

Lesson Correlation to the Grade 4 Texas Essential Knowledge and Skills

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

Texas Essential Knowledge and Skills	Measuring Up® Lessons
TEKS 4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
A. plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	19, 22, 23, 24, 25, 26, 27, 28
B. develop drafts by categorizing ideas and organizing them into paragraphs;	20, 22, 23, 24, 25, 26, 27, 28
C. revise drafts for coherence, organization, use of simple and compound sentences, and audience;	1, 2, 3, 4, 21, 22, 23, 24, 25, 26, 27, 28
D. edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28
E. revise final draft in response to feedback from peers and teacher and publish written work for a specific audience	21, 22, 23, 24, 25, 26, 27, 28
TEKS 4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
A. write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	24
B. write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	25
TEKS 4.17 Writing. Students write about their own experiences. Students are expected to:	
A. write about important personal experiences.	22
TEKS 4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
A. create brief compositions that:	
(i) establish a central idea in a topic sentence	4, 23
(ii) include supporting sentences with simple facts, details, and explanations; and	4, 23
(iii) contains a concluding statement;	4, 23
B. write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	26
C. write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	27

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TEKS 4.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	28
TEKS 4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
A. use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs);	6
(ii) nouns (singular/plural, common/proper);	7
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	8
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	9
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	10
(vi) reflexive pronouns (e.g., myself, ourselves);	11
(vii) correlative conjunctions (e.g., either/or, neither/nor); and	12
(viii) use time-order transition words and transitions that indicate a conclusion;	13
B. use the complete subject and the complete predicate in a sentence; and	14
C. use complete simple and compound sentences with correct subject-verb agreement	14, 15
TEKS 4.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
A. write legibly by selecting cursive script or manuscript printing as appropriate;	21, 22, 23, 25, 26, 27, 28
B. use capitalization for:	20
(i) Historical events and documents	16
(ii) Titles of books, stories, and essays; and	16
(iii) Language, races, and nationalities; and	16
C. recognize and use punctuation marks including:	10
(i) Commas in compound sentences; and	17
(ii) Quotation marks.	17
TEKS 4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
A. Spell words with more advanced orthographic patterns and rules:	
(i) plural rules (e.g., words ending in f as in leaf, leaves; adding –es);\	7, 18
(ii) irregular plurals (e.g., man/men, foot/feet, child/children);	7, 18
(iii) double consonants in middle of words;	18

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(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and	18
(v) silent letters (e.g., kenn, wring);	18
B. spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	18
C. spell commonly used homophones (e.g., there, they're, their, two, too, to); and	18
D. use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	18
TEKS 4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
A. generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and	29
B. generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedia) about the major research question.	29
TEKS 4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
A. follow the research plan to collect information from multiple sources of information both oral and written, including:	30
(i) Student-initiated surveys, on-site inspections, and interviews;	30
(ii) Data from experts, reference texts, and online searches; and	30
(iii) Visual sources or information (e.g., maps, timelines, graphs) where appropriate;	30
B. use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);	30
C. take simple notes and sort evidence into provided categories or an organizer;	30
D. identify the author, title, publisher, and publication year of sources; and	30
E. differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	30
TEKS 4.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on topic).	
TEKS 4.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	32