

Grade 4 TEKS

English Language Arts

K-5 Student determines the purpose for listening such as to get information, to solve problems, and to enjoy and appreciate.

4-8 Eliminate barriers to effective listening

4-8 Understand the major ideas and supporting evidence in spoken messages

4-8 Monitor his/her own understanding of the spoken message and seek clarification as needed

4-8 Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening

4.13.A Form and revise questions for investigations, including questions arising from interests and units of study

4.21.A Frame questions to direct research (4-8);

4.21.B Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

4.21.C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

4-8 Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

4-8 Evaluate his/her own research and raise new questions for further investigation

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);

(D) Use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) Give precise directions and instructions such as for games and tasks (4-5); and

(F) Clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. 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) (5);

(B) Read regularly in instructional-level materials that are challenging but manageable

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) Use his/her own knowledge and experience to comprehend (4-8);

(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

- (G) Paraphrase and summarize text to recall, inform, or organize ideas (4-8);
- (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:
- (A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);
 - (C) Support responses by referring to relevant aspects of text and his/her own experiences (4-8); and
- (13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:
- (A) Form and revise questions for investigations, including questions arising from interest and units of study (4-5);
 - (C) Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);
 - (D) Interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);
 - (H) Use compiled information and knowledge to raise additional, unanswered questions (3-8).
- (15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
- (A) Write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
- (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 (4-8);
 - (I) Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)
- (21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);
 - (F) evaluate his/her own research and raise new questions for further investigation (4-8).
- (23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:
- (B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8).

Math

4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

4.2 Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or set of objects.

4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.

Grade 4 Science

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.

(5) Science concepts. The student knows that complex systems may not work if some parts are removed.

(6) Science concepts. The student knows that change can create recognizable patterns.

(7) Science concepts. The student knows that matter has physical properties.

Social Studies

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas.

(7) Geography. The student understands the concept of regions.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.

(9) Geography. The student understands how people adapt to and modify their environment.

(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.

(11) Economics. The student understands the reasons for exploration and colonization.

(13) Economics. The student understands patterns of work and economic activities in Texas.

(15) Government. The student understands how people organized governments in different ways during the early development of Texas.

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas.

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.

(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Health Education

(1) Health information. The student recognizes ways to enhance and maintain health throughout the life span.

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.

(3) Health information. The student knows how to access health information, and know ways to seek help from a parent and/or trusted adult.

(5) Health behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.

(6) Influencing factors. The student comprehends factors that influence individual, family, and community health.

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.

Physical Education

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

Art

- (1) **Perception.** The student develops and organizes ideas from the environment.
- (2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.
- (3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.
- (4) **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others.

Music

- (1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry.
- (2) **Creative expression/performance.** The student performs a varied repertoire of music.
- (4) **Creative expression/performance.** The student creates and arranges music within specified guidelines.
- (5) **Historical/cultural heritage.** The student relates music to history, to society, and to culture.

Theatre

- (1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
- (2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations.
- (3) **Creative expression/performance.** The student applies design, directing, and theatre production concepts and skills.
- (4) **Historical/cultural heritage.** The student relates theatre to history, society, and culture.
- (5) **Response/evaluation.** The student responds to and evaluates theatre and theatrical performances.

Technology Applications, Grades 3-5

- (1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.
- (2) **Foundations.** The student uses data input skills appropriate to the task. exercises depending upon the grade level and hours of instruction.

