



WRITERS EXPRESS ©2000
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Grade 4

(4.1) LISTENING/SPEAKING/PURPOSES

The student listens actively and purposefully in a variety of settings.

Standard	Writers Express
The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate;	Listening Skills 330-331, 362
(B) eliminate barriers to effective listening; and	Listening Skills 330-331, 362
(C) understand the major ideas and supporting evidence in spoken messages.	Listening Skills 330-331, 362

(4.2) LISTENING/SPEAKING/CRITICAL LISTENING

The student listens critically to analyze and evaluate a speaker's message(s).

Standard	Writers Express
The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;	Listening Skills 330-331, 362
(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery;	Listening Skills 330-331, 362 Speech to Persuade 313
(C) distinguish between the speaker's opinion and verifiable fact; and	Listening Skills 330-331, 362 Speech to Persuade 313
(D) monitor his/her own understanding of the spoken message and seek clarification as needed.	Listening Skills 330-331, 362

(4.3) LISTENING/SPEAKING/APPRECIATION

The student listens, enjoys, and appreciates spoken language.

Standard	Writers Express
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works;	Listening Skills 330-331, 362 Performing Poems 318-323
(B) describe how the language of literature affects the listener; and	Listening Skills 330-331, 362 Performing Poems 318-323

(4.4) LISTENING/SPEAKING/CULTURE

The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Writers Express
The student is expected to:	
(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening;	Listening Skills 330-331, 362 Working in Groups 360-365
(B) compare oral traditions across regions and cultures; and	Writing Tall Tales 216-219
(C) identify how language use such as labels and sayings reflects regions and cultures.	English from Around the World 438 Writing Tall Tales 216-219

(4.5) LISTENING/SPEAKING/AUDIENCES

The student speaks appropriately to different audiences for different purposes and occasions.

Standard	Writers Express
The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;	Speeches 311-317 Interviewing 46, 159 Working in Groups 360-365
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;	Speeches 311-317 Interviewing 46, 159 Working in Groups 360-365
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;	Performing Poems 318-323
(D) use effective rate, volume, pitch, and tone for the audience and setting;	Speeches 311-317 Interviewing 46, 159
(E) give precise directions and instructions such as in games and tasks; and	How-To Writing 172-175
(F) clarify and support spoken ideas with evidence, elaborations, and examples.	Speeches 311-317 Working in Groups 360-365

(4.6) READING/WORD IDENTIFICATION

The student uses a variety of word recognition strategies.

Standard	Writers Express
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;	Building Vocabulary Skills 288-305
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able; and	Study Word Parts and Forms 294-304
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	Use a Thesaurus 292 Dictionary 290-291, 293

(4.7) READING/FLUENCY

The student reads with fluency and understanding in texts at appropriate difficulty levels.

Standard	Writers Express
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);	Reading Strategies 271-279
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm);	Reading Strategies 271-279
(C) demonstrate characteristics of fluent and effective reading;	Reading Strategies 271-279
(D) adjust reading rate based on purposes for reading;	Reading Strategies 271-279
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and	Performing Poems 318-323
(F) read silently with increasing ease for longer periods.	Reading Strategies 271-279

(4.8) READING/VARIETY OF TEXTS

The student reads widely for different purposes in varied sources.

Standard	Writers Express
The student is expected to:	
(A) read classic and contemporary works;	Reading Strategies 271-279
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and	Reading Strategies 271-279
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.	Reading Strategies 271-279

(4.9) READING/VOCABULARY DEVELOPMENT

The student acquires an extensive vocabulary through reading and systematic word study.

Standard	Writers Express
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud;	Listening Skills 330-331, 362
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;	Building Vocabulary Skills 288-305
(C) use multiple reference aids to clarify meanings and usage;	Building Vocabulary Skills 288-305
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-; and	Study Word Parts and Forms 295-304
(E) study word meanings systematically such as across curricular content areas and through current events.	Building Vocabulary Skills 288-305 The Language of Math 450

(4.10) READING/COMPREHENSION

The student comprehends selections using a variety of strategies.

Standard	Writers Express
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend;	Reading Strategies 271-279
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;	Before Reading 272 Preview 274
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;	Reading Strategies 271-279
(D) describe mental images that text descriptions evoke;	Visualizing 373
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;	Using Reading Strategies 271-279
(F) determine a text's main (or major) ideas and how those ideas are supported with details;	Using Reading Strategies 271-279
(G) paraphrase and summarize text to recall, inform, and organize ideas;	Writing a Summary 185-187
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;	Synthesizing and Evaluating 343-345
(I) find similarities and differences across texts such as in treatment, scope, or organization;	Thinking Clearly 346-351 Using Reading Strategies 27 Using Reading Strategies 271-279
(J) distinguish fact and opinion in various texts;	Fact vs. Opinion 347
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and	Thinking and Writing 338-345 Taking Tests 366-373

(4.11) READING/LITERARY RESPONSE

The student expresses and supports responses to various types of texts.

Standard	Writers Express
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;	Writing in Journals 133-137 Writing in a Response Journal 171 Sharing Books 365
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media;	Writing in Journals 133-137 Writing in a Response Journal 171
(C) support responses by referring to relevant aspects of text and his/her own experiences; and	Skills for Cooperating and Clarifying 363 Sharing Books 365
(D) connect, compare, and contrast ideas, themes, and issues across text.	Skills for Cooperating and Clarifying 363 Sharing Books 365

(4.12) READING/TEXT STRUCTURES
LITERARY CONCEPTS

The student analyzes the characteristics of various types of texts (genres).

Standard	Writers Express
The student is expected to:	
(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?";	Sharing Books 365 Writing Book Reviews 166-171
(B) recognize that authors organize information in specific ways;	Using Reading Strategies 271-279 Writing Book Reviews 166-171
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain;	Using Reading Strategies 271-278 Types of Literature 279 Writing Book Reviews 166-171
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;	Understanding the Parts of Nonfiction Books 262 Types of Literature 279 Writing Book Reviews 166-171
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;	Writing Book Reviews 166-171
(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts);	Elements of Fiction 277-278 Understanding the Parts of Nonfiction Books 262
(G) understand literary forms by recognizing and distinguishing among such types as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;	Understanding the Parts of Nonfiction Books 262 Types of Literature 279 Writing Book Reviews 166-171
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;	Elements of Fiction 277-278
(I) recognize and analyze story plot, setting, and problem resolution;	Elements of Fiction 277-278
(J) and describe how the author's perspective or point of view affects the text.	Point of View 278

(4.13) READING/INQUIRY/RESEARCH

The student inquires and conducts research using a variety of sources.

Standard	Writers Express
The student is expected to:	
(A) form and revise questions for investigations, including questions arising from interests and units of study;	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;	Find Good Sources of Information 225-226
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;	Find Good Sources 194 Using the Library 255-263 Using the Internet 264-270
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;	Find Good Sources 194 Reading Graphics 280-288
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts;	Organizing Your Information 228-230 Note-taking Skills 374-375 Graphic Organizers 333-337

Standard	Writers Express
(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate;	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208
(G) draw conclusions from information gathered from multiple sources; and	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208
(H) use compiled information and knowledge to raise additional, unanswered questions.	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208

(4.14) READING/CULTURE

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Writers Express
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences;	Writing in Journals 133-137 Writing in a Response Journal 171 Sharing Books 365
(B) determine distinctive and common characteristics of cultures through wide reading; and	Writing in Journals 133-137 Writing in a Response Journal 171 Sharing Books 365
(C) articulate and discuss themes and connections that cross cultures.	Sharing Books 365

(4.15) WRITING/PURPOSES

The student writes for a variety of audiences and purposes, and in a variety of forms.

Standard	Writers Express
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;	Personal Writing 133-150 Subject Writing 151-184 Report Writing 185-208 Story and Play Writing 209-238 Poetry Writing 239-254
(B) write to influence such as to persuade, argue, and request;	Writing Persuasive Essays 94-99 Facts vs. Opinions 347 Request 176-179
(C) write to inform such as to explain, describe, report, and narrate;	Writing Expository Essays 88-93 Descriptive Writing 100-105 Narrative Writing 106-112 How-To Writing 172-175 Report Writing 185-208
(D) write to entertain such as to compose humorous poems or short stories;	Story and Play Writing 209-238 Poetry Writing 239-254
(E) exhibit an identifiable voice in personal narratives and in stories; and	Voice 131 Writing Personal Narratives 138-143 Story and Play Writing 209-238 Poetry Writing 239-254
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.	Purpose 131 Personal Writing 133-150 Subject Writing 151-184 Report Writing 185-208 Story and Play Writing 209-238 Poetry Writing 239-254

**(4.16) WRITING/PENMANSHIP/CAPITALIZATION
PUNCTUATION**

The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

Standard	Writers Express
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate; and	Cursive Alphabet 441
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.	Capitalization 389-392 Marking Punctuation 377-388

(4.17) WRITING/SPELLING

The student spells proficiently.

Standard	Writers Express
The student is expected to:	
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns;	Spelling 306-309
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-	Spelling 306-309
(C) use resources to find correct spellings; and	Checking Your Spelling 398-401 Using the Right Word 402-411
(D) spell accurately in final drafts.	Spelling 306-309, 398-401

(4.18) WRITING/GRAMMAR/USAGE

The student applies standard grammar and usage to communicate clearly and effectively in writing.

Standard	Writers Express
The student is expected to:	
(A) use regular and irregular plurals correctly;	Plurals 385, 394-395
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes;	Writing Basic Sentences 113-117 Types of Sentences 415-416
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech;	Subject-Verb Agreement 116 Pronoun Antecedent 117, 421 Parts of Speech 417-435
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise;	Adjective 430-431 Adverb 432-433 Colorful Adjectives and Adverbs 66, 124
(E) use prepositional phrases to elaborate written ideas;	Prepositional Phrases 120, 414, 420, 434
(F) (F) use conjunctions to connect ideas meaningfully;	Conjunction 121, 435
(G) (G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's; and	Apostrophe 384 Contractions 384
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	Pronoun 423

(4.19) WRITING/WRITING PROCESSES

The student selects and uses writing processes for self-initiated and assigned writing.

The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs;	Prewriting 9, 10, 13, 25, 89, 131 Brainstorming 129 Graphic Organizers 333-336, 355 Gathering Details 44-46 Learning Log 136, 353-355
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text;	Drafting 5, 9, 14, 25, 50-53 Writing Paragraphs 75-87
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;	Revising Your Writing 9, 11, 15, 25, 55-59, 60-63 Improving Your Writing Skills 113-132
(D) revise drafts for coherence, progression, and logical support of ideas;	Revising Your Writing 9, 11, 15, 25, 55-59, 60-63 Thinking and Writing 338-345
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;	Editing 9, 11, 16, 25, 64-67 Using the Right Word 402-411
(F) use available technology to support aspects of creating, revising, editing, and publishing texts;	Writing with a Computer 24-29
(G) refine selected pieces frequently to "publish" for general and specific audiences;	Publishing Your Writing 9, 68-73
(H) proofread his/her own writing and that of others; and	Proofreading 9, 11, 16, 25, 64-67 Revising with Partners 60-63 Proofreader's Guide 377-436
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts.	Revising and Editing 55-67

(4.20) WRITING/EVALUATION

The student evaluates his/her own writing and the writings of others.

Standard	Writers Express
The student is expected to:	
(A) apply criteria to evaluate writing;	Revising with Partners 60-63 Proofreader's Guide 377-436
(B) respond in constructive ways to others' writings;	Revising with Partners 60-63
(C) evaluate how well his/her own writing achieves its purposes;	Planning Your Portfolio 30-34
(D) analyze published examples as models for writing; and	Modeling the Masters 128
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer.	Planning Your Portfolio 30-34 Modeling the Masters 128

(4.21) WRITING/INQUIRY/RESEARCH

The student uses writing as a tool for learning and research.

Standard	Writers Express
The student is expected to:	
(A) frame questions to direct research;	Writing a Classroom Report 192-203
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;	Graphic Organizers 333-336, 355
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;	Note-taking Skills 374-375 Multimedia Computer Reports 204-208
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;	Writing a Classroom Report 192-203 Outline 197 Learning Log 136, 353-355
(E) present information in various forms using available technology; and	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208
(F) evaluate his/her own research and raise new questions for further investigation.	Writing a Classroom Report 192-203 Multimedia Computer Reports 204-208

(4.22) WRITING/CONNECTIONS

The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Standard	Writers Express
The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and	Revising with Partners 60-63
(B) correspond with peers or others via e-mail or conventional mail.	Writing with a Computer 24-29

(4.23) VIEWING/REPRESENTING

INTERPRETATION

The student understands and interprets visual images, messages, and meanings.

Standard	Writers Express
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;	Improving Viewing Skills 324-329
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations; and	Improving Viewing Skills 324-329 Multimedia Computer Reports 204-208
(C) use media to compare ideas and points of view.	Improving Viewing Skills 324-329 Multimedia Computer Reports 204-208

(4.24) VIEWING/REPRESENTING/ANALYSIS

The student analyzes and critiques the significance of visual images, messages, and meanings.

Standard	Writers Express
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings; and	Improving Viewing Skills 324-329 Multimedia Computer Reports 204-208
(B) compare and contrast print, visual, and electronic media such as film with written story.	Improving Viewing Skills 324-329

(4.25) VIEWING/REPRESENTING/PRODUCTION

The student produces visual images, messages, and meanings that communicate with others

Standard	Writers Express
The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings; and	Improving Viewing Skills 324-329 Multimedia Computer Reports 204-208
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	Improving Viewing Skills 324-329 Multimedia Computer Reports 204-208