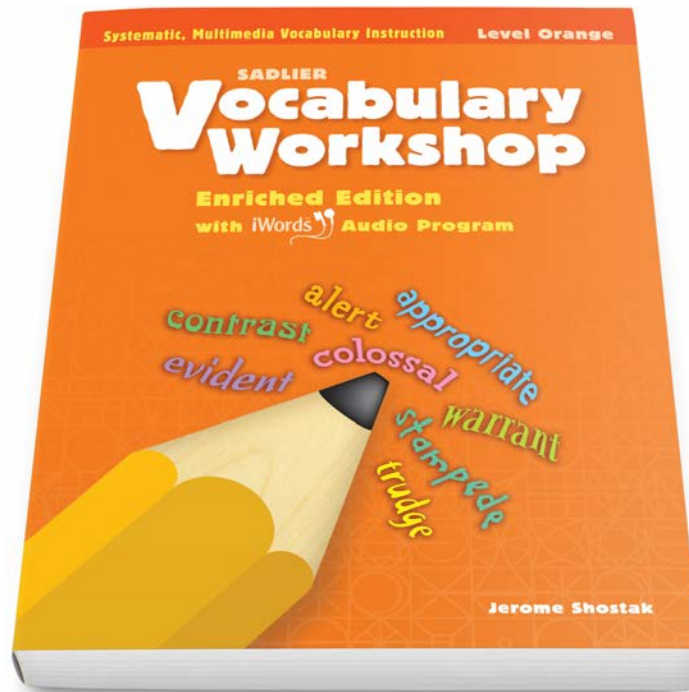


Vocabulary Workshop

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

Grade 4



Key Aligned Content

- (3) Developing and sustaining foundational language skills—vocabulary. 2

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—oral language. 7
- (2) Developing and sustaining foundational language skills—beginning reading and writing. 8
- (4) Developing and sustaining foundational language skills—fluency. 10
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- (10) Author’s purpose and craft. 17
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Key Aligned Content

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.	
Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
<p>(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:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p>Definitions Unit Words—pp. 8–9, 18–19, 28–29, 38–39, 48–49, 58–59, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 132–133, 142–143, 152–153, 162–163, 172–173, 182–183</p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, pronunciation/syllabication, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>Word Study Homophones 1, p. 14; Dictionary: Multiple-Meaning Words, p. 33; Homographs, p. 54; Homophones 2, p. 125; Words Often Confused, p. 148</p> <p>Several Word Study lessons use dictionary entries to help students understand multiple-meaning words.</p> <p>Word Study: Lesson Plans Teach—TE T29–T30, T32–T33</p> <p>Explain that when students look up a word in the dictionary, they will often find more than one meaning for the same word. Model using the sample sentence on the page for vanity to demonstrate the use of context clues to determine meaning.</p> <p>Word Study Write—pp. 14, 54, 63, 76, 86, 106, 116, 138, 148, 157, 187</p> <p>Several Word Study lessons use reference materials to help build vocabulary. The Write exercise at the end of the lesson directs students to consult a dictionary to make sure they have used words correctly.</p> <p>Word Study: Lesson Plans Write: Practice/Apply—TE T30–T34</p> <p>In Practice, encourage students to use a dictionary, print or digital, to check their answers.</p> <p>iWords Audio Program Unit Words—sadlierconnect.com</p> <p>Using the online iWords Audio Program, students can listen to the correct pronunciation of each vocabulary word. It also includes a spoken definition or definitions, one or two illustrative sentences, and a photograph supporting the definition of the word. The iWords oral models and practice are especially helpful to ELL children.</p> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
	<p>Audio Glossary—sadlierconnect.com</p> <p>The online Audio Glossary can be accessed by alphabetical order of words or by unit. It models pronunciation and provides example sentences to clarify usage and meaning of each unit word.</p>
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>Introducing the Words</p> <p>Unit Passages—Unit 1 “Diary of a Rising Star” (Diary Entries), pp. 6–7; Unit 2 “Spring Training: A New Beginning” (Informational Article), pp. 16–17; Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable), pp. 26–27; Unit 4 “The FBI” (Magazine Article), pp. 36–37; Unit 5 “Chemistry in Action” (Magazine Article), pp. 46–47; Unit 6 “Persephone, Goddess of Springtime” (Greek Myth), pp. 56–57; Unit 7 “Let’s Be Healthy!” (Magazine Article), pp. 68–69; Unit 8 “Hiking the Appalachian Trail” (Journal Article), pp. 78–79; Unit 9 “The King Who Hated Cheese” (Fairy Tale), pp. 88–89; Unit 10 “Return of the Wolves” (Magazine Article), pp. 98–99; Unit 11 “Blockades Through the Centuries” (Report), pp. 108–109; Unit 12 “Extreme Forces of Nature” (Journal Article), pp. 118–119; Unit 13 “The United Nations” (Textbook Entry), pp. 130–131; Unit 14 “Love Those Bugs!” (Magazine Article), pp. 140–141; Unit 15 “The New Puppy” (Realistic Fiction), pp. 150–151; Unit 16 “The Last Day of Pompeii” (Historical Nonfiction), pp. 160–161; Unit 17 “Odysseus and the Trojan Horse” (Greek Myth), pp. 170–171; Unit 18 “Eleanor Roosevelt (1884–1962)” (Biography), pp. 180–181</p> <p>In Introducing the Words, students read a passage that presents all 12 unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p> <p>Introducing the Words: Lesson Plan</p> <p>During Reading—TE p. T22</p> <p>Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.</p> <p>Definitions</p> <p>Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p> <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)	Vocabulary Workshop, Level Orange/Grade 4
	<p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p> <p>Match the Meaning Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p> <p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p> <p>Synonyms and Antonyms Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p> <p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p> <p>Completing the Sentence Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p> <p>For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <p>Completing the Sentence: Lesson Plans Teach—TE p. T271</p> <p>Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.</p> <p>Word Associations Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177</p> <p>In each Word Associations exercise, students see a unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question</p> <p>Word Study Context Clues 1 (Definition, Example), p. 24; Context Clues 2 (Definition, Example, Restatement, Contrast), p. 86</p> <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)	Vocabulary Workshop, Level Orange/Grade 4
	<p>In the Word Study: Context Clues lessons, students learn how to recognize and use six types of context clues: Definition, Example, Restatement, Cause/Effect, Contrast, and Comparison.</p> <p>Word Study: Lesson Plans Practice/Apply—Context Clues 1, TE p. T29; Context Clues 2, T31</p> <p>In Practice, have students tell which context clues helped them figure out the meanings of the boldface words. If they can, have them also tell what type of context clue is used in each sentence. In Apply, have students share the context clues they added.</p> <p>Vocabulary for Comprehension “School Without Books, Just Snow” (building an igloo), pp. 34–35; “The World’s Largest Flower” (rafflesia), pp. 64–65; “Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; “The Catnapper Mystery” (fiction), pp. 158–159; “Bower Builders” (bowerbird mating rituals), pp. 188–189</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p>Vocabulary in Context. Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</p> <p>Completing the Idea Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191</p> <p>In Completing the Idea, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>Completing the Idea: Lesson Plan TE p. T43</p> <p>Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues</p>
<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>Word Study Suffixes (-ment, -ive, -like), p. 63; Prefixes (un-, im-, non-), p. 76; Suffixes (-ion, -tion, -sion, -y, -en), p. 95; Prefixes (pre-, de-, il-, ir-), p. 106; Roots (flec, pel, ject), p. 116; Suffixes (-ance, -ness, -able, -ible), p. 157; Prefixes (dis-, re-, en-, em-), p. 168; Roots (struct, spect, scrib/script), p. 178; Roots (pos, duc/duct, graph), p. 187</p> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
	<p>Several Word Study lessons develop word-building skills. They include study of roots, prefixes, and suffixes.</p> <p>Word Study: Lesson Plans Teach—pp. T30–T34</p> <p>Explain to students that knowing the meanings of a few common prefixes can help them uncover the meanings of many words.</p>
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>Word Study Dictionary: Homophones 1 (council/counsel, bail/bale, earn/urn, pedal/peddle), p. 14; Homophones 2 (grate/great, loan/lone, peace/piece), p. 125</p> <p>Word Study lessons on homophones teach words that sound alike but have different spellings and meanings.</p> <p>Word Study: Lesson Plans Homophones: Teach—pp. T29, T32</p> <p>Have students recall what a homophone is. Write on the board: “We heard a tale ab out a cat that list its tail.” Ask students: “Which words are homophones in this sentence? How do you know?” Then discuss the homophone pairs in the chart.</p> <p>Related content</p> <p>Word Study Dictionary: Multiple-Meaning Words (blast, waste, tone), p. 33; Homographs (present, lead, minute), p. 54; Words Often Confused (addition/edition, lose/loose, wary/weary), p. 148</p> <p>Word Study lessons help students use context clues and dictionary entries to help them understand similar or multiple-meaning words.</p>

Additional Aligned Content

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.	
Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>The Unit: Lesson Plans Follow-up: Oral Language—TE pp. T22–T38</p> <p>Oral Language To encourage daily use of the unit words, list them on a Word Wall. Encourage students to use the words in their speaking and writing. When they read, tell them to be alert to the words they have learned and to notice how the words are used. Have students practice using the words in small group conversations.</p> <p>The Review: Oral Language—TE pp. T40–T43</p> <p>Oral Language Create a Word Wall of interesting words. Have students contribute new words encountered in their daily experiences. Before you add a word, encourage students to tell where they found it and describe the situation in which it was used.</p> <p>The Vocabulary Workshop Lesson Plans offer a variety of listening and speaking activities designed to increase students' reading, speaking, and writing vocabularies. The suggested instructional strategies include a variety of teacher-led class discussions that help students make connections to the new words presented in each lesson.</p> <p>Word Study Speak—Context Clues 1, p. 24; Dictionary: Multiple-Meaning Words, p. 33; Prefixes, p. 76; Context Clues 2, p. 86; Homophones 2, p. 125; Analogies, p. 138; Words Often Confused, p. 148; Suffixes, p. 157; Prefixes, p. 168</p> <p>Several Word Study lessons conclude with Speak, a collaborative speaking and listening activity for two students that applies and extends skills presented in the lesson.</p>
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Students receive and follow oral instructions throughout the program.</p>
<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>N/A</p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>The Unit: Lesson Plans Follow-up: Oral Language—TE pp. T22–T38 The Review: Oral Language—TE pp. T40–T43</p> <p>Word Study Speak—pp. 24, 33, 76, 86, 125, 138, 148, 157, 168</p> <p>Students are encouraged to work collaboratively throughout the program. Speaking and listening activities for two students or small groups apply and extend skills presented in the lessons.</p>
<p>(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</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p>	<p>Students employ decoding skills from earlier grades during independent or group reading of Introducing the Words and Vocabulary for Comprehension reading passages.</p>
<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>Students employ decoding skills from earlier grades during independent or group reading of Introducing the Words and Vocabulary for Comprehension reading passages.</p>
<p>(iii) decoding words using advanced knowledge of syllable division patterns such as VV;</p>	<p>Students employ decoding skills from earlier grades during independent or group reading of Introducing the Words and Vocabulary for Comprehension reading passages.</p>
<p>(iv) decoding words using knowledge of prefixes;</p>	<p>Word Study Prefixes (pre-, in-, im-, ir-, il-), p. 76; Prefixes (re-, in-, im-), p. 125; Prefixes (de-, post-, trans-, sub-), p. 178</p> <p>In Word Study lessons, students learn how to use word parts to figure out the meanings of unfamiliar words.</p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p>Word Study Suffixes (-ment, -ance, -age, -hood), p. 63; Roots (port, mit), p. 106; Suffixes (-ion, -tion, -ous, -ic), p. 138; Roots (spec, photo, tele), p. 157; Suffixes (-ity, -ty, -ence, -al), p. 168; Roots (dict, tract), p. 187</p> <p>In Word Study lessons, students learn how to use word parts to figure out the meanings of unfamiliar words.</p>
(vi) identifying and reading high-frequency words from a research-based list;	<p>Word List p. 192</p> <p>The list of 216 core unit words for Level Blue has been developed from many sources, including spelling and vocabulary lists; current content-area textbooks, glossaries, and ancillary materials (especially for general, nontechnical terms); and classic and contemporary fiction and nonfiction. University-level scholars and classroom teachers also played an integral role in generating this list. Both contributed to and approved the selection of words for the list.</p>
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p>Students draw upon decoding skills from earlier grades to help correctly spell words for vocabulary building activities.</p>
(ii) spelling homophones;	<p>Word Study Homophones 1 (council/counsel, bail/bale, earn/urn, pedal/peddle), p. 14; Homophones 2 (grate/great, loan/lone, peace/piece), p. 125</p> <p>Word Study lessons help students understand and spell words that sound the same but have different meanings.</p>
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<p>Students draw upon decoding skills from earlier grades to help correctly spell words for vocabulary building activities.</p>
(iv) spelling words using advanced knowledge of syllable division patterns;	<p>Students draw upon decoding skills from earlier grades to help correctly spell words for vocabulary building activities.</p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
(v) spelling words using knowledge of prefixes; and	<p>Word Study Prefixes (pre-, in-, im-, ir-, il-), p. 76; Prefixes (re-, in-, im-), p. 125; Prefixes (de-, post-, trans-, sub-), p. 178</p> <p>In Word Study lessons, students learn how to use word parts to figure out the meanings of and how to spell unfamiliar words.</p>
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p>Word Study Suffixes (-ment, -ance, -age, -hood), p. 63; Roots (port, mit), p. 106; Suffixes (-ion, -tion, -ous, -ic), p. 138; Roots (spec, photo, tele), p. 157; Suffixes (-ity, -ty, -ence, -al), p. 168; Roots (dict, tract), p. 187</p> <p>In Word Study lessons, students learn how to use word parts to figure out the meanings of and how to spell unfamiliar words.</p>
(C) write legibly in cursive to complete assignments.	Teacher observation.
<p>(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.</p>	<p>Introducing the Words Unit Passages: Unit 1 “Why Bear Sleeps So Much” (Russian Folktale), pp. 6–7; Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction), pp. 16–17; Unit 3 “The Flight of the Monarch” (Magazine Article), pp. 26– 27; Unit 4 “Wagon Train Diary” (Diary Entries), pp. 36– 37; Unit 5 “Baucis and Philemon” (Ancient Myth), pp. 46– 47; Unit 6 “The Surprising Life of Emily Dickinson” (Biography), pp. 56–57; Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography), pp. 68–69; Unit 8 “What Happened to Pennsylvania Station?” (Essay), pp. 78–79; Unit 9 “The Competitive Edge” (Contemporary Fiction), pp. 88–89; Unit 10 “Ireland’s Great Famine” (Textbook Entry), pp. 98–99; Unit 11 “National Ski Patrol to the Rescue” (Magazine Article), pp. 108–109; Unit 12 “A Message for Norrod” (Science Fiction), pp. 118–119; Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction), pp. 130–131; Unit 14 “A Giant Hoax (the Cardiff Giant)” (Nonfiction Narrative), pp. 140–141; Unit 15 “Pecos Bill Ends a Drought” (Tall Tale), pp. 150–151; Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article), pp. 160–161; Unit 17 “The Hunger Strike” (an Aesop Fable), pp. 170–171; Unit 18 “Sequoyah, Advocate of His People” (Biography), pp. 180–181</p> <p>In Introducing the Words, students read a passage that presents all 12 unit words in context. A different genre and theme are presented in each passage. The teacher guides student focus and comprehension by having them answer key questions about the story.</p> <p>Vocabulary for Comprehension “School Without Books, Just Snow” (building an igloo), pp. 34–35; “The World’s Largest Flower” (rafflesia), pp. 64–65;</p> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
	<p>“Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; “The Catnapper Mystery” (fiction), pp. 158–159; “Bower Builders” (bowerbird mating rituals), pp. 188–189</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.</p>
<p>(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.</p>	<p>Developing Vocabulary through Literature Recommended Titles—TE p. T20</p> <p>The True Confessions of Charlotte Doyle by Avi, The Search for Delicious by Natalie Babbit, The Indian in the Cupboard by Lynne Reid Banks, Caddie Woodlawn by Carol Ryrie Brink, The Wish Giver by Bill Brittain, The Incredible Journey by Shirley Bumford, Summer of the Swans by Betsy Byars, Frindle by Andrew Clement, Our House Short by Pam Conrad, The Watsons Go to Birmingham-1963 by Christopher Paul Curtis, Morning Girl by Michael Dorris, The Great Brain by John D. Fitzgerald, Harriet the Spy by Louise Fitzhugh, My Side of the Mountain by Jean Craighead George, Many Rides of Paul Revere by James Cross Giblin, Old Yeller by Frederick Gipson, Falcon’s Egg by Lulu Gray, Princess Academy by Shannon Hale, Hoot by Carl Hiassen, ER Vets: Life in an Animal Emergency Room by Donna Jackson, The Evolution of Calpurnia Tate by Jacqueline Kelly, School Mouse by Dick King-Smith, The View From Saturday by E.L. Konigsburg, The Story of Doctor Doolittle by Hugh Lofting, In the Year of the Boar and Jackie Robinson by Betty Bao Lord, Number the Stars by Lois Lowery, Sarah, Plain and Tall by Patricia Maclachlan, The Facts and Fictions of Minna Pratt by Patricia Maclachlan, A Corner of the Universe by Ann M. Martin, The Pushcart War by Jean Merrill, Felita by Nicholasa Mohr, An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic by Jim Murphy, Shiloh by Phyllis Reynolds Naylor, Rascal by Sterling North, The Borrowers by Mary Norton, The Wednesday Wars by Cary Schmidt, Cat Running by Zilpha Keatley Snyder, Dominic by William Steig, Thank You, Dr. Martin Luther by Eleanor Tate, All-of-a-Kind by Sidney Taylor, Last Summer with Maizon African by Jacqueline Woodson</p>
<p>(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:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>N/A</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>Introducing the Words: Lesson Plan After Reading—TE p. T22</p> <p>Encourage students to ask any questions they may have about the story or the meanings of the words.</p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange/Grade 4
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<p>Introducing the Words: Lesson Plan During Reading—TE p. T22</p> <p>With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p>
(D) create mental images to deepen understanding;	N/A
(E) make connections to personal experiences, ideas in other texts, and society;	<p>Vocabulary for Comprehension Write Your Own—pp. 35, 65, 97, 127, 159, 189</p> <p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expressing feelings about the subject and relating the passage to personal experience.</p>
(F) make inferences and use evidence to support understanding;	<p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p>Make Inferences. Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is using clues or details in the passage and the readers' prior knowledge to make logical decisions about events and actions that are not stated.</p>
(G) evaluate details read to determine key ideas;	<p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p>Details. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</p>
(H) synthesize information to create new understanding; and	N/A
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<p>Introducing the Words: Lesson Plan After Reading—TE p. T22</p> <p>Invite students to summarize the story. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the story or the meanings of the words.</p> <p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T41</p> <p>Using the paragraph, model how to monitor comprehension. Show how you would stop and reread to understand important details or what you might do to clarify confusing parts.</p>

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<p>(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:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Vocabulary for Comprehension Write Your Own—pp. 35, 65, 97, 127, 159, 189 The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage, relating the passage to personal experience.</p> <p>Completing the Idea Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191 In Completing the Idea, students draw on personal experience or prior knowledge in order to complete the sentence.</p>
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p>Vocabulary for Comprehension Write Your Own—pp. 35, 65, 97, 127, 159, 189 The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to demonstrate their understanding of the reading selection, interacting with their reading and vocabulary in a variety of ways.</p>
<p>(C) use text evidence to support an appropriate response;</p>	<p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41 Identify Main Idea/Details The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details, or text evidence, that help explain or support the main idea.</p>
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>Introducing the Words: Lesson Plan After Reading—TE p. T22 After reading the Introduce the Words selection, invite students to summarize the story.</p>
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>N/A</p>
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p>Definitions Unit Words—pp. 8–9, 18–19, 28–29, 38–39, 48–49, 58–59, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 132–133, 142–143, 152–153, 162–163, 172–173, 182–183 Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>for each word includes its spelling, pronunciation, and part (or parts) of speech. Students practice using the new word in context by writing each word in the blank space of the given sentence.</p> <p>Completing the Sentence Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p> <p>For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the newly studied word that best completes the sentence.</p> <p>Vocabulary for Comprehension Write Your Own—pp. 35, 65, 97, 127, 159, 189</p> <p>The Write Your Own activity following each Vocabulary for Comprehension reading selection directs students to use at least three newly studied words from the previous three units.</p> <p>Completing the Idea Complete the Sentence/Writing Challenge—pp. 37, 67, 99, 129, 161, 191</p> <p>In Completing the Idea, students relate their prior knowledge or a personal experience to a sentence starter that contains a taught word, and then complete the thought.</p> <p>Each Completing the Idea concludes with a Writing Challenge, an opportunity to demonstrate an understanding of multiple-meaning words. For each Writing Challenge, students write sentences that provide context clues for different meanings and parts of speech of a given taught word.</p>
(G) discuss specific ideas in the text that are important to the meaning.	<p>Introducing the Words: Lesson Plan During Reading—TE p. T22</p> <p>Guide students' focus and comprehension by having them answer key questions about the story.</p> <p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p>The lesson plan outlines how to lead a discussion of important mains presented in the passage.</p>
(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:	
(A) infer basic themes supported by text evidence;	<p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p style="text-align: right;"><i>continued</i></p>

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(B) infer basic themes supported by text evidence;	<p>Vocabulary for Comprehension: Lesson Plan Teach—TE pp. T40–T41</p> <p>Make Inferences Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is using clues or details in the passage and the readers’ prior knowledge to make logical decisions about events and actions that are not stated.</p>
(C) explain the interactions of the characters and the changes they undergo;	N/A
(D) analyze plot elements, including the rising action, climax, falling action, and resolution; and	N/A
(E) explain the influence of the setting, including historical and cultural settings, on the plot.	N/A
<p>(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:</p>	
(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;	<p>Introducing the Words Unit Passages—Unit 1 “Diary of a Rising Star” (Imaginary Diary Entries), pp. 6–7; Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable), pp. 26–27; Unit 6 “Persephone, Goddess of Springtime” (Greek Myth), pp. 56–57; Unit 9 “The King Who Hated Cheese” (Fairy Tale), pp. 88–89; Unit 17 “Odysseus and the Trojan Horse” (Greek Myth), pp. 170–171</p> <p>In Introducing the Words, students read a passage that presents all 12 unit words in context. A different genre and theme are presented in each passage.</p> <p>Vocabulary for Comprehension ”Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; “The Catnapper Mystery” (fiction), pp. 158–159</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.</p>

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(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	<p>Shades of Meaning Idioms 1, p. 15; Words That Describe People (stern, generous, gracious, sympathetic), p. 25; Similes, p. 45; Adages and Proverbs 1, p. 55; Words That Express Your Feelings, p. 77; Words That Describe Sounds (clatter, creak, gurgle, rustle), p. 87; Adages and Proverbs 2, p. 107; Words That Name Emotions (despair, horror, jubilation, contentment), p. 117; Word Choice (ally, companion, acquaintance, peer), p. 139; Idioms 2, p. 149; Word Choice (scamper, bolt, stroll, jog), p. 169; Metaphors, p. 179</p> <p>Shades of Meaning lessons teach students about the nuances in figurative language that help them when choosing the most appropriate descriptive words and phrases in conversation and writing.</p>
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	N/A
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p>Vocabulary for Comprehension “School Without Books, Just Snow” (building an igloo), pp. 34–35; “The World’s Largest Flower” (rafflesia), pp. 64–65; “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; “Bower Builders” (bowerbird mating rituals), pp. 188–189</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three units. After reading, students answer comprehension questions, including the central idea or the passage.</p>
(ii) features such as pronunciation guides and diagrams to support understanding; and	N/A
(iii) organizational patterns such as compare and contrast;	N/A
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	N/A
(ii) explaining how the author has used facts for an argument; and	N/A

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(iii) identifying the intended audience or reader; and	N/A
(F) recognize characteristics of multimodal and digital texts.	N/A
<p>(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:</p>	
(A) explain the author’s purpose and message within a text;	<p>Vocabulary for Comprehension “School Without Books, Just Snow” (building an igloo), pp. 34–35; “The World’s Largest Flower” (rafflesia), pp. 64–65; “Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; “The Catnapper Mystery” (fiction), pp. 158–159; “Bower Builders” (bowerbird mating rituals), pp. 188–189</p> <p>After reading each Vocabulary for Comprehension passage, students answer comprehension questions, such as declaring the author’s purpose.</p>
(B) explain how the use of text structure contributes to the author’s purpose;	N/A
(C) analyze the author’s use of print and graphic features to achieve specific purposes;	N/A
(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>Shades of Meaning Idioms 1, p. 15; Words That Describe People (stern, generous, gracious, sympathetic), p. 25; Similes, p. 45; Adages and Proverbs 1, p. 55; Words That Express Your Feelings, p. 77; Words That Describe Sounds (clatter, creak, gurgle, rustle), p. 87; Adages and Proverbs 2, p. 107; Words That Name Emotions (despair, horror, jubilation, contentment), p. 117; Word Choice (ally, companion, acquaintance, peer), p. 139; Idioms 2, p. 149; Word Choice (scamper, bolt, stroll, jog), p. 169; Metaphors, p. 179</p> <p style="text-align: right;"><i>continued</i></p>

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	Shades of Meaning lessons teach students about the nuances in figurative language that help them when choosing the most appropriate descriptive words and phrases in conversation and writing.
(E) identify and understand the use of literary devices, including first- or third-person point of view;	N/A
(F) discuss how the author’s use of language contributes to voice; and	N/A
(G) identify and explain the use of anecdote.	N/A
(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:	
(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;	N/A
(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	N/A
(ii) developing an engaging idea with relevant details;	N/A
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	N/A

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(D) edit drafts using standard English conventions, including:	
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	N/A
(ii) past tense of irregular verbs;	<p>Related content</p> <p>Definitions</p> <p>Unit Words (part(s) of speech)—pp. 8-9, 18-19, 28-29, 38-39, 48-49, 58-59, 70-71, 80-81, 90-91, 100-101, 110-111, 120-121, 132-133, 142-143, 152-153, 162-163, 172-173, 182-183</p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech.</p> <p>Remember (definition of verb)—pp. 8, 18, 28, 38, 48, 58, 70, 80, 90, 100, 110, 120, 132, 142, 152, 162, 172, 182</p>
(iii) singular, plural, common, and proper nouns;	<p>Related content</p> <p>Definitions</p> <p>Unit Words (part(s) of speech)—pp. 8-9, 18-19, 28-29, 38-39, 48-49, 58-59, 70-71, 80-81, 90-91, 100-101, 110-111, 120-121, 132-133, 142-143, 152-153, 162-163, 172-173, 182-183</p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech.</p> <p>Remember (definition of noun)—pp. 8, 18, 28, 38, 48, 58, 70, 80, 90, 100, 110, 120, 132, 142, 152, 162, 172, 182</p>
(iv) adjectives, including their comparative and superlative forms;	<p>Related content</p> <p>Definitions</p> <p>Unit Words (part(s) of speech)—pp. 8-9, 18-19, 28-29, 38-39, 48-49, 58-59, 70-71, 80-81, 90-91, 100-101, 110-111, 120-121, 132-133, 142-143, 152-153, 162-163, 172-173, 182-183</p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech.</p> <p>Remember (definition of adjective)—pp. 8, 18, 28, 38, 48, 58, 70, 80, 90, 100, 110, 120, 132, 142, 152, 162, 172, 182</p>
(v) adverbs that convey frequency and adverbs that convey degree;	Correct usage modeled in reading selections.
(vi) prepositions and prepositional phrases;	Correct usage modeled in reading selections.

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(vii) pronouns, including reflexive;	Correct usage modeled in reading selections.
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	Correct usage modeled in reading selections.
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	Correct usage modeled in reading selections.
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	Correct usage modeled in reading selections.
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Definitions Unit Words—pp. 8–9, 18–19, 28–29, 38–39, 48–49, 58–59, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 132–133, 142–143, 152–153, 162–163, 172–173, 182–183</p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling.</p>
(E) publish written work for appropriate audiences.	N/A
(12) 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:	N/A
(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	<p>Vocabulary for Comprehension: Write Your Own “Why Coyote’s Tail Has a White Tip” (write a story explaining an event in nature), p. 97; “The Catnapper Mystery” (write a mystery story), p. 159</p> <p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least words from the previous three units.</p>

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(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<p>Vocabulary for Comprehension: Write Your Own “School Without Books, Just Snow” (write a how-to), p. 35; “The World’s Largest Flower” (write a descriptive journal entry), p. 65; Artist: Faith Ringgold” (describe a story quilt), p. 127; “Bower Builders” (describe materials for a bower), p. 189</p> <p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least words from the previous three units.</p>
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	N/A
(D) compose correspondence that requests information.	N/A
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	
(A) generate and clarify questions on a topic for formal and informal inquiry;	N/A
(B) develop and follow a research plan with adult assistance;	N/A
(C) identify and gather relevant information from a variety of sources;	N/A
(D) identify primary and secondary sources;	N/A
(E) demonstrate understanding of information gathered;	N/A
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	N/A

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(G) develop a bibliography; and	N/A
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	N/A