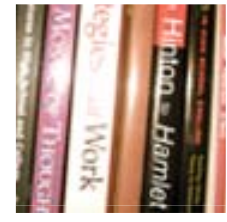
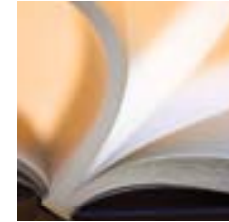


# English Language Arts and Writing Grade 4

## STAAR Field Guide



**STAAR**

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

**TAKS:** TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

**STAAR:** STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students “unlearn” previous ways of conceptualizing content and essentially start all over.

**STAAR: focus, clarity, depth**

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

**Focus:** STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

**Clarity:** STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

**Depth:** STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

**STAAR: the assessed curriculum – readiness, supporting, and process standards**

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

**Readiness standards** have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

**Supporting standards** have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

**STAAR assesses the eligible TEKS at the level at which the TEKS were written.**

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

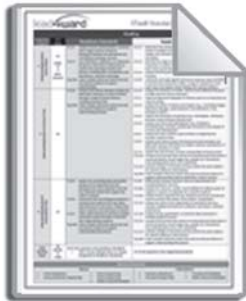
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

# About the STAAR Field Guide

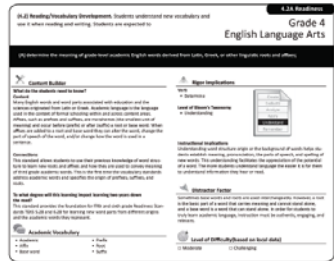
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



**STAAR Grade Level Snapshot** – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



**STAAR Readiness Standards: A Vertical Look** – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



**STAAR Readiness and Supporting Standards Analysis Sheets**– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



**STAAR-Curriculum Planning Worksheet** – a tool to organize the pages in this guide to be used in planning and professional development

### Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
  - STAAR Blueprint
  - Assessed Curriculum Documents
  - STAAR Test Design
  - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
  - Note the readiness standards
  - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
  - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
  - Discuss how the readiness standards connect between grade levels
  - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
  - Use the samples on pages 6 and 7 to explore the analysis sheets
  - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
  - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
  - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
  - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
  - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
  - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
  - Collect the curriculum documents used for planning
  - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
  - Determine where the team needs additional learning
  - Evaluate instructional materials
  - Review the plan for appropriate levels of rigor

## How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

**5.3A Readiness**  
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

**(A) use addition and subtraction to solve problems involving whole numbers and decimals;**

**Content Builder**  
What do the students need to know?  
content  

- Addition
  - Whole numbers
  - Decimals
- Subtraction
  - Whole numbers
  - Decimals

**Connections**  
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.  
 To what degree will this learning impact learning two years down the road?  
 This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

**Academic Vocabulary**  

- Add
- Subtract
- Decimal

**Rigor Implications**  
 Verb  

- Add
- Subtract
- Solve

 Level of Bloom's Taxonomy  

- Applying

 Instructional implications  
 To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

**Distractor Factor**  
 Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

**Level of Difficulty**

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**Content Builder-** The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

**Rigor Implications-** Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Distractor Factor -** Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

**Academic Vocabulary-** Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

**Level of Difficulty-** Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.



**How to read  
STAAR Supporting Standards analysis pages**

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

**5.1B Supporting**  
Grade 5 Math

**(B) use place value to read, write, compare, and order decimals through the thousandths place.**

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**Supporting the Readiness Standards**

What Readiness Standard(s) or concepts from the Readiness Standards does it support?  
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?  
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

*May be adjusted according to local curriculum.*

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**Academic Vocabulary**

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

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**Rigor Implications**

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing



**Instructional Implications**

To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

**Supporting the Readiness Standards** - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

**Rigor Implications**- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Academic Vocabulary**- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

# Curriculum - STAAR Planning Worksheet



Course/Grade Level \_\_\_\_\_

|                     |  |
|---------------------|--|
| Readiness Standards |  |
|---------------------|--|

Content Area \_\_\_\_\_

Grading Period/Unit \_\_\_\_\_

|                      |  |
|----------------------|--|
| Supporting Standards |  |
|----------------------|--|

| Action Steps  | Guiding Questions & Notes  |
|---|--|
| Read each analysis page.  | <p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>  |
| <i>Content Builder</i> (Readiness Standards only)                     | <p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>  |
| <i>Supporting the Readiness Standards</i> (Supporting Standards only) | <p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p> |





| Action Steps                     | Guiding Questions & Notes   |
|----------------------------------|---|
| Vocabulary                       | <p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>  |
| Use the <i>Distractor Factor</i> | <p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>                        |
| <b>Reflection</b>                | <p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p> |

# STAAR Standards Snapshot

## Grade 4 Reading



| Reporting Category                                     | # of Items   | Readiness Standards  | Supporting Standards  |   |
|--|--|--|---|---|
| 1<br>Understanding and Analysis Across Genres          | 10   | 4.2.A<br>determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes  | 4.7.A<br>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 |   |
|  |  | 4.2.B<br>use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words  |   |   |
| 2<br>Understanding and Analysis of Literary Texts      | 18   | 4.2.E<br>use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words   | 4.3.A<br>summarize and explain the lesson or message of a work of fiction as its theme  |   |
|  |  | 4.2.F<br>make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence   |   |   |
|  |  | 4.6.A<br>sequence and summarize the plot's main events and explain their influence on future events  |   | 4.3.B<br>compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature                |
|  |  | 4.6.B<br>describe the interaction of characters including their relationships and the changes they undergo   |   | 4.4.A<br>explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse) |
|  |  | Fig.19D<br>make inferences about text and use textual evidence to support understanding (Fiction)  |   | 4.5.A<br>describe the structural elements particular to dramatic literature   |
|  |  | Fig.19.E<br>summarize information in text, maintaining meaning and logical order (Fiction)   |   | 4.6.C<br>identify whether the narrator or speaker of a story is first or third person   |
|  |  |  |   | 4.8.A<br>identify the author's use of similes and metaphors to produce imagery  |
|  |  |  |   | 4.14<br>use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning                |
|  |  |  |   | Fig.19D<br>make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama)                        |
|  |  |  |   | Fig.19.E<br>summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry, Drama)                               |
| 3<br>Understanding and Analysis of Informational Texts | 16   | 4.10<br><i>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 [4.10.A is ineligible for assessment – so when 4.10 is assessed, it will be linked to Fig. 19.D for expository texts]</i> | 4.11.B<br>distinguish fact from opinion in a text and explain how to verify what is a fact  |   |
|  |  | 4.11.A<br>summarize the main idea and supporting details in text in ways that maintain meaning   | 4.13.A<br>determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)   |   |
|  |  | 4.11.C<br>describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison   | 4.13.B<br>explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)   |   |
|  |  | 4.11.D<br>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   | 4.14<br>use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning  |   |
|  | Fig.19.D<br>make inferences about text and use textual evidence to support understanding |  |   |   |
|  | Fig.19.E<br>summarize information in text, maintaining meaning and logical order         |  |   |   |
| Total Items  | 44   | 26-31 test questions from Readiness Standards  | 13-18 test questions from Supporting Standards  |   |
|  |  | <b>Genres Assessed</b>   |   |   |
|  |  | <b>Literary</b>  | <b>Informational</b>  |   |
|  |  | <ul style="list-style-type: none"> <li>Fiction (Readiness)</li> <li>Literary Nonfiction (Supporting)</li> <li>Poetry (Supporting)</li> <li>Drama (Supporting)</li> <li>Media Literacy(Embedded)</li> </ul>   | <ul style="list-style-type: none"> <li>Expository (Readiness)</li> <li>Persuasive (Ineligible)</li> <li>Procedural (Embedded)</li> <li>Media Literacy (Embedded)</li> </ul>                                 |   |

| Reporting Category                            | Grade 3 Readiness Standards  | Grade 4 Readiness Standards  | Grade 5 Readiness Standards   | Grade 6 Readiness Standards  |
|---|--|--|---|--|
| 1<br>Understanding/Analysis Across Genres     | <p>3.4.A identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots</p> <p>3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs</p>  | <p>4.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>4.2.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</p> <p>4.2.E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</p> <p>Fig.19.F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</p> | <p>5.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>5.2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>5.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words</p> <p>Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p> | <p>6.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>6.2.B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>6.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words</p> <p>Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p> |
| 2<br>Understanding/Analysis of Literary Texts | <p>3.8.A sequence and summarize the plot's main events and explain their influence on future events</p> <p>3.8.B describe the interaction of characters including their relationships and the changes they undergo</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)</p> <p>Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)</p> | <p>4.6.A sequence and summarize the plot's main events and explain their influence on future events</p> <p>4.6.B describe the interaction of characters including their relationships and the changes they undergo</p> <p>Fig.19D make inferences about text and use textual evidence to support understanding (Fiction)</p> <p>Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)</p>  | <p>5.6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events</p> <p>5.6.B explain the roles and functions of characters in various plots, including their relationships and conflicts</p> <p>5.8.A evaluate the impact of sensory details, imagery, and figurative language in literary text</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)</p> <p>Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)</p>                   | <p>6.6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction</p> <p>6.8.A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)</p>  |

| Reporting Category  | Grade 3 Readiness Standards  | Grade 4 Readiness Standards   | Grade 5 Readiness Standards  | Grade 6 Readiness Standards   |
|---|--|---|--|---|
| <b>3</b><br>Understanding/Analysis of Informational Texts | 3.13.A identify the details or facts that support the main idea  | 4.11.A summarize the main idea and supporting details in text in ways that maintain meaning   | 5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order   | 6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions                     |
|   | 3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence  | 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison                             | 5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas | 6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint |
|   | 3.13.C identify explicit cause and effect relationships among ideas in texts   | 4.11.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 | 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information   | 6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres           |
|   | 3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text | Fig.19.D make inferences about text and use textual evidence to support understanding   | 5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres  | Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)  |
|   | Fig.19.D make inferences about text and use textual evidence to support understanding  | Fig.19.E summarize information in text, maintaining meaning and logical order   | Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)   | Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)            |
|   | Fig.19.E summarize information in text, maintaining meaning and logical order  |   | Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)  |   |

|                        |               |   |  |  |  |
|------------------------|---------------|---|--|--|--|
| <b>Genres Assessed</b> | Literary      | <ul style="list-style-type: none"> <li>Fiction (Readiness)</li> <li>Literary Nonfiction (Supporting)</li> <li>Poetry (Supporting)</li> <li>Drama (Ineligible)</li> <li>Media Literacy (Embedded)</li> </ul> | <ul style="list-style-type: none"> <li>Fiction (Readiness)</li> <li>Literary Nonfiction (Supporting)</li> <li>Poetry (Supporting)</li> <li>Drama (Supporting)</li> <li>Media Literacy(Embedded)</li> </ul> | <ul style="list-style-type: none"> <li>Fiction (Readiness)</li> <li>Literary Nonfiction (Supporting)</li> <li>Poetry (Supporting)</li> <li>Drama (Supporting)</li> <li>Media Literacy(Embedded)</li> </ul> | <ul style="list-style-type: none"> <li>Fiction (Readiness)</li> <li>Literary Nonfiction (Supporting)</li> <li>Poetry (Supporting)</li> <li>Drama (Supporting)</li> <li>Media Literacy(Embedded)</li> </ul> |
|                        | Informational | <ul style="list-style-type: none"> <li>Expository (Readiness)</li> <li>Persuasive (Ineligible)</li> <li>Procedural (Embedded)</li> <li>Media Literacy (Embedded)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Expository (Readiness)</li> <li>Persuasive (Ineligible)</li> <li>Procedural (Embedded)</li> <li>Media Literacy (Embedded)</li> </ul>                                | <ul style="list-style-type: none"> <li>Expository (Readiness)</li> <li>Persuasive (Supporting)</li> <li>Procedural (Embedded)</li> <li>Media Literacy (Embedded)</li> </ul>                                | <ul style="list-style-type: none"> <li>Expository (Readiness)</li> <li>Persuasive (Supporting)</li> <li>Procedural (Embedded)</li> <li>Media Literacy (Embedded)</li> </ul>                                |

# Grade 4 English Language Arts

**(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;**



## Content Builder

**What do the students need to know?**

### Content

Many English words and word parts associated with education and the sciences originated from Latin or Greek. Academic language is the language used in the context of formal schooling within and across content areas. Affixes, such as prefixes and suffixes, are morphemes (the smallest unit of meaning) and occur before (prefix) or after (suffix) a root or base word. When affixes are added to a root and base word they can alter the word, change the part of speech of the word, and/or change how the word is used in a sentence.

### Connections

This standard allows students to use their previous knowledge of word structure to learn new roots and affixes and how they are used to convey meaning of third grade academic words. This is the first time the vocabulary standards address academic words and specifies the origin of prefixes, suffixes, and roots.

**To what degree will this learning impact learning two years down the road?**

This standard provides the foundation for fifth and sixth grade Readiness Standards TEKS 5.2B and 6.2B for learning new word parts from different origins and the academic words they represent.



## Academic Vocabulary

- Academic
- Affix
- Base word
- Prefix
- Root
- Suffix



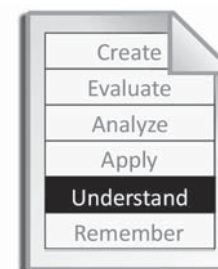
## Rigor Implications

### Verb

- Determine

### Level of Bloom's Taxonomy

- Understanding



### Instructional Implications

Understanding word structure origin or the background of words helps students establish meaning, pronunciation, the parts of speech, and spelling of new words. This understanding facilitates the appreciation of the potential of a word. The more students understand language the easier it is for them to understand information they hear or read.



## Distractor Factor

Sometimes base words and roots are used interchangeably. However, a root is the basic part of a word that carries meaning and cannot stand alone, and a base word is a word that can stand alone. In order for students to truly learn academic language, instruction must be authentic, engaging, and relevant.



## Level of Difficulty(based on local data)

- Moderate       Challenging

# Grade 4 English Language Arts

**(4.2) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

**(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;**



## Content Builder

**What do the students need to know?**

### Content

Word meanings are drawn from experience with words and from text and are defined by the relationships between surrounding words and phrases. Some texts provide clear sentence clues to help the reader determine the meaning of unfamiliar or multiple meaning words. Sentence clues include a definition of the word and examples that clarify the meaning.

### Connections

Students use prior knowledge of the relationships among words and clues within the sentence to determine the meaning of unfamiliar or multiple meaning words.

### To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for fifth grade Readiness Standard TEKS 5.2B where students use more complex sentence clues to determine or clarify a word's meaning and in sixth grade Readiness Standard TEKS 6.2B where students use their prior knowledge of context along with text structure to determine and clarify the meaning of words.



## Academic Vocabulary

- Context
- Multiple meaning



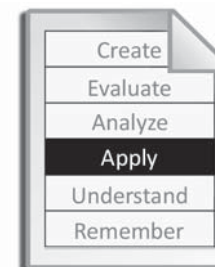
## Rigor Implications

### Verb

- Use
- Determine

### Level of Bloom's Taxonomy

- Applying



### Instructional Implications

In order to determine relationships in context, students depend on their knowledge of words, word structure, organization of sentences, and how information is presented in the sentence. Identifying and understanding relationships between words and phrases is an important strategy in the comprehension of text and is one of the most effective ways to increase vocabulary.



## Distractor Factor

Clues in context rarely provide a clear and concise definition.



## Level of Difficulty (based on local data)

- Moderate  Challenging

# Grade 4 English Language Arts

**(4.2) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

**(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.**



## Content Builder

**What do the students need to know?**

### Content

Dictionaries and glossaries are resources used when reading and writing to determine and confirm word meaning, spelling, and pronunciation. A dictionary is a book of words representing a particular language and their accepted definitions, origins, parts of speech, syllabication, and in some cases a sample of their use. A glossary is an alphabetized collection of specialized terms and is located at the end of the text. A thesaurus is a collection of words grouped together according to similarity of meaning. It contains synonyms and sometimes antonyms.

### Connections

In third grade, students were required to alphabetize words and use a dictionary and glossary to determine the meaning, spelling, and pronunciation of unknown words. However, it was not identified as a Readiness or Supporting Standard. Students continue to use the dictionary and glossary for the same purposes in this standard.

**To what degree will this learning impact learning two years down the road?**

This standard provides the skills students need to understand and navigate a dictionary and glossary. In fifth and sixth grade Readiness Standard 5.2E and 6.2E students continue to use the dictionary and glossary along with a thesaurus (print and electronic) to determine alternate word choices and the parts of speech of words.



## Academic Vocabulary

- Dictionary
- Glossary
- Syllabication
- Pronunciation



## Rigor Implications

### Verb

- Use
- Determine

### Level of Bloom's Taxonomy

- Applying



### Instructional Implications

Explicit instruction on how to use resources is necessary before they can become useful tools. Students need to know how to use guide words and keys and they need practice on how to select the most appropriate meaning of words to fit the context. Using resources to support reading and writing in authentic and relevant situations enhances their effectiveness.



## Distractor Factor

Using resources alone as a way to locate and memorize information about a word does not increase vocabulary or improve reading comprehension. Students need to understand how to use resources during their reading and writing experiences.



## Level of Difficulty (based on local data)

- Moderate       Challenging



# Grade 4 English Language Arts

**(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

**(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.**



### Content Builder

#### What do the students need to know?

##### Content

The ability to make text-to-text connections and move beyond literal recall is an important component of the comprehension process. Making connections between texts enhances comprehension and supports the integration of information in order to read or write about a subject knowledgeably. Connections are made by comparing and contrasting thematic links (central ideas or messages) or the treatment of themes and topics and the authors’ relationships to the texts such as purpose and perspective. Connections are supported by specific facts in the text that support what is inferred.

##### Connections

In third grade, students made connections between literary and informational texts. However, the standard is not identified as a Readiness or Supporting Standard in third grade.

#### To what degree will this learning impact learning two years down the road?

This standard provides the skills needed for fifth and sixth grade Readiness Standard TEKS 5.Fig19F and 6.Fig19F where students make connections between and across multiple texts and genres.



### Academic Vocabulary

- Connections
- Literary text
- Informational text



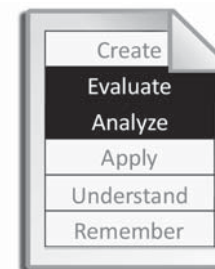
### Rigor Implications

#### Verb

- Make
- Provide

#### Level of Bloom’s Taxonomy

- Analyzing
- Evaluating



#### Instructional Implications

Making connections between text and self, text and text, and text and world is an important strategy in the comprehension process. In order to make connections between texts, it is necessary to engage in a multitude of comprehension strategies. Students need to identify the purpose of the text, draw conclusions, and infer using evidence from the text to support their predictions or findings. Graphic organizers are useful to show the relationship between two texts because they provide a concrete representation of the connections.



### Distractor Factor

Making connections is a complex strategy and cannot be learned without the ability to draw conclusions, infer, and make predictions.



### Level of Difficulty (based on local data)

- Moderate                       Challenging

# Grade 4 English Language Arts

**(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;**



## Content Builder

**What do the students need to know?**

### Content

Summarizing is the process of organizing and categorizing important information during and after reading. The plot in a story is the description and structure of actions or events that give the story meaning. The actions/events relate to each other in a specific sequence to tell what happens to whom and why. In order to deeply understand and relate to a story, one must be able to summarize, draw conclusions, and make and confirm predictions about future events during and after reading. See Readiness Standard 4.Fig19E for more information about summary.

### Connections

Students use their prior knowledge to continue to examine events and their influence. Readiness Standards TEKS 4.Fig19D and 4.Fig19E support interpretation, inference, and summary needed for this standard.

**To what degree will this learning impact learning two years down the road?**

This standard prepares students for the fifth grade Readiness Standard TEKS 5.6A where students describe actions/events that advance the story and give rise to foreshadowing future events and sixth grade Readiness Standard TEKS 6.6A where students explore the components and their relationships to the development of the plot.



## Academic Vocabulary

- Sequence
- Summarize
- Event
- Influence



## Rigor Implications

### Verb

- Sequence
- Summarize
- Explain

### Level of Bloom's Taxonomy

- Analyzing
- Understanding



### Instructional Implications

Understanding literary elements (actions/events) in stories and how they connect enhances a reader's ability to make meaning of text. In order to monitor comprehension and ensure a deep understanding, it is important for students to make and confirm predictions about future events while reading. Good readers continue to think about what will happen next even after the story is finished. Sequencing and summarizing provides a meaningful structure for the analysis of how one event influences another.



## Distractor Factor

The distinction between retelling and summarizing is essential in creating an effective summary. Retelling is the recount of every detail and summary is the identification of the most critical information to create concise statements and understandings.



## Level of Difficulty (based on local data)

- Moderate       Challenging

# Grade 4 English Language Arts

**(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

**(B) describe the interaction of characters including their relationships and the changes they undergo;**



## Content Builder

**What do the students need to know?**

### Content

Characterization is the process by which an author reveals the personality of a character (person, animal, or inanimate object) by divulging what the character says, does, thinks, and feels. Interesting, believable characters encounter relationships with other characters and undergo some type of change due to an event(s). Changes can occur in the character's relationship with others, relationship with self, or be physical, emotional (feeling) or intellectual (thoughts). Stories have at least one main character and usually have several supporting characters. A main character is recognized because his or her traits are fully developed and motives are clearly known.

### Connections

Students use their prior knowledge to continue to describe the relationships among characters and the changes characters undergo.

### To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for fifth grade Readiness Standard TEKS 5.6B where students are required to explore the function and roles characters play in the plot, including conflicts (man vs. man) and (man vs. self) and supports sixth grade Supporting Standard TEKS 6.6B where the author's use of dialect and conversational voice are explained.



## Academic Vocabulary

- Character
- Relationship
- Interaction



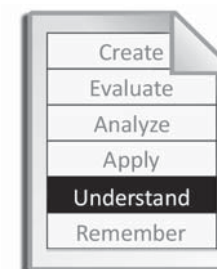
## Rigor Implications

### Verb

- Describe

### Level of Bloom's Taxonomy

- Understanding



### Instructional Implications

Exposure to a variety of characters, relationships, and the types of changes characters undergo is necessary in order to develop a deep understanding of how authors reveal characters. To enhance connections and meaning from texts, students need to be exposed to strong characters, characters like themselves, and characters from diverse backgrounds. Understanding literary elements (characters, action/events) in stories and how they connect enhances a reader's ability to make meaning of text.



## Distractor Factor

To fully understand relationships and changes experienced by characters, students will need to connect prior knowledge with information from the text to infer and fill in the gaps.



## Level of Difficulty (based on local data)

- Moderate  Challenging

# Grade 4 English Language Arts

**(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 text in ways that maintain meaning;**



### Content Builder

**What do the students need to know?**

#### Content

Summarizing is the process of organizing, categorizing, and filtering out less significant information in text during and after reading, while attributing the ideas to the original source. The main idea(s) and details/facts that tell how, when, what, where, why, how much, and/or how many (from the beginning, middle, and end of the text) are included in a summary.

#### Connections

In third grade, students identified details and facts that supported the main idea(s), providing a framework for the summarization of main idea and supporting facts and details in this standard.

**To what degree will this learning impact learning two years down the road?**

Students continue to summarize main idea(s) and supporting details/facts in a way that maintains meaning in fifth and sixth grade Readiness Standard TEKS 5.11A and 6.10A while adding logical order to the summarization and making sure that a summary does not include opinion.



### Academic Vocabulary

- Main idea
- Supporting details
- Summarization



### Rigor Implications

#### Verb

- Summarize

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Summarization is a strategy used to monitor and clarify comprehension. The ability to summarize supports recall, understanding, and organization of ideas. In summary, students use text features and clues in the text to distinguish between what is relevant and what is merely interesting. When summarizing, the reader must understand the whole text and not just the information to be included in the summary. When summarizing main idea(s) and supporting details, students learn new information and build background for a topic.



### Distractor Factor

Students are frequently asked to read and understand during their formal education and many times have not had adequate exposure to expository text.



### Level of Difficulty (based on local data)

- Moderate       Challenging

# Grade 4 English Language Arts

**(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

**(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;**



## Content Builder

**What do the students need to know?**

### Content

Organizational structure helps the author communicate and helps the reader understand information in an organized and meaningful format. Explicit relationships are clearly stated while implicit relationships are communicated “between the lines.” Cause and effect is a structure in text that offers an explanation or reason for something. Sequential order is the order in which events are presented, and compare and contrast identifies similarities and differences.

### Connections

In third grade, students identified explicit cause and effect relationships, providing a foundation for the identification of explicit and implicit relationships in different organizational structures.

**To what degree will this learning impact learning two years down the road?**

The standard provides a foundation for fifth grade Readiness Standard TEKS 5.11C where students analyze the relationships between the organizational structures and the ideas presented. It supports sixth grade Readiness Standard 6.10C where students analyze how organizational patterns develop main idea and perspective.



## Academic Vocabulary

- Explicit
- Implicit
- Cause and effect
- Sequence
- Comparison



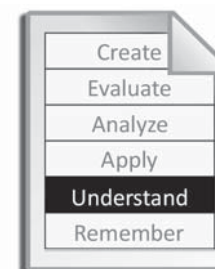
## Rigor Implications

### Verb

- Describe

### Level of Bloom's Taxonomy

- Understanding



### Instructional Implications

Organizational structures provide a predictable arrangement of information which allows the reader to form a mental representation of the information and enhances the ability to understand the relationship among the information presented. Students need to recognize that texts are different to an extent, and depending on the author's purpose, the topic and the genre, texts employ different structural patterns.



## Distractor Factor

The ability to understand literary texts does not guarantee the ability to understand expository text. Recognizing organizational structure enhances the ability to comprehend and recall information in expository reading.



## Level of Difficulty (based on local data)

- Moderate       Challenging

# Grade 4 English Language Arts

**(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

**(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.**



## Content Builder

### What do the students need to know?

#### Content

Authors use text features to organize and present information. Text features help the reader understand what is being read by supporting navigation of the text, distinguishing different parts of the text, supporting printed information in the text, and/or providing additional information. Readers synthesize information from multiple text features to make and verify predictions before, during, and after reading, to locate information, and to gain an understanding of the text. Text features can include titles, captions, sub titles, key words, bold words, italics, tables of contents, glossaries, indexes, headings, illustrations/photos, topic sentences, concluding sentences, and guide words.

#### Connections

This standard works together with Readiness Standards TEKS 4.11A and 4.11C as students use text features to identify and summarize facts and details presented in the text. This is the first time students are required to use multiple text features to gain an overview as well as continue to locate information. Fifth grade is the last time standards address the use of text features and graphics in expository text

### To what degree will this learning impact learning two years down the road?

The standard support fifth grade Readiness Standard TEKS 5.11D as students use text feature and graphics to locate information and gain an overview of texts.



## Academic Vocabulary

- Text feature



## Rigor Implications

### Verb

- Use
- Locate

### Level of Bloom's Taxonomy

- Remembering
- Applying



### Instructional Implications

Understanding the purpose of each text feature, knowing how to navigate the text using the text features, and realizing the relationship between text features and printed text are necessary for locating information and gaining an overview of the text.



## Distractor Factor

Text features must be used in conjunction with the printed text to deeply understand the information presented.



## Level of Difficulty (based on local data)

- Moderate  Challenging

# Grade 4 English Language Arts

**(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

**(D) make inferences about text and use textual evidence to support understanding;**



**Content Builder**

**What do the students need to know?**

**Content**

Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. Steps include connecting prior knowledge and information from text, drawing a conclusion based on the information from the connection, and making a prediction (logical guess) based on the drawn conclusion. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary when implementing these steps. A conclusion is generally based on more than one piece of information/facts that are synthesized and connected to form thoughts or ideas.

**Connections**

This standard supports inference in Readiness Standards for fiction and informational texts and serves as a Supporting Standard in literary nonfiction, poetry, and drama.

**To what degree will this learning impact learning two years down the road?**

This standard functions as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive text in fifth and sixth grade.



**Academic Vocabulary**

- Inference
- Textual evidence
- Prediction
- Draw conclusions



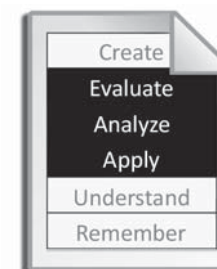
**Rigor Implications**

**Verb**

- Make
- Use
- Support

**Level of Bloom’s Taxonomy**

- Applying
- Analyzing
- Evaluating



**Instructional Implications**

Inference is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.



**Distractor Factor**

Making predictions does not happen only at the beginning of reading a story. It is important for students to make and confirm predictions during and after reading as well.



**Level of Difficulty (based on local data)**

- Moderate
- Challenging



# Grade 4 English Language Arts

**(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

**(E) summarize information in text, maintaining meaning and logical order.**



### Content Builder

#### What do the students need to know?

##### Content

Summarization is the process of organizing, categorizing, and filtering out less significant details in text. Summary is a strategy readers use to monitor and clarify comprehension during and after reading. An effective written summary includes a brief description of the relationships between the theme or main idea, setting (in fiction), characters (in fiction), and important facts/details. Summarization is the ability to reduce text to a simple collection of connected facts and details that support the theme or main idea of the text. A summary communicates the author’s interpretation and emphasis without judgment

##### Connections

This standard supports inference in Readiness Standards for fiction and informational texts and serves as a Supporting Standard in literary nonfiction, poetry, and drama.

#### To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for fifth and sixth grade Readiness Standard TEKS 5.Fig19E and 6.Fig19E where students are required to summarize and paraphrase within and across texts. This standard functions as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive text in fifth and sixth grade.



### Academic Vocabulary

- Summarize
- Logical order



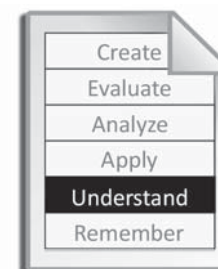
### Rigor Implications

#### Verb

- Summarize

#### Level of Bloom’s Taxonomy

- Understanding



#### Instructional Implications

In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organization of information.



### Distractor Factor

The distinction between retelling and summarizing is essential in creating an effective summary. Retelling is the recount of every detail and summary is the identification of the most critical information to create a concise statements and understandings.



### Level of Difficulty (based on local data)

- Moderate                       Challenging

# Grade 4 English Language Arts

**(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.**



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard 4.Fig19F which relates to text-to-text connections.
- This standard provides exposure to literary nonfiction to support fifth grade Supporting Standard TEKS 5.7A where students examine autobiographies, biographies, memoirs, and personal narratives to compare the characteristics and identify literary devices.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS4.Fig19F, which requires students to make text-to-text connections by comparing and contrasting events and characters in an autobiography or biography with a fictional version.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Similarity
- Difference
- Compare
- Contrast
- Biography
- Autobiography



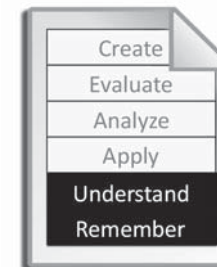
## Rigor Implications

**Verb**

- Identify
- Describe

**Level of Bloom's Taxonomy**

- Remembering
- Understanding



**Instructional Implications**

Students need a clear understanding of the characteristics of fiction and literary nonfiction in order to appreciate the author's perspective and purpose when comparing the two versions. Literary nonfiction is a text/story (narrative in nature) about a subject that is presented as fact.

# Grade 4 English Language Arts

**(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;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports the comprehension process as students read text and understand the overall message using prior knowledge and implicit information from the text.
- This standard supports fifth grade Supporting Standard TEKS 5.3A, where students compare and contrast themes and sixth grade Supporting Standards TEKS 6.3A, where students are required to identify implicit themes.

**How does it support the Readiness Standard(s)?**

This standard supports the comprehension process as students establish a purpose for reading, identify the author's purposes, ask questions, summarize, draw conclusions, and make predictions before, during, and after reading to understand the overall message. Themes that are too sophisticated will result in ineffective comprehension.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Summarize
- Theme



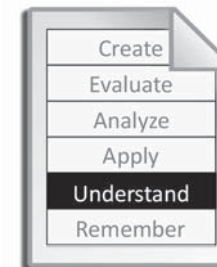
### Rigor Implications

**Verb**

- Summarize
- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Extensive exposure to a variety of themes (central idea or message that relates to morals, values, and/or ideas) in a variety of fictional genres is necessary to cultivate the ability to connect events and characters in order to interpret the same meaning as the author's message.

# Grade 4 English Language Arts

**(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

**(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.6B, which relates to the study of characterization in fiction and Readiness Standard TEKS 4. Fig19F, which relates to text-to-text connections.
- This standard supports the study of literary elements and their role in literary works.
- This standard provides a foundation for fifth grade Readiness Standard TEKS 5.6B, as students examine the roles and functions of characters to include relationships and conflict and in sixth grade Readiness Standard TEKS 6.6B, where students examine the use of dialect and conversational voice to convey character.

**How does it support the Readiness Standard(s)?**

This standard supports the understanding of characterization by comparing and contrasting types of characters and their deeds in a variety of literature. Understanding character type supports a deeper understanding of the relationships they encounter and the changes they undergo. Comparing and contrasting the exploits of characters supports text-to-text connections.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Compare
- Contrast
- Adventure
- Exploit



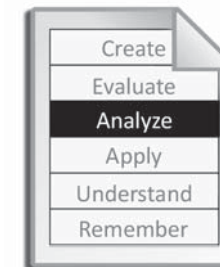
### Rigor Implications

**Verb**

- Compare
- Contrast

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Examining characters (personalities, exploits, adventures, relationships, changes) in a variety of literary works (both traditional and classical) provides students a deeper understanding of characterization and its role in plot and theme.

# Grade 4 English Language Arts

**(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

**(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard serves as a foundation for the analysis and interpretation of poetry.
- This standard supports further poetry analysis in fifth grade Supporting Standard TEKS5.4A as students examine how authors use sound effects and in sixth grade Supporting Standard TEKS 6.4A as students examine how authors use figurative language.

**How does it support the Readiness Standard(s)?**

The study of poetry is important to comprehension because it stimulates skills that promote critical thinking.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Structural element
- Rhyme
- Meter
- Stanza
- Line break



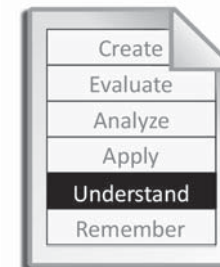
### Rigor Implications

**Verb**

- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Extensive exposure to a variety of forms of poetry and different uses of structural elements is essential in the study of poetry interpretation. Recognizing poetry form and purpose support the understanding of how rhyme, meter, stanza, and line break create meaning.

# Grade 4 English Language Arts

**(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

**(A) describe the structural elements particular to dramatic literature.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.6A and 4.6B as it relates to literary elements in fiction (plot, setting, theme, characterization, and dialogue).
- This is the first time drama has been included as a Readiness or Supporting Standard. Understanding drama and reading requires similar thinking and comprehension processes. Drama supports recall, comprehension, and vocabulary.
- This standard supports the Supporting Knowledge and Skill statement in fifth and sixth grade as it relates to the comprehension of structure and elements in drama and becomes more complex in seventh grade as students analyze the elements and structure in drama.

**How does it support the Readiness Standard(s)?**

This standard supports the understanding of Readiness Standards TEKS 4.6A and 4.6B, addressing plot and characters and how they are used to communicate a theme in a story.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Dramatic literature



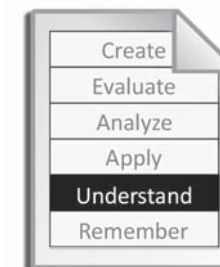
### Rigor Implications

**Verb**

- Describe

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

The structure of dramatic literature is the way in which the elements are presented to the audience. It is the framework (plan) of the play and the way in which the characters play out the scheme (plot).

# Grade 4 English Language Arts

**(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

**(C) identify whether the narrator or speaker of a story is first or third person.**



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.Fig19F as it relates to author's analysis.
- Understanding point of view supports the understanding of purpose and helps the reader make personal, text, and world connections. This standard was addressed in third grade but was not identified as a Readiness or Supporting Standard.
- This standard provides the foundation for further exploration of point of view focusing in fifth grade Supporting Standard TEKS 5.6C, as students explore the different types of third person point of view, and continues to form a foundation for the analysis of point of view through twelfth grade.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4. Fig19F by providing the needed information to compare and contrast the author's relationship to the text. It supports the purpose and perspective in the analysis.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Narrator
- Point of view
- First person point of view
- Third person point of view



## Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

The narrator/speaker's point of view provides a vantage point for the reader and helps the reader understand the author's purpose and perspective.



# Grade 4 English Language Arts

**(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

**(A) identify the author’s use of similes and metaphors to produce imagery.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard provides literary language exposure to enhance students’ experiences and support their interpretation of literary texts.
- This standard supports the study of poetry in fifth and sixth grade Supporting Standards TEKS 5.4A and 6.4A and Readiness Standards TEKS 5.8A and 6.8A, as it relates to the analysis and evaluation of the impact of literary language in poetry and other literary works.

**How does it support the Readiness Standard(s)?**

Exploring language helps students learn how to create visual images while reading. Forming mental images while reading supports retention, helps students draw conclusions, and supports interpretation of literary stories and poems. Understanding an author’s use of literary language enhances connections and comprehension.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Simile
- Metaphor



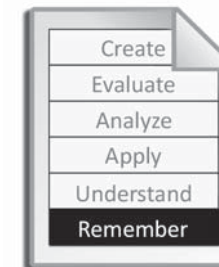
### Rigor Implications

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Students need to draw on experiences and engage in visualization to bring meaning to literary language used in literary works.

# Grade 4 English Language Arts

**(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.



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This Knowledge and Skills standard provides analysis skills that are important in all genres including print and digital media. Students make connections between elements and meaning in media in the same way connections are made between literary elements in texts from other genres. This standard serves as a Supporting Standard for literary and informational text.
- This Knowledge and Skills standard supports fifth grade Supporting Standard TEKS 5.14C, as students use their understanding of how words, images, graphics, and sounds impact meaning to determine the point of view of media, and sixth grade Supporting Standards 6.13A and 6.13B, as students explain messages conveyed in media and recognize how techniques influence emotions.

**How does it support the Readiness Standard(s)?**

Students draw conclusions in order to determine the connections between words, images, graphics, and sounds and make inferences as to their impact on meaning. Inference is the foundation for comprehension.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Media
- Image
- Graphic



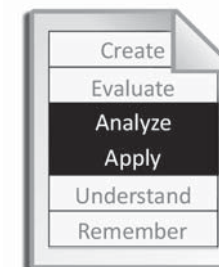
## Rigor Implications

**Verb**

- Use
- Analyze

**Level of Bloom's Taxonomy**

- Applying
- Analyzing



**Instructional Implications**

As students become more aware of media, exposure to a variety of media forms provides students experience needed to interpret, draw conclusions, and infer messages that inform, entertain, and sell. Media can be presented as literary (such as fictional films, video games, documentaries, etc.) or informational (such as news, web pages, product labels, etc.). It is important to understand that messages in media are created and the images, sounds, words, ideas, and music are added to convey the meaning of the message.

# Grade 4 English Language Arts

**(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

## (D) make inferences about text and use textual evidence to support understanding;



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports inference in Readiness Standards for literary and informational texts and serves as a Supporting Standard for literary nonfiction, poetry, and drama. It supports Supporting Standard TEKS 4.4A and 4.7A, as it refers to inference using structure to interpret biographies, autobiographies, poetry, and drama.
- This standard functions as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts in fifth and sixth grade.

**How does it support the Readiness Standard(s)?**

This standard supports all Readiness Standards and Supporting Standards for fiction, literary nonfiction, poetry, and drama where students are required to connect information, draw conclusions, and make predictions. It specifically supports Supporting Standards 4.4A and 4.7A, as students infer in order to explain how structural elements in poetry relate to form and explain the impact of main events on future events.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Inference
- Textual evidence



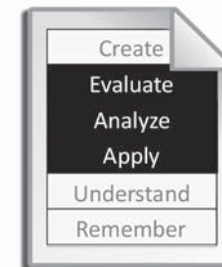
### Rigor Implications

**Verb**

- Make
- Use
- Support

**Level of Bloom’s Taxonomy**

- Applying
- Analyzing
- Evaluating



**Instructional Implications**

Inference is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.

# Grade 4 English Language Arts

**(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

**(E) summarize information in text, maintaining meaning and logical order.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.6A as it relates to sequence and summary. This standard supports summary in Readiness Standards for literary and informational texts and serves as a Supporting Standard in literary nonfiction, poetry, and drama.
- Summary is a strategy readers use to monitor and clarify comprehension during and after reading.
- This standard serves as a foundation for fifth and sixth grade Readiness Standards TEKS 5.Fig19E and 6.Fig19E, where students are required to summarize and paraphrase within and across texts. This standard functions as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts in fifth and sixth grade.

**How does it support the Readiness Standard(s)?**

This standard supports all Readiness Standards and Supporting Standards for fiction, literary nonfiction, poetry, drama, and informational texts by providing the practice and detail of summarization (the process of organizing, categorizing, and filtering out less significant details in text). Summary is the ability to reduce text to a simple collection of connected facts and details that support the main idea of the text. This standard specifically supports Readiness Standard TEKS 4.6A, where students are required to sequence and summarize the plots main events in fiction.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Summarize
- Logical order



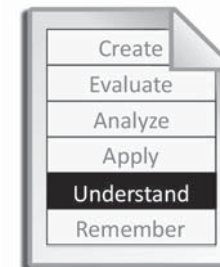
### Rigor Implications

**Verb**

- Summarize

**Level of Bloom’s Taxonomy**

- Understanding



**Instructional Implications**

In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organization of information.

# Grade 4 English Language Arts

**(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

**(B) distinguish fact from opinion in a text and explain how to verify what is a fact;**



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This is an introductory skill that provides foundational skills needed to determine valid evidence and bias in future grades.
- This standard supports future learning in fifth grade Supporting Standard TEKS 5.11B, where students determine facts and verify the information presented using established methods, and in sixth grade Supporting Standard TEKS 6.10B, where students explain if a fact is used for or against an argument.

**How does it support the Readiness Standard(s)?**

This is an introductory standard that provides a first look at fact vs. opinion in expository text. This is the first time students evaluate a statement to determine if it is a fact or opinion.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Fact
- Opinion



## Rigor Implications

**Verb**

- Distinguish
- Explain

**Level of Bloom's Taxonomy**

- Understanding
- Analyzing



**Instructional Implications**

Speaking to the statement and not to the truth is necessary when distinguishing a fact from an opinion. A factual statement contains no value language and an opinion statement contains value language.

# Grade 4 English Language Arts

**(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);**



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- In kindergarten through third grade, students followed written directions in procedural texts. This standard requires students to use their experience with following written steps and their prior knowledge about procedures to determine the sequence of steps needed to carry out a specific procedure.
- This standard supports future learning in fifth and sixth grade Supporting Standards TEKS 5.13A, 5.13B, and 6.12B as students continue to examine procedural texts by interpreting the details from written directions along with the graphic information.

**How does it support the Readiness Standard(s)?**

Understanding the sequence of activities needed for a procedure supports the ability to interpret and follow steps in procedural texts.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Procedure
- Sequence



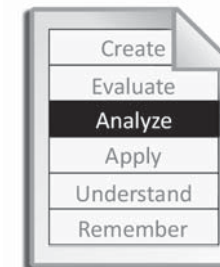
## Rigor Implications

**Verb**

- Determine

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Procedural text is encountered often in our academic and daily lives. The ability to understand and follow information is critical to a student's success in college and career. Students need frequent and relevant exposure to procedural text.

# Grade 4 English Language Arts

**(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

**(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).**



## Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.11D, as students use text features in expository texts.
- The standard supports future learning in fifth and sixth grade Supporting Standards TEKS 5.13A, 5.13B, and 6.12B as students continue to examine procedural texts by interpreting the details from written directions along with the graphic information.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard 4.11D, where students use text features in expository texts to support their understanding of the printed information. As students interpret information presented graphically their understanding of text features become more useful as they are encountered in informational texts.

*May be adjusted according to local curriculum.*



## Academic Vocabulary

- Factual
- Graphic



## Rigor Implications

**Verb**

- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Understanding the relationship between graphics and print ensures a deeper understanding of procedural texts. Graphics can include charts, tables, graphic organizers, captions, illustrations, keys, graphs, and diagrams.



# STAAR Standards Snapshot

## Grade 4 Writing

| Reporting Category   | # of Items      | Readiness Standards   | Supporting Standards  |
|--|-----------------|---|---|
| 1<br>Composition   | 2<br>Comps      | 4.15.B<br>develop drafts by categorizing ideas and organizing them into paragraphs  |   |
|  |                 | 4.15.C<br>revise drafts for coherence, organization, use of simple and compound sentences, and audience   |   |
| 2<br>Revision  | 9               | 4.15.D<br>edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]   |   |
|  |                 | 4.17.A<br>write about important personal experiences  |   |
| 3<br>Editing   | 19              | 4.18.A<br>create brief compositions that  | 4.18.A<br>create brief compositions that  |
|  |                 | 4.15.C<br>revise drafts for coherence, organization, use of simple and compound sentences, and audience   | (i) establish a central idea in a topic sentence;<br>(ii) include supporting sentences with simple facts, details, and explanations;<br>(iii) contain a concluding statement  |
| Total Items  | 28 MC & 2 Comps | 17-20 test questions from Readiness Standards<br>• The 2 types of writing assessed each year – personal narrative and expository – are always designated as Readiness Standards | 8-11 test questions from Supporting Standards   |
|  |                 |   | 4.15.D<br>edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]<br>use and understand the function of the following parts of speech in the context of reading, writing and speaking<br>4.20.A<br>use the complete subject and the complete predicate in a sentence<br>4.21.B<br>use capitalization<br>4.21.C<br>recognize and use punctuation marks<br>4.22.A<br>spell words with more advanced orthographic patterns rules |
| <b>Genres Represented in Revision and Editing Sections</b>                             |                 |   |   |
| <ul style="list-style-type: none"> <li>Fiction</li> <li>Literary Nonfiction</li> </ul> |                 | <b>Literary</b>   | <ul style="list-style-type: none"> <li>Expository</li> <li>Persuasive (Editing Only)</li> </ul>   |

**(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

**(B) develop drafts by categorizing ideas and organizing them into paragraphs;**



### Content Builder

**What do the students need to know?**

#### Content

This standard is the second step in the writing process and involves organizing thoughts and ideas into paragraphs in order to write a draft. Paragraphing is an organizational tool that helps writers categorize and focus their ideas and thoughts. Categorizing helps determine the order to present thoughts and ideas based on genre, purpose, and topic. Drafting is a creative activity where students simply record their thoughts and ideas on paper as quickly as possible before they are lost.

#### Connections

This standard is introduced in third grade and increases in complexity in fifth grade.

**To what degree will this learning impact learning two years down the road?**

This standard supports seventh grade Readiness Standard TEKS 7.14B as students not only organize their thoughts into paragraphs, but also choose an organizational structure for their writing.



### Academic Vocabulary

- Draft
- Paragraph



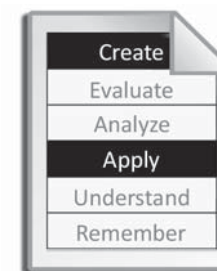
### Rigor Implications

#### Verb

- Develop
- Categorize
- Organize

#### Level of Bloom's Taxonomy

- Applying
- Creating



#### Instructional Implications

It is important that students generate an idea and select an appropriate genre before planning and developing a draft on paper. Thinking aloud in front of students as you categorize and organize ideas into paragraphs provides students a model for thinking. It is important for students to realize that paragraphing makes the writing easier to understand because ideas are grouped together and organized in a logical, consecutive way, both visually and in content. Graphic organizers support students as they organize their ideas and thoughts to write a draft. Comparing writing with and without paragraphs and discussing how each affects the reader's understanding enhances students' knowledge about paragraphs so that they can use them appropriately in their own writing. Extended exposure and practice is necessary for students to become proficient in paragraphing. Skipping lines and writing on one side of the paper allows space to edit and revise and reduces the amount of copies students have to write (which discourages writing.)



### Distractor Factor

When writing a draft, the focus is on content (putting thoughts on paper) and not editing and revision. It is difficult for students to create (putting thoughts on paper) and analyze (editing) at the same time. Paragraphing and indenting are two different processes. Paragraphing is organizing ideas and indentation is a format addressed in editing



#### Level of Difficulty (based on local data)

- Moderate  Challenging

**(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

**(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;**



### Content Builder

#### What do the students need to know?

##### Content

Revision is the third step in the writing process and involves changing, adding, deleting or rearranging words, phrases, sentences, and/or paragraphs to clarify, enhance, and/or improve writing to accomplish the intended purpose and to engage the audience.

##### Connections

This standard was introduced in third grade and increases in complexity in fifth grade.

#### To what degree will this learning impact learning two years down the road?

This standard supports seventh grade Readiness Standard TEKS 7.14C as students continue to revise drafts in more depth and complexity.



### Academic Vocabulary

- Revise
- Coherence



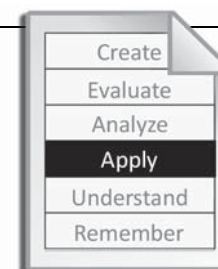
### Rigor Implications

#### Verb

- Revise

#### Level of Bloom's Taxonomy

- Applying



#### Instructional Implications

It is essential that students recognize that revision is a necessary step for all writers and does not negate failure. Frequent revising of your own writing in front of students and then allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions (e.g., "Does this make sense?" "Is the writing engaging?") promotes critical thinking and provides a foundation as students peer and self revise. Providing a checklist with appropriate questions may be helpful. Instruction that focuses on the revision process alone will not ensure that students will be able to write effectively. Craft lessons (e.g., organization, sentence variety, language, coherence, etc.) will also need to be modeled and practiced as students engage in the writing process.



### Distractor Factor

When revising a draft, the focus is on content (word choice, organization, coherence) and not conventions. The longer the time between writing the draft and revising, the easier revision is for students.



### Level of Difficulty (based on local data)

- Moderate     Challenging

**(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

**(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].**



### Content Builder

**What do the students need to know?**

#### Content

Editing (sometimes called proofreading) follows revision and is the fourth step in the writing process. It involves the examination and correction of grammar, capitalization, punctuation, paragraphing, spelling, and handwriting. Editing prepares writing for publishing by enhancing the visual presentation of the writing.

#### Connections

Fourth grade Readiness Standards TEKS 4.20A, 7.20B, 7.21B, 7.21C and 7.22A and Supporting Standards TEKS 7.20Ai-viii, 7.20C, 7.21Bi-iii, 7.21Ci-ii, 7.22Ai-v, 7.22B, 7.22C, and 7.22D support this standard by providing students the skills needed to edit.

**To what degree will this learning impact learning two years down the road?**

This standard supports seventh Readiness Standard TEKS 7.14D as students continue to edit drafts for grammar, mechanics, and spelling.



### Academic Vocabulary

- Edit
- Grammar
- Draft
- Mechanics



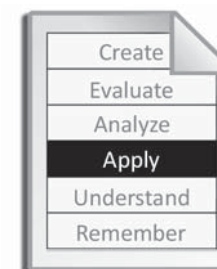
### Rigor Implications

#### Verb

- Edit

#### Level of Bloom's Taxonomy

- Applying



#### Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Grammar, punctuation, capitalization, spelling, and paragraphing should be taught by modeling the rules of conventions while writing in whole group and small group settings. Guided editing with a clear set of procedures and a checklist supports students as they class, peer, and self edit. Peer and class editing is easier than self editing.



### Distractor Factor

Editing focuses on the conventions of writing and does not change the content. It is critical that editing be completed separately from drafting and revising. Too much focus on conventions during writing or revision can stifle creativity.



### Level of Difficulty (based on local data)

- Moderate     Challenging

Grade 4  
Writing

**(4.17) Writing.** Students write about their own experiences. Students are expected to

**(A) write about important personal experiences.**



### Content Builder

#### What do the students need to know?

##### Content

Writing about personal experiences center on an event in a person's life and are written in first person. It includes a clear beginning, middle, and end and contains characters, events, actions, lively and descriptive language, and sometime dialogue. Its primary purpose is to entertain or inform. Generally writers find writing about personal experiences to be interesting and engaging.

##### Connections

Students began writing about personal experiences in third grade and put their stories in a personal narrative format beginning in fifth grade.

#### To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for seventh grade Readiness Standard TEKS 7.16A as student write personal narratives.



### Academic Vocabulary

- Personal experience



### Rigor Implications

#### Verb

- Write

#### Level of Bloom's Taxonomy

- Creating



#### Instructional Implications

Students may write about personal experiences in journals, diaries, or short stories. Sometimes students tend to write with too many details and their writing becomes wordy and lengthy. Students need to focus on one interesting event. Graphic organizers that include a beginning, middle, and end help students organize their thoughts and focus on one idea. Writing about personal experiences is a good place to teach and allow students to develop writer's craft that can include using details, action verbs and precise words to create imagery and maintain connections with the reader, maintaining internal coherence, using a variety of sentence structures, and using appropriate voice.



### Distractor Factor

Student choice in topic is essential when writing about personal experiences. However, students may need direction on how to generate an original idea. Too many prompts stifle the relevance in writing.



### Level of Difficulty (based on local data)

- Moderate     Challenging

**(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 (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement.**



### Content Builder

#### What do the students need to know?

##### Content

Expository writing provides information, ideas, opinions, descriptions, explanations, and arguments supported by significant details for specific audiences and purposes. Students are supported academically through expository writing as they learn in order to write and write in order to communicate what they know. An effective essay includes a topic sentence to communicate the central idea; supporting sentences to include facts, details, and explanations; meaningful, logical organization; and a concluding statement that uses transition words to communicate closure to the composition. Refer to Supporting Standards TEKS 4.18Ai-iii for more information about content.

##### Connections

This standard provides information for Readiness Standard TEKS 4.15C as students revise their own and other's writing.

#### To what degree will this learning impact learning two years down the road?

This standard supports seventh Readiness Standard TEKS 7.17A as students continue to write more complex expository essays.



### Academic Vocabulary

- Composition
- Essay



### Rigor Implications

#### Verb

- Write

#### Level of Bloom's Taxonomy

- Creating



#### Instructional Implications

Writing about what is known and what is interesting provides students a foundation as well as relevance for expository writing. Refer to Supporting Standards for specific instructional implications for TEKS 7.18Ai-iii.



### Distractor Factor

Expository writing may be referred to as essay, composition, report, review, or nonfiction. However, nonfiction is not always synonymous with expository. Some literary works are nonfiction such as autobiography, biography, diary, and memoir. These works are called literary nonfiction.



### Level of Difficulty (based on local data)

- Moderate     Challenging

**(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:**



### Content Builder

#### What do the students need to know?

##### Content

The parts of speech are the foundation of language. There are eight parts of speech in the English language to include verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections. Each part of speech has a function that supports oral communication, analysis of sentences in reading, and creation of sentences in writing.

##### Connections

Students examined basic functions of the parts of speech in speaking, writing, and reading beginning in kindergarten. The complexity of each part of speech and its function increase through English IV. This standard provides students the necessary skills to edit their own and other's writing.

#### To what degree will this learning impact learning two years down the road?

This standard supports seventh grade Readiness Standard TEKS 7.19A as students continue to use and understand the function of the parts of speech in speaking, reading, and writing in order to edit their own and other's writing.



### Academic Vocabulary

- Parts of speech



### Rigor Implications

#### Verb

- Use
- Understanding

#### Level of Bloom's Taxonomy

- Understanding
- Applying



#### Instructional Implications

Teaching the parts of speech in isolation provides students knowledge and skills but does not support their application in speaking, reading, and writing. Exposing students to texts that demonstrate the language patterns and teaching students to become their own critics will enhance the application of grammar. Students need to understand that knowing the function of words enhances their oral communication skills, supports their understanding of text, and provides a foundation for sentence building as they write.



### Distractor Factor

Using the parts of speech in oral language and reading supports their use in written language.



### Level of Difficulty (based on local data)

- Moderate     Challenging



**(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

**(B) use the complete subject and the complete predicate in a sentence;**



### Content Builder

#### What do the students need to know?

##### Content

Simple and compound sentences contain a subject and a verb, singular or plural subjects, correct subject-verb agreement, and communicate a complete thought. Simple sentences have one subject and one verb and compound sentences have at least two independent clauses linked by a conjunction. A complete subject includes all the words that tells what the sentence is about. A complete predicate includes all the words that tell what the subject does. Subject-verb agreement is the verb agreement with the noun in number and person.

##### Connections

This standard combines skills needed for revision (variety of sentences) and editing (complete sentences with correct tense). This standard was introduced in third grade.

#### To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for English I Readiness Standard 7.17C as students use their understanding of sentence structure to use more sophisticated sentences to include complex sentences.



### Academic Vocabulary

- Simple sentence
- Compound sentence
- Complete subject
- Complete predicate



### Rigor Implications

#### Verb

- Use

#### Level of Bloom's Taxonomy

- Applying



#### Instructional Implications

Students need support and practice to use a variety of sentences with varying structure and length in order to add style, energy, and emphasis to their writing. It is essential that sentence type and structure be taught through reading and writing and not in isolation. Students need to not only recognize effective sentences but must be able to construct effective sentences in their own writing. Understanding complete subject and predicate supports students understanding of the content of sentences when reading and helps them create more sophisticated sentences when they write.



### Distractor Factor

Sometimes when students try to write more complex sentences they create fragments or run-ons by using incorrect punctuation. They may need additional instruction in the use of complete subject and predicate in simple sentences before they move to compound sentences.



### Level of Difficulty (based on local data)

- Moderate     Challenging

**(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

**(B) use capitalization****Content Builder****What do the students need to know?****Content**

Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer.

**Connections**

This standard provides students the necessary skills to edit their own and other's writing.

**To what degree will this learning impact learning two years down the road?**

This standard continues to support seventh grade Readiness Standard 7.20A as students continue to use correct capitalization to edit their own and others' writing.

**Academic Vocabulary**

- Capitalization

**Rigor Implications****Verb**

- Use

**Level of Bloom's Taxonomy**

- Applying

**Instructional Implications**

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. The following words should be capitalized as noted in previous grades and fourth grade: first word in a sentence, proper nouns, pronoun I, first word of a salutation, closing of a letter, first letter of the first word in a line of poetry, and first word in a direct quotation.

**Distractor Factor**

Some authors stray from the traditional rules of capitalization to present style and emphasis.

**Level of Difficulty (based on local data)**

- Moderate     Challenging

**(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

### (C) recognize and use punctuation marks



#### Content Builder

##### What do the students need to know?

##### Content

Conventions of punctuation are rules in language that provide consistency about fluency and sometimes meaning when reading, and writing. These rules make writing clearer and enhance the reader's understanding of the content.

##### Connections

This standard provides students the necessary skills to edit their own and other's writing.

##### To what degree will this learning impact learning two years down the road?

This standard continues to support seventh grade Readiness Standard 7.20B as students continue to use correct punctuation to edit their own and others' writing.



#### Academic Vocabulary

- Punctuation mark



#### Rigor Implications

##### Verb

- Recognize
- Use

##### Level of Bloom's Taxonomy

- Remembering
- Applying



##### Instructional Implications

Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the convention in their own reading and writing. The following punctuation should be used as noted in previous grades and fourth grade: end of sentences, commas after salutation and closing of letters, apostrophes in contractions and possessives, comma in a series, comma in compound sentences, quotation marks and commas in direct quotations at the beginning and end of sentences, quotation marks around articles, chapters, songs, and poems.



#### Distractor Factor

Some authors stray from the traditional rules of punctuation to present style and emphasis.



#### Level of Difficulty (based on local data)

- Moderate     Challenging

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**



### Content Builder

**What do the students need to know?**

#### Content

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. Orthography is the study of how speech (sound) is recorded in writing (spelling). Spelling is the most visual aspect of writing and is critical for writing fluency; therefore, the study of patterns among letters, sounds, and words is necessary.

#### Connections

The foundation of spelling begins in the early grades as students learn to decode, encode, and recognize words by sight. The development of spelling begins with approximations based on limited knowledge of letter-sound associations and moves to the understanding of common patterns and rules that serve as a foundation for spelling throughout college and career.

**To what degree will this learning impact learning two years down the road?**

This standard supports seventh grade Readiness Standard TEKS 7.21 as students continue to spell correctly and use resources to check and correct spelling in their own and other's writing.



### Academic Vocabulary

- Pattern



### Rigor Implications

#### Verb

- Spell

#### Level of Bloom's Taxonomy

- Applying



#### Instructional Implications

Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Examining spelling through exploration of patterns in language provides an avenue for teaching spelling that is motivating, relevant, lasting, and promotes fluency in writing. Students learn to recognize and spell new words by applying the patterns of words they already know. Extensive reading and word analysis increases the ability to spell new words. Using resources to check and correct spelling should be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.



### Distractor Factor

Students tend to depend on one to one letter-sound relationships when they spell. Studying patterns among words enhances the ability to spell new words.



### Level of Difficulty (based on local data)

- Moderate     Challenging

**(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;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15C as it relates to revision.
- This standard was introduced in third grade.
- This standard provides a foundation for seventh grade Readiness and Supporting Standards TEKS 7.17Aii as students revise their own and other's multi-paragraph essays to ensure a clearly stated purpose and controlling idea.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15C as students revise their own and other's expository compositions to ensure a central idea is communicated in a topic sentence.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Central idea
- Topic sentence



### Rigor Implications

**Verb**

- Establish
- Create

**Level of Bloom's Taxonomy**

- Creating



**Instructional Implications**

Expository compositions are not always written in paragraph format but do include a beginning, middle, and end and a sentence that communicates the topic/main idea of the content presented. Topic sentences are used to organize and focus information within and among paragraphs. Ensuring that information in each paragraph supports the topic/main idea will maintain coherence throughout the composition. However, topic sentences do not always have to be the first sentence in the paragraph. Too much focus on topic sentences will result in every paragraph beginning with a general statement using the same sentence structure. The purpose of a topic sentence is to communicate to the reader what the paragraph is about in an interesting and connected manner. Exposure to a variety of expository texts that use topic sentences in different ways provide students models for their own writing.

**(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  
(ii) include supporting sentences with simple facts, details, and explanations;**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15C as it relates to revision.
- This standard was introduced in third grade.
- This standard provides a foundation for seventh grade Readiness and Supporting Standards TEKS 7.17Aiii as students revise their own and other’s expository essays to ensure the facts and details exclude extraneous or inconsistent information.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15C as students revise their own and others’ expository compositions to ensure that sentences are supported by facts, details, and explanations.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Fact
- Detail
- Explanation



**Rigor Implications**

**Verb**

- Write

**Level of Bloom’s Taxonomy**

- Creating



**Instructional Implications**

Supporting sentences include facts, details, and explanations to support the central idea. Asking students to prove what they write by including these supports helps them to elaborate and expand underdeveloped writing. Thinking about what the information is saying and why it is important helps students establish their writing and give it recognition.

**(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  
(iii) contain a concluding statement.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15C as it relates to revision and works with Supporting Standard TEKS 4.20Aviii as it relates to transitions.
- This standard was introduced in third grade.
- This standard provides a foundation for writing effective introductions and conclusions in seventh grade Readiness and Supporting Standards TEKS 7.17Ai as students write and revise their own and others' expository essays.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15C as students revise their own and other's writing expository compositions to ensure the inclusion of a concluding statement. It works with Supporting Standard TEKS 4.20Aviii as students use transition words to write a conclusion in expository compositions.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Concluding statement



### Rigor Implications

**Verb**

- Write

**Level of Bloom's Taxonomy**

- Creating



**Instructional Implications**

Concluding statements are as important as topic sentences. However, students have difficulty with this because they have used all of their creativity and thinking and have nothing left for the ending. Encourage students to think about their concluding statement from the beginning. Students need extended exposure and modeling for different types of concluding statements and will need to discuss how the statements summarize the central/main idea of the composition.



**(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);**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing the parts of speech.
- In first, second, and third grade, students understood and used past, present, and future verb tenses providing a foundation for this standard as students use and understand irregular verbs.
- This standard continues to serve as a foundation for the study of verbs and supports seventh grade Supporting Standard 7.19Ai as students edit their own and other’s writing to ensure the correct use of more complex verbs to include perfect and progressive tenses and participles.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15D as students edit their own and other’s writing to ensure the correct use of irregular verbs in fiction, literary nonfiction, expository, and persuasive writing.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Perfect tense
- Progressive tense
- Participle



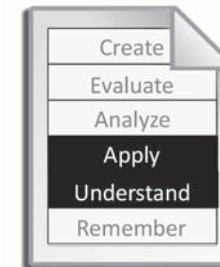
**Rigor Implications**

**Verb**

- Use
- Understand

**Level of Bloom’s Taxonomy**

- Understanding
- Applying



**Instructional Implications**

Tense is the verb agreement with the noun in person and number; singular and plural. Verbs change form to show changes in tense or time. Regular verbs form their past tense by adding ed. Irregular verbs do not end in ed when showing a past action or when using a helping/auxiliary verb. There are no rules or patterns to help students identify when to use irregular verbs. Exposure through literature, word walls, and personal dictionaries support the learning of irregular verbs. Students who use irregular verbs incorrectly when speaking will most likely use them incorrectly when writing and editing.

**(4.20) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**  
**(ii) nouns (singular/plural, common/proper);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing the parts of speech.
- In previous grades, students understood and used common, proper, singular, and plural nouns. This standard continues to address these noun forms.
- This standard continues to support students as they edit their own and other's writing to clarify the correct use of nouns.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15D as students edit their own and other's writing to ensure the correct use of common, proper, singular, and proper nouns in fiction, literary nonfiction, expository, and persuasive writing.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Perfect tense
- Progressive tense
- Participle



### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

Tense is the verb agreement with the noun in person and number; singular and plural. Verbs change form to show changes in tense or time. Regular verbs form their past tense by adding ed. Irregular verbs do not end in ed when showing a past action or when using a helping/auxiliary verb. There are no rules or patterns to help students identify when to use irregular verbs. Exposure through literature, word walls, and personal dictionaries support the learning of irregular verbs. Students who use irregular verbs incorrectly when speaking will most likely use them incorrectly when writing and editing.

**(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:**  
**(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15C and 4.15D as it relates to revising and editing the parts of speech and the use of descriptive words.
- In previous grades students understood and used adjectives to describe. This standard builds on the study of adjectives as they become more complex to include comparative and superlative forms.
- This standard continues to support students as they revise and edit their own and other's writing to clarify the correct use of adjectives.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15C and 7.15D as students revise and edit their own and other's writing to ensure the correct use comparative and superlative adjectives.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Adjective
- Comparative
- Superlative



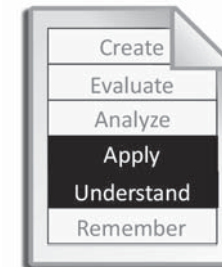
### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

Adjectives describe nouns and pronouns to make writing precise, clear, vivid and interesting. Adjectives are used in writing to describe the attributes of a noun or pronoun by evoking the senses. Using descriptions in writing is applicable to all genres of writing and helps build vocabulary. A purpose adjective states the purpose, comparative adjectives compare two and are usually formed using *er*, and *ier*, and superlative adjectives indicate the greatest degree of a noun or pronoun and are usually formed using *est*. Students need extended exposure to understand how authors use adjectives in writing and to avoid adjective overload.

**(4.20) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**  
**(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15C and 4.15D as they relate to revising and editing.
- In previous grades students understood and used adverbs that demonstrated time and manner. This standard continues the study of adverbs to include adverbs that demonstrate frequency and intensity.
- This standard supports seventh grade Supporting Standard TEKS 7.19Aiv as students complete the study of adverbs to revise and edit the correct use of conjunctive adverbs in their own and other's writing.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15C and 7.15D as students revise and edit their own and other's writing to ensure the correct use of adverbs in fiction, literary nonfiction, expository, and persuasive texts.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Adverb
- Frequency
- Intensity



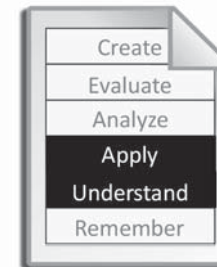
### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

Adverbs modify verbs, adjectives, and other adverbs to support coherence in writing by telling when, where, how, and to what extent. Many times, they serve to ensure smooth transition among ideas. Adverbs are often formed by adding *ly*. Sometimes the same word can function as an adjective or an adverb depending on what it is describing. Frequency adverbs tell how often and intensity adverbs tell how long. Students need extended exposure to understand how authors use adverbs in their writing to support coherence and transition.

**(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:**  
**(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 7.20A as they relate to editing the parts of speech.
- Previous standards in kindergarten through third grade addressed prepositional phrases. This standard continues the study of prepositional phrases to include their influence on subject-verb agreement.
- This standard supports seventh grade Supporting Standard TEKS 7.19Aiv as students continue to edit their own and other's writing to clarify the use of prepositional phrases.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20A as students edit their own and other's writing for correct use of subject-verb agreement in sentences containing prepositional phrases in fiction, literary nonfiction, expository, and persuasive writing.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Prepositional phrase



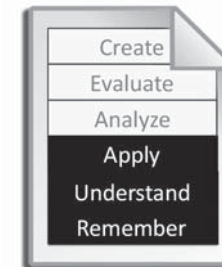
### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Remembering
- Understanding
- Applying



**Instructional Implications**

When a prepositional phrase is located between the subject and the verb, the verb must agree with the subject. Crossing out the prepositional phrase in the sentence helps students determine the correct subject-verb agreement.

**(4.20) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**  
**(vi) reflexive pronouns (e.g., myself, ourselves);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 7.20A as they relate to editing the parts of speech.
- Personal and possessive pronouns have been addressed in previous grades. This standard continues the study of pronouns to include reflexive pronouns.
- This standard supports seventh grade Supporting Standard TEKS 7.19Avi as students continue the study of pronouns to edit the correct use of indefinite and relative pronouns in their own and other's writing.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20A as students edit their own and other's writing for the correct use of reflexive pronouns in fiction, literary nonfiction, expository, and persuasive writing.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Reflexive pronoun



### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

A relative pronoun is a pronoun that refers back to the subject of the sentence. They include: myself, himself, herself, yourself, themselves, itself, etc. and connect parts of a sentence. If students use a reflexive pronoun incorrectly when speaking, it is likely that they will use it incorrectly when writing and editing.

**(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:**  
**(vii) correlative conjunctions (e.g., either/or, neither/nor);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 7.20A as they relate to editing the parts of speech.
- Coordinating conjunctions were addressed in third grade. This standard continues the study of conjunctions to include correlative conjunctions.
- This standard supports seventh grade Supporting Standard TEKS 7.19Avii as students continue the study of conjunctions to edit the correct use of subordinating conjunctions in their own and other's writing.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20A as students edit their own and other's writing for the correct use of correlative conjunctions in fiction, literary nonfiction, expository, and persuasive writing.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Correlative conjunction



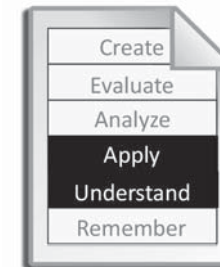
### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

Correlative conjunctions are a pair of conjunctions used to separate balanced words, phrases, and clauses. They can include: neither/nor, both/and, not only/but also, etc. The balanced words, phrases, and clauses are usually similar in length and grammatical form. Correlative conjunctions are not used frequently in speaking or writing. In order to understand and use correlative conjunctions, students need exposure and discussion about how they function in texts.



**(4.20) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking;**  
**(viii) use time-order transition words and transitions that indicate a conclusion;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15C, 4.15D and 7.20A as they relate to revising and editing the parts of speech. It works with Readiness and Supporting Standard TEKS 4.18Aviii as it relates to transition.
- In first and second grade, students used time-order transition words. In third grade, students used transition words to indicate a conclusion. Students continue the study of using transition words to indicate a conclusion in this standard.
- This standard supports seventh grade Supporting Standard TEKS 7.20Aviii as students edit and revise their own and other's writing to clarify the use of transitions between sentences and paragraphs to communicate ideas and thoughts.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15C, 4.15D and 4.20A as students revise and edit their own and other's writing for the correct use of transitions to communicate a conclusion in fiction, literary nonfiction, expository, and persuasive writing. It works with Readiness and Supporting Standard TEKS 4.18viii as students use transition words to communicate a conclusion in expository compositions.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Time-order transition word
- Conclusion



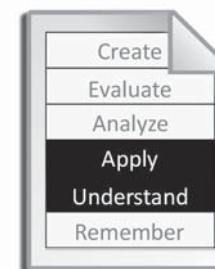
### Rigor Implications

**Verb**

- Use
- Understand

**Level of Bloom's Taxonomy**

- Understanding
- Applying



**Instructional Implications**

In previous grades, students examined common transition words and phrases that help connect thoughts and ideas. Students use that knowledge to indicate a conclusion in their writing. Students need to understand that transitions are not just about adding words, but are about how well the information flows and how the reader can understand the content.

**(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

**(C) use complete simple and compound sentences with correct subject-verb agreement.**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing sentences. It supports Readiness Standard TEKS 4.20B as it relates to complete sentences.
- This standard was introduced in third grade.
- This standard supports seventh grade Readiness Standard TEKS 7.19C and Supporting Standard TEKS 7.19B as students write and edit their own and other's writing to ensure the correct structure of a variety of sentences to include simple, compound, and complex.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15D as students edit their own and others' writing to ensure correct subject-verb agreement in simple and compound sentences in fiction, literary nonfiction, expository, and persuasive texts. It supports Readiness Standard TEKS 4.20B as students use complete subjects and predicates in simple and compound sentences.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Simple sentence
- Compound sentence
- Subject-verb agreement



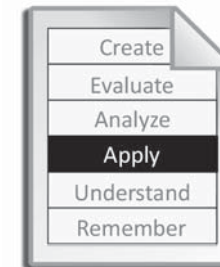
### Rigor Implications

**Verb**

- Use

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

A complete sentence includes a subject and verb and communicates a complete thought that does not shift in tense. Simple sentences have one subject and one verb, and compound sentences have at least two independent clauses (simple sentences) linked by a conjunction. Subject-verb agreement is the verb agreement with the noun in number and person —e.g., if a subject is plural, the verb must be plural—if the noun is first person, the verb must be first person. A common mistake students make in verb tense is using *don't* with singular and plural subjects.

**(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

**(B) use capitalization**

**(i) historical events and documents;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.20B as they relate to editing capitalization.
- In third grade, students capitalized historical periods. This standard continues the study of capitalization to include historical events and documents.
- This standard supports students as they continue to edit their own and other's writing for the correct use of capitalization.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20B as students edit their own and other's writing to ensure that historical periods, events, and documents are capitalized in fiction, literary nonfiction, expository, and persuasive texts.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Historical
- Document



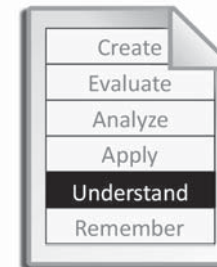
### Rigor Implications

**Verb**

- Use

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Historical events can include battles and wars, and historical documents can include treaties and declarations. Students encounter historical events and documents most often during the reading and writing of expository texts and occasionally during literary nonfiction. However, their use is not limited to genre.

**(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

**(B) use capitalization**

**(ii) titles of books, stories, and essays**

**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.20B as they relate to editing capitalization.
- This standard serves as an introductory standard for capitalization of titles of books, stories, and essays.
- This standard supports students as they continue to edit their own and other's writing for the correct use of capitalization.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20B as students edit their own and other's writing to ensure that historical periods, events, and documents are capitalized in fiction, literary nonfiction, expository, and persuasive texts.

*May be adjusted according to local curriculum.*

**Academic Vocabulary**

- Essay

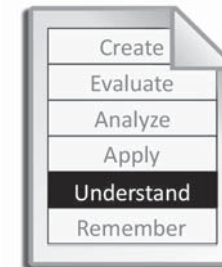
**Rigor Implications**

**Verb**

- Use

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

The first, last, and all the main words are capitalized in the titles of books, stories, and essays. This is also true for magazines, newspapers, songs, and television shows.

**(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

- (B) use capitalization**
- (iii) historical events and documents;**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.20B as they relate to editing capitalization.
- This standard serves as an introductory standard for capitalization of titles of books, stories, and essays.
- This standard supports students as they continue to edit their own and other’s writing for the correct use of capitalization.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.20B as students edit their own and other’s writing to ensure that languages, races, and nationalities are capitalized in fiction, literary nonfiction, expository, and persuasive texts.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Race
- Nationality



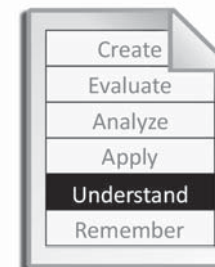
**Rigor Implications**

**Verb**

- Use

**Level of Bloom’s Taxonomy**

- Understanding



**Instructional Implications**

Race is a group of people from the same decent and nationality. Nationality is the belonging to a particular nation by birth or nationalization.

**(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

- (C) recognize and use punctuation marks**  
**(i) commas in compound sentences;**

**Supporting the Readiness Standards****What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.21C as they relate to editing punctuation. It works with Supporting Standard TEKS 4.20C as it relates to compound sentences.
- In third grade, students used commas in a series. This standard continues the study of punctuation to include commas in compound sentences.
- This standard supports seventh grade Supporting Standard TEKS 7.20B as students edit their own and other's writing to ensure the correct use of commas to include after introductory words phrases, and clauses.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.21C as students edit their own and other's writing to ensure that commas are used correctly in compound sentences in fiction, literary nonfiction, expository, and persuasive texts. It supports Supporting Standard 4.20C as students use compound sentences with correct subject-verb agreement.

*May be adjusted according to local curriculum.*

**Academic Vocabulary**

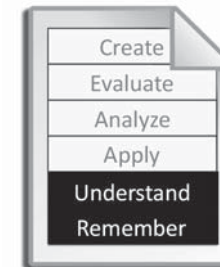
- Compound sentence

**Rigor Implications****Verb**

- Recognize
- Use

**Level of Bloom's Taxonomy**

- Remembering
- Understanding

**Instructional Implications**

A compound sentence consists of at least two independent clauses (simple sentence) linked by a conjunction. A comma precedes the coordinating conjunction. Coordinating conjunctions were addressed in third grade and can include: and, but, so, or, and for.

**(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

**(C) recognize and use punctuation marks  
(ii) quotation marks.**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 4.15D and 4.21C as they relate to editing punctuation.
- This standard serves as an introductory standard to the use of quotation marks.
- This standard supports students in fifth and sixth grade as they continue to use quotation marks for quotations. It serves as the foundation for the further use of quotation marks in English I as students use quotation marks to indicate irony or sarcasm.

#### How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 4.15D and 4.21C as students edit their own and other's writing to ensure that quotation marks are used appropriately to signify quotations in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Quotation marks
- Quotations



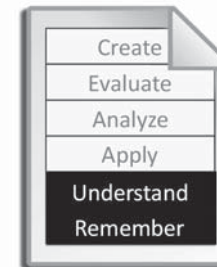
### Rigor Implications

#### Verb

- Recognize
- Use

#### Level of Bloom's Taxonomy

- Remembering
- Understanding



#### Instructional Implications

Quotation marks are used at the beginning and end of a quotation at the beginning and ending of a sentence. Quotation marks are also used before and after the titles of articles, chapters, songs, and poems.



**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**  
**(i) plural rules (e.g., words ending in *f* as in *leaf, leaves*; adding *-es*);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.22A as they relate to editing spelling.
- This standard serves as an introductory standard to the orthographic pattern for spelling plural.
- This standard supports students as they continue to edit their own and others' writing to ensure that plurals are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.22A as students edit their own and other's writing to ensure that plurals ending in *f* or *fe* are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Plural



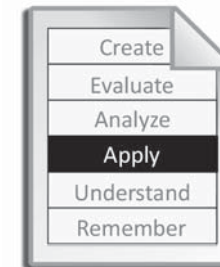
### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that in some words ending in *f* the *f* is changed to *v* and *es* is added; in some words ending in *fe* the *f* is changed to *v* and *s* is added.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**  
**(ii) irregular plurals (e.g., *man/men, foot/feet, child/children*);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.22A as they relate to editing spelling.
- This standard serves as an introductory standard to the orthographic pattern for spelling irregular plurals.
- This standard supports students as they continue to edit their own and other's writing to ensure that irregular plurals are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.22A as students edit their own and other's writing to ensure that irregular plurals are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Irregular plural



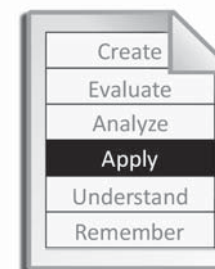
### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words change forms when they become plural -e.g., *foot/feet*.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**  
**(iii) double consonants in middle of words;**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.22A as they relate to editing spelling.
- This standard was introduced in third grade.
- This standard supports students as they continue to edit their own and other's writing to ensure that words with double consonants in the middle are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.22A as students edit their own and other's writing to ensure that words with double consonants in the middle are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Consonant



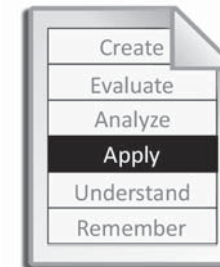
### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words have double consonants in the middle. These include: multiple syllable words beginning and ending with the same consonant, compound words beginning and ending with the same consonant, and words with prefixes or suffixes beginning and ending with the same consonant.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**  
**(iv) other ways to spell sh (e.g., *-ion, -ment, -clan*);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.22A as they relate to editing spelling.
- This standard serves as an introductory standard to the spelling of /sh/ in words.
- This standard supports students as they continue to edit their own and other's writing to ensure that words with /sh/ are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.22A as students edit their own and other's writing to ensure that words with /sh/ are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Initial
- Medial
- Final



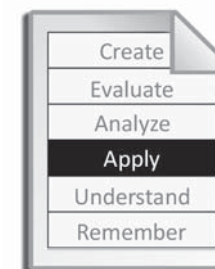
### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words having /sh/ are spelled differently: *sh* in the initial position of words, *ti, ci, si, sci* in the medial position of words; *sion, yion, clan* in the final position of words.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(A) spell words with more advanced orthographic patterns rules:**  
**(v) silent letters (e.g., *knee, wring*);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 4.15D and 4.22A as they relate to editing spelling.
- This standard serves as an introductory standard to the spelling of words with silent letters.
- This standard supports students as they continue to edit their own and other's writing to ensure that words with silent and sounded consonants are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D and 4.22A as students edit their own and other's writing to ensure that words with silent letters are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Silent



### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words have silent letters to include: *bt, dg, dj, gn, gh, kn, lk, lm, mb, mn, ps, rh, tch, wh, and wr*.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing spelling.
- In second grade, students spelled words with inflectional endings. This standard continues the study of spelling base words to include roots and affixes.
- This standard supports students as they continue to edit their own and other's writing to ensure that words with affixes and roots from different origins are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D as students edit their own and other's writing to ensure that base words and root words with affixes are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Base word
- Root word
- Suffix
- Prefix
- Affix



### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Students learn to recognize and spell new words by using what they already know about the relationships among words. Extensive reading and word analysis increases the ability to spell new words. Prefixes and suffixes are affixes that occur before (prefix) or after (suffix) a root or base word. In third grade, students used prefixes and suffixes to decode words. Building on previous decoding skills to realize relationships among words supports the spelling of base words and roots that include a prefix or suffix. (Common prefixes include: *un, re, dis, in, de, non, pre,* and *ir*. Common suffixes include: *ful, ly, er, ing, ed, s, es, able, ment, ion*.) Using resources to check and correct spelling should be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(C) spell commonly used homophones (e.g., *there, they're, their; two, too, to*);**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing spelling.
- In third grade, students spelled homophones. This standard continues the study of spelling homophones.
- This standard supports students as they continue to edit their own and other's writing to ensure that commonly confused words are spelled correctly.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standard TEKS 4.15D as students edit their own and other's writing to ensure that homophones are spelled correctly in fiction, literary nonfiction, expository, and persuasion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Homophones



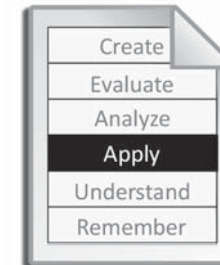
### Rigor Implications

**Verb**

- Spell

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Homophones are words that are pronounced the same but have different meanings and are spelled differently. In order to spell a homophone correctly, students must know the context in which it is used. Therefore, instruction in the context of writing is essential. Whole group, small group, and individual instruction and support may be necessary. Some homophones become commonly confused words.

**(4.22) [Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

**(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings.**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standard TEKS 4.15D as it relates to editing spelling. It works with Readiness Standard TEKS 4.22A and Supporting Standards TEKS 4.22Ai-v and 4.22B as they relate to spelling rules and patterns.
- Students use their prior learning and new learning in fourth grade about spelling rules and orthographical patterns to spell and check spelling of regularly used words.
- This standard supports seventh grade Readiness Standard TEKS 7.21A as students continue to edit their own and other’s writing, using resources, to determine and check correct spellings.

**How does it support the Readiness Standard(s)?**

This standard supports Readiness Standards TEKS 4.15D as students edit their own and other’s writing to ensure that words are spelled correctly in fiction, literary nonfiction, expository, and persuasive texts.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Pattern
- Rule



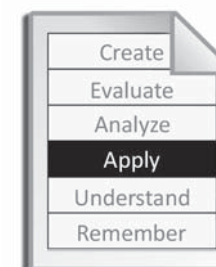
**Rigor Implications**

**Verb**

- Use

**Level of Bloom’s Taxonomy**

- Applying



**Instructional Implications**

Students learn to recognize and spell new words by using what they already know about spelling patterns and rules. Extensive reading and word analysis increases the ability to spell new words and promotes fluency and automaticity in spelling. Using resources to check and correct spelling should to be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.