

Lesson Correlation to the Grade 4 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 4.

Texas Essential Knowledge and Skills	<i>Measuring Up Lessons</i>
TEKS 4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	
read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	4, 8, 14
TEKS 4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	8
(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple-meaning words.	9
(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: ____ or girl: woman as boy: ____).	10
(D) identify the meaning of common idioms.	11
(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	12
TEKS 4.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) summarize and explain the lesson or message of a work of fiction as its theme.	15
(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	16
TEKS 4.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	
explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	17
TEKS 4.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:	
describe the structural elements particular to dramatic literature.	18
TEKS 4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) sequence and summarize the plot's main events and explain their influence on future events.	19
(B) describe the interaction of characters including their relationships and the changes they undergo.	20
(C) identify whether the narrator or speaker of a story is first or third person.	21
TEKS 4.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to	
(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	13

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TEKS 4.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	
identify the author’s use of similes and metaphors to produce imagery.	14
TEKS 4.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
explain the difference between a stated and an implied purpose for an expository text.	22
TEKS 4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main idea and supporting details in a text in ways that maintain meaning.	23
(B) distinguish fact from opinion in a text and explain how to verify what is a fact.	24
(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	25
(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	26
TEKS 4.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
explain how an author uses language to present information to influence what the reader thinks or does.	27
TEKS 4.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	28
(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	29
TEKS 4.14 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	5
(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	6
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	7
Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	1
(B) ask literal, interpretive, and evaluative questions of text.	1
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	1
(D) make inferences about text using textual evidence to support understanding.	2, 5–29
(E) summarize information in text, maintaining meaning and logical order.	3, 15, 19, 23
(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	4, 13