

Voyages in English 2011
Grade 4
Correlations to TX State Standards

(Updated January 2011)

TEXAS §110.6. English Language Arts and Reading, Grade 4.

(b) Knowledge and skills.

(4.1) Listening/speaking/purposes.		
The student listens actively and purposefully in a variety of settings. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate;		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) eliminate barriers to effective listening;		W2-L6; W3-L6
(C) understand the major ideas and supporting evidence in spoken messages.		W4-L6; W5-L6; W8-L6
(4.2) Listening/speaking/critical listening.		
The student listens critically to analyze and evaluate a speaker’s message(s). The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery;		W5-CO; W5-L6
(C) distinguish between the speaker's opinion and verifiable fact; and		W2-L1; W5-L2; W5-L6
(D) monitor his/her own understanding of the spoken message and seek clarification as needed.		W3-L6; W4-L6; W5-L6
(4.3) Listening/speaking/appreciation.		
The student listens, enjoys, and appreciates spoken language. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

(B) describe how the language of literature affects the listener; and		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) assess how language choice and delivery affect the tone of the message.		W1-L4; W2-L1; W5-L6
(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. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening;		W2-CO; W5-L6
(B) compare oral traditions across regions and cultures; and		W6-CO; W6-L5
(C) identify how language use such as labels and sayings reflects regions and cultures.		www.voyagesinenglish.com
(4.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;		W2-L6; W4-L6; W7-L2
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;		W1-L6; W2-L6; W3-L6; W6-L6; W7-L6; W8-L4
(D) use effective rate, volume, pitch, and tone for the audience and setting;		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

(E) give precise directions and instructions such as in games and tasks; and		W2-L4; W3-L1; W4-L6
(F) clarify and support spoken ideas with evidence, elaborations, and examples.		W5-L6
(4.6) Reading/word identification.		
The student uses a variety of word recognition strategies. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;		W1-L5; W4-L4; W6-L3; W7-L3; W8-L4
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> ; and		W3-L3; W4-L3
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.		W2-L5; W4-L4; W5-L3; W5-L4; W6-L3; W6-L4
(4.7) Reading/fluency.		
The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);		N/A
(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);		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) demonstrate characteristics of fluent and effective reading;		W6-L6
(D) adjust reading rate based on purposes for reading;		W6-L6

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(F) read silently with increasing ease for longer periods.		N/A
(4.8) Reading/variety of texts.		
The student reads widely for different purposes in varied sources. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) read classic and contemporary works;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(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.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(4.9) Reading/vocabulary development.		
The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) develop vocabulary by listening to selections read aloud;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;		W3-L4; W4-L4; W6-L3
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;		W4-L4; W5-L3; W5-L4; W6-L4; W8-L4
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> ,		W3-L3; W4-L3

<i>un-</i> ; and		
(E) study word meanings systematically such as across curricular content areas and through current events.		W2-L5; W5-L3
(4.10) Reading/comprehension.		
The student comprehends selections using a variety of strategies. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) use his/her own knowledge and experience to comprehend;		W1-L6; W2-CO; W2-L6
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(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;		W3-L1; W4-L6
(D) describe mental images that text descriptions evoke;		W3-CO; W3-L6; W6-L5
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;		W1-L3; W4-L2
(F) determine a text's main (or major) ideas and how those ideas are supported with details;		W4-CO
(G) paraphrase and summarize text to recall, inform, and organize ideas;		W2-CO; W3-CO; W6-CO; W7-CO
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;		W1-CO; W3-CO; W6-CO
(I) find similarities and differences across texts such		W1-CO; W2-CO; W3-CO; W4-CO;

as in treatment, scope, or organization;		W5-CO; W6-CO; W7-CO; W8-CO
(J) distinguish fact and opinion in various texts;		W2-L1; W5-L2; W5-L6
(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		W8-L6
(L) represent text information in different ways such as in outline, timeline, or graphic organizer.		W1-L3; W3-L5; W8-L5; W8-WW
(4.11) Reading/literary response.		
The student expresses and supports responses to various types of texts. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) support responses by referring to relevant aspects of text and his/her own experiences; and		W1-CO; W5-L2; W5-L6
(D) connect, compare, and contrast ideas, themes, and issues across text.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(4.12) Reading/text structures/literary concepts.		
The student analyzes the characteristics of various types of texts (genres). The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?";		W6-CO; W6-L6
(B) recognize that authors organize information in specific ways;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;		W3-CO; W6-L6
(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);		W1-WW; W6-L6
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;		W6-CO; W6-L1
(I) recognize and analyze story plot, setting, and problem resolution; and		W6-CO; W6-L2
(J) describe how the author's perspective or point of view affects the text.		W1-CO; W1-L1; W3-L1; W5-CO; W5-L1; W5-WW
(4.13) Reading/inquiry/research.		
The student inquires and conducts research using a variety of sources. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) form and revise questions for investigations, including questions arising from interests and units of study;		W5-L6; W8-L6
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and		W8-L5

organize information;		
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;		W8-L2; W8-L3; W8-WW
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;		W1-L3; W3-L5; W8-L5
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts;		W4-L1; W4-WW; W8-L5
(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate;		W8-L1; W8-L6; W8-WW
(G) draw conclusions from information gathered from multiple sources; and		W8-L2; W8-L3; W8-WW
(H) use compiled information and knowledge to raise additional, unanswered questions.		W8-L6
(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.		
The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) compare text events with his/her own and other readers' experiences;		W1-CO
(C) articulate and discuss themes and connections that cross cultures.		W6-CO; W6-L5
(4.15) Writing/purposes.		
The student writes for a variety of audiences and purposes, and in a variety of audiences and purposes, and in a variety of forms. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) write to express, discover, record, develop, reflect		W1-WW; W6-WW

on ideas, and to problem solve;		
(B) write to influence such as to persuade, argue, and request;		W2-L2; W2-WW; W5-L2; W5-L6; W5-WW
(C) write to inform such as to explain, describe, report, and narrate;		W2-L1; W2-WW; W3-WW; W4-L1; W4-WW; W7-L1; W7-WW; W8-L1; W8-WW
(D) write to entertain such as to compose humorous poems or short stories;		W1-WW; W6-L5; W6-WW
(E) exhibit an identifiable voice in personal narratives and in stories; and		W1-WW; W6-WW
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(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. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) write legibly by selecting cursive or manuscript as appropriate; and		W1-WW; W3-WW; W6-WW; W7-WW; W8-WW
(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.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(4.17) Writing/spelling.		
The student spells proficiently. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns;		W8-L4
(B) write with accurate spelling of roots such as		W3-L3; W4-L3;

<i>drink, speak, read, or happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i>		
(C) use resources to find correct spellings; and		W2-WW; W4-L4; W5-L4; W6-L3
(D) spell accurately in final drafts.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) use regular and irregular plurals correctly;	S2.3–2.4	
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes;	S1.1–1.11	W2-L3; W5-L5
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech;	S1.1–1.11; S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6; S7.1–7.10; S8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise;	S4.1–4.11; S6.1–6.6	W1-L4; W6-L4
(E) use prepositional phrases to elaborate written ideas;	www.voyagesinenglish.com	
(F) use conjunctions to connect ideas meaningfully;	S6.6	W2-L3; W5-L5
(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> ; and	S2.5–2.6; S3.7–3.8; S7.8	W1-L5
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	S3.1–3.6	

(4.19) Writing/writing processes.		
The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) revise drafts for coherence, progression, and logical support of ideas;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(F) use available technology to support aspects of creating, revising, editing, and publishing texts;		W1-L3; W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(G) refine selected pieces frequently to "publish" for general and specific audiences;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(H) proofread his/her own writing and that of others; and		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts.		W2-WW; W5-L3; W5-L4; W6-L3; W6-L4

(4.20) Writing/evaluation.		
The student evaluates his/her own writing and the writings of others. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) apply criteria to evaluate writing;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(B) respond in constructive ways to others' writings;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(C) evaluate how well his/her own writing achieves its purposes;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) analyze published examples as models for writing; and		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(4.21) Writing/inquiry/research.		
The student uses writing as a tool for learning and research. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) frame questions to direct research;		W7-L1; W7-L2; W8-L1; W8-L6; W8-WW
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;		W3-L5; W4-WW; W8-L5
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;		W7-L2; W7-WW; W8-L2; W8-L3; W8-WW
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines,		W3-L5; W8-L5; W8-WW

conceptual maps, learning logs, and timelines;		
(E) present information in various forms using available technology; and		W8-L5; W8-WW
(F) evaluate his/her own research and raise new questions for further investigation.		W5-L6; W7-L2; W7-L5; W8-L6; W8-WW
(4.22) Writing/connections.		
The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(B) correspond with peers or others via e-mail or conventional mail;		W2-L1; W2-L2; W2-L4; W2-WW
(4.23) Viewing /representing/interpretation.		
The student understands and interprets visual images, messages, and meanings. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;		W1-WW; W5-L1
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations; and		www.voyagesinenglish.com
(C) use media to compare ideas and points of view.		W5-L6; W7-L6
(4.24) Viewing/representing/analysis.		
The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings; and		W5-L1; W5-L6

(B) compare and contrast print, visual, and electronic media such as film with written story.		www.voyagesinenglish.com
(4.25) Viewing/representing/production.		
The student produces visual images, messages, and meanings that communicate with others. The student is expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) select, organize, or produce visuals to complement and extend meanings; and		W3-L1; W4-L6; W8-L6; W8-WW
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.		W5-L4; W5-L6; W8-L4; W8-WW