> </ul> <b>Getting Started: Annotating a Text</b>  <ul style="list-style-type: none"> <li>3<sup>rd</sup> Read (make/note connections), TE p. 9</li> </ul> <b>3<sup>rd</sup> Read</b>  <ul style="list-style-type: none"> <li>Text-Dependent Questions (make connections), TE pp. 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul> <b>2<sup>nd</sup> Read</b>  <ul style="list-style-type: none"> <li>Text-Dependent Questions (connect on a personal level), TE p. 116</li> </ul> <b>Analyze and Synthesize Across Texts</b>  <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b>  <ul style="list-style-type: none"> <li>Productive Conversation: Extending (make a connection), TE pp. 22–23</li> <li>Intertextual Analysis: Making Thematic Connections, TE pp. 24–25</li> <li>Think-Aloud Modeling (connection), TE pp. 40–41</li> <li>Differentiation: Scaffolding with Graphic Organizers (connections), TE pp. 42–43, 60–61</li> <li>Productive Conversation: Providing Appropriate Wait Time, (connections), TE pp. 72–73</li> </ul> <p style="text-align: right;"><i>continued</i></p> </p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<ul style="list-style-type: none"> <li>• Text Complexity: Quantitative vs. Qualitative Features (connections), TE pp. 86–87</li> <li>• Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75</li> <li>• Annotations: Connections, TE pp. 96–97</li> <li>• Classroom Management: Discussions (personal connections), TE pp. 134–135</li> </ul>
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Return to the Text: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (write responses using text evidence to support answers), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details/Language and Text Structure/Connections and Inference (write notes in response to text), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Respond to the Text</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading (write response), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138</li> <li>• Comprehension Check (write response), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question: Reflect (demonstrate understanding of three unit texts in order to answer the Focus Question), pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>Write: Writing About the Focus Question</b></p> <ul style="list-style-type: none"> <li>• Use Evidence (use evidence from each unit text in longer written response to Focus Question), pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers: Perspectives (Venn diagrams to compare and contrast information), TE pp. 12–13</li> <li>• Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 24–25</li> <li>• Differentiation: Scaffolding with Graphic Organizers (Venn diagrams to compare and contrast information), TE pp. 42–43, 60–61</li> <li>• Graphic Organizers (compare and contrast), TE pp. 54–55</li> <li>• Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 90–91</li> <li>• Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 108–109</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(C) use text evidence to support an appropriate response;</p>	<p><b>STUDENT EDITION</b>  <b>Return to the Text: Informational Text Selections</b>                      • Comprehension Check (use text evidence to support answers), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135  <b>Write: Writing About the Focus Question</b>                      • Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141  <b>TEACHER'S EDITION</b>  <b>Getting Started: Summarizing</b>                      • Use text evidence to support ideas, TE p. 12  <b>1<sup>st</sup> Read</b>                      • Text-Dependent Questions, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136  <b>2<sup>nd</sup> Read</b>                      • Text-Dependent Questions, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137  <b>3<sup>rd</sup> Read</b>                      • Text-Dependent Questions, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</p>
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Summarizing</b>                      • Summary Chart/Story Map/Write a Summary, pp. 12-13  <b>Return to the Text</b>                      • Respond to Reading (summary chart/graphic organizer), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138                      • Respond to Reading (write a summary), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138  <b>Analyze and Synthesize Across Texts</b>                      • Return to the Focus Question (complete the graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140  <b>TEACHER'S EDITION</b>  <b>Return to the Text</b>                      • Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138  <b>Differentiate and Extend</b>                      • Write Beyond: Retell a story from a different point of view, TE pp. 29, 45, 61, 77, 93, 109, 125, 141  <b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b>                      • Annotations (write a brief summary), pp. 8-9                      • Differentiation: Graphic Organizers (generate a summary), TE pp. 26-27                      • Differentiation: End-of-Unit Writing Assignment (write/retell from a different point of view), TE pp. 76-77                      • Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 108-109  <p style="text-align: right;"><i>continued</i></p> </p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<ul style="list-style-type: none"> <li>• Collaboration: Purposeful Partner Talk (understand a story from a different point of view), TE pp. 118–119</li> <li>• Classroom Management: Discussions (peer summary reviews), TE pp. 134–135</li> </ul>
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• Annotations/Annotation Notes: Anne of Green Gables/ Carving History (read and annotate with purpose/mark text and questions while you read/make notes/sample annotations), pp. 8–9</li> </ul> <p><b>Annotating Text</b></p> <ul style="list-style-type: none"> <li>• Reading selections (mark text, write notes/questions, use annotation symbols), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details/Language and Text Structure/ Connections and Inference (make notes based on annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading: Story Map, pp. 22, 86</li> <li>• Respond to Reading: Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138</li> <li>• Respond to Reading: Summary Chart, pp. 38, 54, 70, 102, 118, 134</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question (fill out a graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Annotations, TE pp. 8–9, 50–51</li> <li>• Graphic Organizers, TE pp. 12–13, 54–55</li> <li>• Annotations: Annotation Notes, TE pp. 20–21</li> <li>• Differentiation: Graphic Organizers, TE pp. 26–27</li> <li>• Annotations: Key Words or Phrases, TE pp. 36–37</li> <li>• Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43, 60–61</li> <li>• Annotations: Clear Up Confusions, TE pp. 84–85</li> <li>• Annotations: Important of Surprising Information, TE pp. 88–89</li> <li>• Annotations: Connections, TE pp. 96–97</li> <li>• Differentiation: Multiple Graphic Organizers, TE pp. 106–107</li> <li>• Annotations: Avoiding Over-Annotating, TE pp. 120–121</li> </ul>
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• Circle key words or phrases or anything the author says in an interesting way, pp. 8–9</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Annotating Text</b></p> <ul style="list-style-type: none"> <li>Reading selections (mark unfamiliar words), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure (note unfamiliar words), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Reflect (confusing words or phrases), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (author's choice of words/language), TE pp. 9, 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Context Clues, TE p. 20</li> <li>Idioms, TE pp. 36, 132</li> <li>Multiple-Meaning Words, TE pp. 52, 68</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Visual Text: Visual Learners (unfamiliar/difficult vocabulary), TE pp. 32–33</li> <li>Annotations: Key Words of Phrases, TE pp. 36–37</li> </ul>
<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Collaborate (discuss partners' summaries of key ideas and details), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138</li> </ul>
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer basic themes supported by text evidence;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: 3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), p. 7</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (make notes based on annotations)—Fable: How the Camel Got His Hump, pp. 19, 21;</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p>Novel: My Ántonia, pp. 83, 85; Short Story: The Raging Roller, p. 121; Short Story: Eustace and the Blizzard, p. 137</p> <p><b>Return to the Text: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (make inferences/identify theme), pp. 23, 87, 123, 139</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started: 3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), TE pp. 7, 9</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions (make inferences), TE pp. 21, 85, 121, 137</li> </ul>
<p>(B) explain the interactions of the characters and the changes they undergo;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Read: Key Ideas and Details (Who is the text about?/What happens?), p. 6</li> </ul> <p><b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Visualize (visualize characters, events), pp. 10–11</li> </ul> <p><b>Getting Started: Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart: Who? (the characters), p. 12</li> <li>Story Map: Characters (Who), p. 13</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (make notes about characters based on annotations)—Fable: How the Camel Got His Hump, pp. 19, 21; Novel: My Ántonia, pp. 83, 85; Short Story: The Raging Roller, p. 121; Short Story: Eustace and the Blizzard, p. 137</li> </ul> <p><b>Return to the Text: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Respond to Reading: Graphic Organizer: Characters, p. 106</li> <li>Comprehension Check (characters), pp. 107, 123</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Think Aloud</b></p> <ul style="list-style-type: none"> <li>Ask yourself questions (character), TE p. 85</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Self-Monitoring Strategies (visualize characters and actions), TE pp. 10–11</li> <li>Annotations: Annotation Notes (character, event, or theme), TE pp. 20–21</li> </ul>
<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution; and</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Visualize (events), pp. 10–11</li> </ul> <p><b>Getting Started: Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart: What? (conflict or problem)/How? (plot or major events), p. 12</li> <li>Story Map: Conflict (What)/Main Events (How), p. 13</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Connections and Inferences (make notes about events of the text)—Fable: How the Camel Got His Hump, pp. 19, 21; Novel: My Ántonia, pp. 83, 85; Short Story: The Raging Roller, p. 121; Short Story: Eustace and the Blizzard, p. 137</li> </ul> <p><b>Return to the Text: Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading: Story Map: Conflict (What)/Main Events (How), pp. 22, 86, 122, 138</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Text-Dependent Questions (how does author present events of the story), TE p. 137</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Differentiation: Scaffolding with Graphic Organizers (events/flow charts), TE pp. 60–61</li> <li>• Annotations: Clear Up Confusions (sequence events), TE pp. 84–85</li> <li>• Self-Monitoring Strategy: Visualize (visualize complex action sequences), TE pp. 114–115</li> </ul>
<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualize (places), pp. 10–11</li> </ul> <p><b>Getting Started: Summarizing</b></p> <ul style="list-style-type: none"> <li>• Summary Chart: Where?, p. 12</li> <li>• Story Map: Setting (Where and When), p. 13</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Language and Text Structure (make notes about setting)—Fable: How the Camel Got His Hump, p. 19; Novel: My Ántonia, p. 83</li> </ul> <p><b>Return to the Text: Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading: Story Map: Setting (Where and When), pp. 22, 86</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Read (setting), TE p. 8</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Self-Monitoring Strategies (visualize settings), TE pp. 10–11</li> </ul>



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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;</p>	<p><b>STUDENT EDITION</b>  <b>Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Fable: How the Camel Got His Hump, pp. 18–23</li> <li>• Novel: My Ántonia, pp. 82–87</li> <li>• Short Story: The Raging Roller, pp. 120–123</li> <li>• Short Story: Eustace and the Blizzard, pp. 136–139</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Genre Study</b></p> <ul style="list-style-type: none"> <li>• Characteristics of literature, TE pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul>
<p>(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Read: Language and Text Structure (What figurative language does the author use?), p. 12</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Connections and Inferences (use annotations to make notes about author’s use of language/figurative language)—Fable: How the Camel Got His Hump, pp. 19, 21; Novel: My Ántonia, pp. 83, 85; Short Story: The Raging Roller, p. 121; Short Story: Eustace and the Blizzard, p. 137</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Figurative Language, TE p. 84</li> </ul> <p><b>Partner Talk</b></p> <ul style="list-style-type: none"> <li>• Examples of figurative language, TE p. 121</li> </ul> <p><b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Annotations: Key Words or Phrases (figurative language), TE pp. 36–37</li> <li>• Annotations: Clear Up Confusions (figurative language), TE pp. 84–85</li> <li>• Text Complexity: Quantitative vs. Qualitative Features (figurative language), TE pp. 86–87</li> <li>• Intertextual Analysis: Comparing and Contrasting Big Ideas (figurative language), TE pp. 90–91</li> </ul>
<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p>N/A</p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Read: Key Ideas and Details, p. 6</li> </ul> <p><b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>Underline key ideas and major points, p. 8</li> </ul> <p><b>Annotation Notes: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details (use annotations to make notes about central ideas and supporting details)—Explanatory Text: The Legacy of Aesop, p. 25; Online Article: Got Butterflies? Find Out Why, pp. 35, 37; Fact Sheet: It Makes You Think, p. 41; Newspaper Article: Doughboys Lose Cooties, pp. 51, 53; Memoir: A Camp for Wounded Men, p. 57; Fact Sheet: 10 Interesting Things About Water, pp. 67, 69; Graphic: The Water Cycle, p. 73; Explanatory Text: Why Did People Move to the Prairies?, p. 89; Fact Sheet: Migration and Overwintering, pp. 99, 101; Explanatory Text: On the Move, p. 105; Q&amp;A Sheet: Why Don't I Fall Out When a Roller Coaster Goes Upside Down?, pp. 115, 117; Newspaper Article: The Blizzard of 1888/Buried City, pp. 131, 133</li> </ul> <p><b>Return to the Text: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Respond to Reading: Graphic Organizer (major ideas/supporting details): pp. 26, 58, 70, 74, 90, 106</li> <li>Comprehension Check (identify central/key idea and supporting details), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Read (note key ideas and details), TE pp. 6, 9</li> </ul> <p><b>1<sup>st</sup> Read: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (What is this text about?), TE pp. 24, 34–35, 40, 50–51, 56, 66–67, 72, 88, 98–99, 104, 114–115, 130–131</li> <li>Partner Talk, TE pp. 24, 25, 35–37, 40, 41, 51–53, 56, 57, 67–69, 72, 73, 88, 89, 99–101, 104, 105, 115–117, 131–133</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Differentiation: Graphic Organizers (major ideas/supporting details), TE pp. 26–27</li> <li>Annotations: Key Words or Phrases (major ideas), TE pp. 36–37</li> <li>Academic Language: Conversation (main idea/details), TE pp. 122–123</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(ii) features such as pronunciation guides and diagrams to support understanding; and</p>	<p><b>STUDENT EDITION</b>  <b>Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure—Fact Sheet: It Makes You Think (bullets), p. 41; Fact Sheet: 10 Interesting Things About Water (illustration), p. 68; Graphic: The Water Cycle (diagram), p. 72; Fact Sheet: Migration and Overwintering (map), p. 98</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Genre Study</b></p> <ul style="list-style-type: none"> <li>Characteristics of explanatory text (features of fact sheets), TE pp. 31, 63, 95</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Visual Text: Visual Learners (maps, diagrams, and images), TE pp. 32–33</li> <li>Differentiation (scientific diagrams), TE pp. 140–141</li> </ul>
<p>(iii) organizational patterns such as compare and contrast;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: 2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure (How is the text structured?), p. 7</li> </ul> <p><b>Annotation Notes: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure—pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>A Camp for Wounded Men (text structure: compare and contrast), p. 58</li> <li>Eustace and the Blizzard (text structure: compare and contrast), p. 138</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>2<sup>nd</sup> Read: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (text structure), TE pp. 25, 36, 41, 52, 57, 68, 73, 89, 100, 105, 116, 132</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Graphic Organizers (compare and contrast), TE pp. 12–13</li> <li>Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 24–25</li> <li>Differentiation: Scaffolding with Graphic Organizers (compare and contrast), TE pp. 42–43, 60–61</li> <li>Graphic Organizers (compare and contrast), TE pp. 54–55</li> <li>Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75, 90–91</li> <li>Annotations: Connections (cause and effect, compare and contrast), TE pp. 96–97</li> <li>Differentiation: Multiple Graphic Organizers (cause and effect), TE pp. 106–107</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p><b>TEACHER'S EDITION</b></p> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (what is the author's opinion?), TE p. 25</li> <li>Set a Purpose (what is the author's opinion?)/Partner Talk, TE p. 89</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (what is the author's opinion?), TE p. 101</li> </ul>
(ii) explaining how the author has used facts for an argument; and	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Citing Evidence from Multiple Sources (distinguishing fact from opinion/how authors use facts), TE pp. 44–45, 124–125</li> </ul>
(iii) identifying the intended audience or reader; and	N/A
(F) recognize characteristics of multimodal and digital texts.	<p><i>Close Reading of Complex Texts</i> available as a Student Edition Worktext or digital Student Edition eBook. Go to <a href="http://www.SadlierSchool.com">www.SadlierSchool.com</a>.</p>
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
(A) explain the author's purpose and message within a text;	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>2<sup>nd</sup> Read: Language and Text Structure (What is the author's purpose?/What message is the author communicating?), p. 7</li> </ul> <p><b>Getting Started: Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10–11</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details (determine meaning)/Language and Text Structure/Connections and Inferences (analyze</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p>meaning), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</p> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (author’s purpose and message), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>1<sup>st</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions/Partner Talk, TE pp. 18-19, 24, 34-35, 40, 50-51, 56, 66-67, 72, 82-83, 88, 98-99, 104, 114-115, 120, 130-131, 136</li> </ul> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions/Partner Talk (author’s meaning), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</li> </ul> <p><b>3<sup>rd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions/Partner Talk</li> <li>(author’s message/opinion), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</li> </ul>
<p>(B) explain how the use of text structure contributes to the author’s purpose;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Reading Closely</b></p> <ul style="list-style-type: none"> <li>2<sup>nd</sup> Read: Language and Structure (How is the text organized?/In time order?/In a problem and solution structure? As cause and effect?), p. 7</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure, pp. 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Respond to Reading (text structure: compare and contrast), p. 58, 138</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions/Partner Talk (text structure), TE pp. 20, (headings) 25, 36, 41, 52, 57, 68, 73, 84, 89, (subheadings) 100, (headings) 105, 116, 121, (boldface headings) 132, 137</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Respond to Reading (headings), p. 106</li> </ul> <p><b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity (text structure), TE pp. 6-7</li> <li>Graphic Organizers (compare and contrast/text structure), TE pp. 12-13, 54-55</li> <li>Self-Monitoring Strategies: Reread to Clarify (connections between ideas, the overall text structure, and the theme of the text as a whole), TE pp. 18-19</li> <li>Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 24-25</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<ul style="list-style-type: none"> <li>• Differentiation: Scaffolding with Graphic Organizers (compare and contrast), TE pp. 42–43, 60–61</li> <li>• Graphic Organizers (compare and contrast), TE pp. 54–55</li> <li>• Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75, 90–91</li> <li>• Annotations: Connections (cause and effect, compare and contrast), TE pp. 96–97</li> <li>• Differentiation: Multiple Graphic Organizers (cause and effect), TE pp. 106–107</li> </ul>
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p><b><u>STUDENT EDITION</u></b>  <b>Getting Started: Reading a Visual Text</b></p> <ul style="list-style-type: none"> <li>• At School by Jean-Marc Cote, p. 14</li> </ul> <p><b>Visual Texts</b></p> <ul style="list-style-type: none"> <li>• Photograph: Magura Cave Painting, pp. 16–17, Painting: The Scream, pp. 32–33, Painting: George Washington at Valley Forge, pp. 48–49, Photograph: A Desert Oasis in Sahara, Libya, pp. 64–65, Photograph: Prairie Settlement, pp. 80–81, Photograph: Migration in East Africa, pp. 96–97, Photograph: Balloon attracting cat’s fur, pp. 112–113, Photograph: Blizzard, pp. 128–129</li> </ul> <p><b>Text Selections</b></p> <ul style="list-style-type: none"> <li>• Fact Sheet: It Makes You Think (bullets), p. 41; Graphic: The Water Cycle (diagram), p. 73; Fact Sheet: 10 Interesting Things About Water (illustration), p. 67, 69; Fact Sheet: Migration and Overwintering (map), p. 99, 101; Explanatory Text: The Legacy of Aesop (photo), p. 25; Online Article: Got Butterflies? Find Out Why (photo), p. 35, 37; Newspaper Article: Doughboys Lose Cooties (photo), p. 51, 53; Q&amp;A Sheet: Why Don’t I Fall Out When a Roller Coaster Goes Upside Down? (photo), p. 115, 117; Newspaper Article: The Blizzard of 1888/Buried City (photo), p. 131, 133</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Visual Text</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose/Visual Text Analysis, TE pp. 16, 32, 48, 64, 80, 96, 112, 128</li> </ul> <p><b><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• Visual Text (visual elements), TE p. 12</li> <li>• Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 16–17, 48–49</li> <li>• Visual Text: Visual Learners, TE pp. 32–33</li> <li>• Visual Text: ELL, TE pp. 64–65, 80–81</li> <li>• Differentiation (scientific diagrams), TE pp. 140–141</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p>	<p><b>STUDENT EDITION</b>  <b>Getting Started: Reading Closely</b>                      • 2<sup>nd</sup> Read: Language and Text Structure (What words or phrases are repeated?/What figurative language does the author use?), p. 7</p> <p><b>Annotation Notes</b>                      • Language and Text Structure, pp. 19, 21, (metaphor/simile) 57, 83, 85, 121, 137</p> <p><b>Return to the Text</b>                      • Respond to Reading: Reflect (words and phrases), pp. 22, 74, 86, 106, 122, 138                      • Comprehension Check (words and phrases), pp. 55, 87</p> <p><b>TEACHER’S EDITION</b>  <b>2<sup>nd</sup> Read</b>                      • Text-Dependent Questions/Partner Talk (use of language/ meaning of words), TE pp. 20, 52, 68, 84, 121, 132, 137</p> <p><b>Vocabulary</b>                      • Idioms, TE pp. 36, 132                      • Multiple-Meaning Words (discuss contextual meanings), TE pp. 52, 68                      • Figurative Language, TE p. 84</p> <p><b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b>                      • Annotations: Key Words or Phrases (figurative language), TE pp. 36–37</p>
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p><b>STUDENT EDITION</b>  <b>Reading Selections</b>                      • Novel: My Ántonia (written in first person), pp. 82, 84                      • Short Story: Eustace and the Blizzard (written in third person), p. 136</p> <p><b>Return to the Text</b>                      • Comprehension Check (point of view), pp. 23, 87, 123, 139</p> <p><b>TEACHER’S EDITION</b>  <b>Annotation Notes</b>                      • Key Ideas and Details (written in first person), TE p. 83</p> <p><b>2<sup>nd</sup> Read</b>                      • Text-Dependent Questions (first person point of view/ narrator), TE p. 84</p> <p><b>Analyze and Synthesize Across Texts</b>                      • Reflect (different perspectives/points of view), TE p. 92</p> <p><b>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</b>                      • Annotations: Key Words or Phrases (irony), TE pp. 36–37                      • Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 76–77                      • Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 124–125</p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
(F) discuss how the author’s use of language contributes to voice; and	<p><b>TEACHER’S EDITION</b>  <b>Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Read (annotations related to author’s use of language), TE p. 8</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>• Language and Text Structure (tone), TE p. 37</li> </ul> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose/Text-Dependent Questions/Partner Talk (author’s style/author’s use of language/tone), TE pp. 20, 36, 41, 52, 57, 68, 73, 84, 89, 116, 121, 132, 137</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Text Complexity (author’s use of language/tone), TE pp. 6–7</li> <li>• Annotations: Key Words or Phrases (words or phrases that impact tone), TE pp. 36–37</li> <li>• Text Complexity: Quantitative vs. Qualitative Features (text style, changing tones), TE pp. 86–87</li> <li>• Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 28–29, 108–109</li> </ul>
(G) identify and explain the use of anecdote.	N/A
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<p><b>STUDENT EDITION</b>  <b>Write</b></p> <ul style="list-style-type: none"> <li>• Writing About the Focus Question (Use Evidence/writing prompt), pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Write Beyond (writing prompt), TE pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul>
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	<p><b>STUDENT EDITION</b>  <b>Write</b></p> <ul style="list-style-type: none"> <li>• Writing About the Focus Question: Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</li> </ul> <p><b>Self-Assess and Reflect</b></p> <ul style="list-style-type: none"> <li>• Writing Rubric: Organization, pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
<p>(ii) developing an engaging idea with relevant details;</p>	<p><b>STUDENT EDITION</b>  <b>Write</b>                      • Writing About the Focus Question: Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141  <b>Self-Assess and Reflect</b>                      • Writing Rubric: Text Evidence, pp. 30, 46, 62, 78, 94, 110, 126, 142</p>
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><b>STUDENT EDITION</b>  <b>Write</b>                      • Writing About the Focus Question: Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141  <b>Self-Assess and Reflect</b>                      • Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 46, 62, 78, 94, 110, 126, 142  <b>TEACHER'S EDITION</b>  <b>Writing About the Focus Questions</b>                      • Monitor (review and revise), TE pp. 29, 45, 61, 77, 93, 109, 125, 141</p>
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) past tense of irregular verbs;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including reflexive;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical periods, events, and documents; titles of books, stories and essays; and languages, races, and nationalities;</p>	<p>Correct grammar and usage modeled in reading selections.  <b>STUDENT EDITION</b>  <b>Write: Writing About the Focus Question</b>                      • Writing Checklist (use correct language, spelling, and conventions), pp. 29, 45, 61, 77, 93, 109, 125, 125, 141  <b>Self-Assess and Reflect</b>                      • Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 46, 62, 78, 94, 110, 126, 142</p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	Related content <u>STUDENT EDITION</u> <b>Write: Writing About the Focus Question</b> <ul style="list-style-type: none"> <li>Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</li> </ul> <b>Self-Assess and Reflect</b> <ul style="list-style-type: none"> <li>Writing Rubric: Spelling and Conventions (correct punctuation), pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul>
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Related content <u>STUDENT EDITION</u> <b>Write: Writing About the Focus Question</b> <ul style="list-style-type: none"> <li>Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</li> </ul> <b>Self-Assess and Reflect</b> <ul style="list-style-type: none"> <li>Writing Rubric: Spelling and Conventions (correct spelling), pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul>
(E) publish written work for appropriate audiences.	<u>STUDENT EDITION</u> <b>Self-Assess and Reflect</b> <ul style="list-style-type: none"> <li>Focus Question (write your final version), pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul> <u>TEACHER'S EDITION</u> <b>Self-Assess and Reflect</b> <ul style="list-style-type: none"> <li>Reflect: Teacher assesses final versions/records points/places in students' writing portfolios, TE pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul>
<b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	<u>TEACHER'S EDITION</u> <b>Differentiate and Extend</b> <ul style="list-style-type: none"> <li>Write Beyond (imagined experience/assume role), TE pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> <ul style="list-style-type: none"> <li>Differentiation: End-of-Unit Writing Assignment, TE pp. 60–61t</li> </ul>
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<u>STUDENT EDITION</u> <b>Write: Writing About the Focus Question</b> <ul style="list-style-type: none"> <li>Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	<p><b>TEACHER'S EDITION</b>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Debate an Issue, TE pp. 45, 77</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Differentiation: End-of-Unit Writing Assignment, TE pp. 76–77</li> </ul>
(D) compose correspondence that requests information.	<p><b>TEACHER'S EDITION</b>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Write Beyond: Letter to a colleague (describing modifications), TE p. 125</li> </ul>
<b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	<p>*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of three source documents. After analyzing and synthesizing their information, they write a response.</p>
(A) generate and clarify questions on a topic for formal and informal inquiry;	<p><b>TEACHER'S EDITION</b>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Research, TE pp. 29, 93, 61, 109, 125, 141</li> </ul>
(B) develop and follow a research plan with adult assistance;	<p><b>TEACHER'S EDITION</b>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Research, TE pp. 29, 45, 61, 93, 109, 125, 141</li> </ul>
(C) identify and gather relevant information from a variety of sources;	<p><b>STUDENT EDITION</b>  <b>Getting Started: Annotating a Text</b></p> <ul style="list-style-type: none"> <li>Annotations/Annotation Notes: Anne of Green Gables/ Carving History (read and annotate with purpose/markings text and questions while you read/making notes/sample annotations), pp. 8–9</li> </ul> <p><b>Getting Started: Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart/Story Map, pp. 12–13</li> </ul> <p><b>Annotating Text</b></p> <ul style="list-style-type: none"> <li>Reading selections (mark text, write notes/questions, use annotation symbols), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details/Language and Text Structure/ Connections and Inference (write notes based on annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Story Map, pp. 22, 86</li> <li>Summary Chart, pp. 38, 54, 70, 86, 102, 118, 134</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Research, TE pp. 29, 61, 93, 109, 125</li> <li>Interview an Expert, TE pp. 77, 109</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Annotations, TE pp. 8–9, 50–51</li> <li>Graphic Organizers, TE pp. 12–13, 54–55</li> <li>Annotations: Annotation Notes, TE pp. 20–21</li> <li>Differentiation: Graphic Organizers, TE pp. 26–27</li> <li>Annotations: Key Words of Phrases, TE pp. 36–37</li> <li>Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43, 60–61</li> <li>Annotations: Clear Up Confusions, TE pp. 84–85</li> <li>Annotations: Important or Surprising Information, TE pp. 88–89</li> <li>Annotations: Connections, TE pp. 96–97</li> <li>Differentiation: Multiple Graphic Organizers, TE pp. 106–107</li> <li>Annotations: Avoiding Over-Annotating, TE pp. 120–121</li> <li>Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
(D) identify primary and secondary sources;	<p>Related content</p> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44–45</li> <li>Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
(E) demonstrate understanding of information gathered;	<p><b>STUDENT EDITION</b></p> <p><b>Getting Started: Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart/Story Map, pp. 12–13</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Summary Chart, pp. 38, 54, 70, 102, 118, 134</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question/Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts/Reflect, TE pp. 29, 61, 93, 109, 125, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Annotations, TE pp. 8–9, 50–51</li> <li>Graphic Organizers, TE pp. 12–13, 54–55</li> <li>Annotations: Annotation Notes, TE pp. 20–21</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 4
	<ul style="list-style-type: none"> <li>• Differentiation: Graphic Organizers, TE pp. 26–27</li> <li>• Annotations: Key Words of Phrases, TE pp. 36–37</li> <li>• Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43, 60–61</li> <li>• Annotations: Clear Up Confusions, TE pp. 84–85</li> <li>• Annotations: Important or Surprising Information, TE pp. 88–89</li> <li>• Annotations: Connections, TE pp. 96–97</li> <li>• Differentiation: Multiple Graphic Organizers, TE pp. 106–107</li> <li>• Annotations: Avoiding Over-Annotating, TE pp. 120–121</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<p>Related content</p> <p><b><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• Intertextual Analysis: Citing Evidence from Multiple Texts (quoting directly, paraphrasing, summarizing), TE pp. 44–45</li> <li>• Academic Language: Conversation (paraphrase/process of summarizing), TE pp. 122–123</li> </ul>
(G) develop a bibliography; and	N/A
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p>Related content</p> <p><b><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• Differentiation (visual narrative/presentation), TE pp. 140–141</li> </ul>