



**Correlation of
Get Ready! Soar
Grade 4**



**to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 4**



**Correlation of
Get Ready! Sail, Grade 4
by Vista
to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 4**

**Correlated to Teacher’s Edition (TE)* and Student Book (SB)
*Roman Numerals and Pages with Letter References are in the TE only**

Please Note: Get Ready! Soar is a program designed specifically for Newcomers, SLIFE, and Level 2s

TEKS: English Language Arts and Reading	Get Ready! Soar Grade 4 Page References
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A. listen actively, ask relevant questions to clarify information, and make pertinent comments;	TE/SB: 8, 9, 11, 12, 18, 30, 31, 33, 34, 38, 40, 44, 45, 53, 60, 62, 64, 66, 74, 75, 78, 82, 87, 97, 100, 104, 106, 109, 118, 119, 122, 132, 141, 144, 148, 160, 164, 168, 175, 177, 178, 188, 192, 211, 212, 216, 221, 236, 240, 245, 260, 264, 269, 274
B. follow, restate, and give oral instructions that involve a short, related sequences of action;	TE/SB: 39, 82, 83, 126, 127, 135, 151, 175, 198, 222, 244, 257, 258, 270, 283, Txiv
C. express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	TE/SB: 28, 47, 50, 61, 67, 69, 72, 89, 94, 95, 111, 113, 115, 116, 117, 123, 127, 133, 135, 138, 139, 143, 157, 159, 162, 163, 177, 179, 181, 185, 186, 187, 191, 201, 203, 205, 207, 209, 210, 222, 223, 225, 227, 229, 231, 234, 235, 247, 253, 255, 257, 259, 273, 277, 281, 282
D. work collaboratively with others to develop a plan of shared responsibilities.	TE/SB: 17, 24, 25, 29, 39, 54, 67, 68, 83, 87, 90, 95, 109, 110, 131, 134, 145, 150, 151, 157, 163, 167, 175, 178, 179, 193, 196, 198, 204, 212, 215, 220, 222, 227, 230, 231, 233, 238, 241, 246, 257, 259, 270, 271, 276, 277, 279, 281, 282
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
A. demonstrate and apply phonetic knowledge by:	
i. decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	TE/SB: Txx, 54, 118F, 128, 129, 154, 190, 201, 202, 218, , 219, 242, 243
ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	TE/SB: Txxxix, Tviii, Txxxvii, TxI, Txli, vi, viii, x, 15, 36, 37, 59, 81, 103, 170, 171, 194, 195, 218, 219, 242- 243, 166, 267

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iii. decoding words using advanced knowledge of syllable division patterns such as VV;	TE/SB: Txxix, 36, 243
iv. spelling words using advanced knowledge of syllable division patterns;	TE/SB: Txxix, Txxiv, Txxxviii, 8F, 31, 36, 37, 39, 50, 59, 60, 72, 81, 85, 103, 129, 153, 171, 194, 195, 218, 219, 242, 243
v. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	TE/SB: Txxxvii, Txxix, vi, vii, 14, 30E, 36, 58, 80, 102
vi. identifying and reading high-frequency words from a research-based list;	TE/SB: Txxiv, 15, 37, 59, 103, 125, 140, 137, 152, 171, 177, 188, 219, 243, 249, 267
B. demonstrate and apply spelling knowledge by:	
i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TE/SB: Txxix, Txxiv, Txxxviii, 8F, 31, 36, 37, 39, 50, 59, 60, 65, 72, 81, 85, 103, 129, 146, 147, 153, 170, 171, 194, 195, 218, 219, 242, 243, 266, 267
ii. spelling homophones;	TE/SB: Txxiv, 8F, 31, 36, 37, 39, 50, 59, 60, 72, 81, 85, 103, 129, 153, 171, 194, 195, 218, 219, 242, 243
iii. spelling multisyllabic words with multiple sound-spelling patterns;	TE/SB: 171
iv. spelling words using advanced knowledge of syllable division patterns;	TE/SB: Txxix, Txxiv, Txxxviii, 8F, 31, 36, 37, 39, 50, 59, 60, 65, 72, 81, 85, 103, 129, 146, 147, 153, 170, 171, 194, 195, 218, 219, 242, 243, 266, 267
v. spelling words using knowledge of prefixes; and	Txxxviii, 172
vi. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	TE/SB: Txxxvii, Txxix, vi, vii, 14, 30E, 36, 58, 80, 102
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
A. use print or digital resources to determine meaning, syllabication, and pronunciation	TE/SB: 11, 18, 19, 20, 22, 23, 24, 25, 33, 40, 41, 42, 43, 44, 45, 46, 50, 55, 62, 63, 64, 66, 67, 68, 77, 84, 86, 88, 90, 91, 98, 99, 103, 106, 108, 110, 112, 121, 128, 130, 131, 132, 134, 142, 143, 152, 153, 154, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 202, 204, 206, 214, 215, 224, 225, 226, 228, 230, 232, 238, 239, 243, 249, 250, 252, 254, 262, 263, 272, 274, 276, 278
B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words and multiple-meaning words;	TE/SB: 11, 18, 19, 20, 22, 23, 24, 25, 33, 40, 41, 42, 43, 44, 45, 46, 50, 55, 62, 63, 64, 66, 67, 68, 77, 84, 86, 88, 90, 91, 98, 99, 103, 106, 108, 110, 112, 121, 128, 130, 131, 132, 134, 142, 143, 152, 153, 154, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 202, 204, 206, 214, 215, 224, 225, 226, 228, 230, 232, 238, 239, 243, 249, 250, 252, 254, 262, 263, 272, 274, 276, 278
C. determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	TE/SB: 11, 18, 19, 20, 22, 23, 24, 25, 33, 40, 41, 42, 43, 44, 45, 46, 50, 55, 62, 63, 64, 66, 67, 68, 77, 84, 86, 88, 90, 91, 98, 99, 103, 106, 108, 110, 112, 121, 128, 130, 131, 132, 134, 142, 143, 152, 153, 154, 156, 158, 166, 167, 176,

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	178, 180, 182, 183, 190, 191, 202, 204, 206, 214, 215, 224, 225, 226, 228, 230, 232, 238, 239, 243, 249, 250, 252, 254, 262, 263, 272, 274, 276, 278
D. identify, use, and explain the meaning of homophones such as reign/rain.	TE/SB: Txxiv, Txxxix, 13, 14, 153, 267
4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The students read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected texts	TE/SB: 8, 18, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
B. generate questions about text before, during, and after reading to deepen understanding and gain information	TE/SB: 17, 21, 24, 25, 26, 29, 32, 33, 39, 49, 52, 63, 67, 72, 89, 105, 106, 109, 111, 121, 123, 133, 138, 142, 150, 151, 155, 157, 161, 163, 166, 167, 172, 173, 178, 179, 181, 183, 186, 190, 191, 193, 198, 200, 201, 202, 205, 207, 209, 212, 213, 215, 220, 222, 225, 227, 229, 230, 231, 223, 238, 241, 246, 247, 248, 252, 253, 257, 259, 270, 271, 276, 277, 279, 281, 282
C. make and correct or confirm predictions using text features, characteristics of genre, and structures	TE/SB: Txxii, Txxv, 73, 196, 197, 199, 211
D. create mental images to deepen understanding	TE/SB: Txxii, Txxv, Txxvi, Txxvii, Txxviii, Txxix, 9, 11, 45, 84, 126, 128, 144, 150, 177, 180
E. make connections to personal experiences, ideas in other texts, and society	TE/SB: 53, 78, 92, 93, 135, 137, 178, 179, 183, 205
F. make inferences and use evidence to support understanding	TE/SB: x, 62, 220, 223
G. evaluate details read to determine key ideas;	TE/SB: 8, 18, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
H. synthesize information to create new understanding and	

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I. monitor comprehension and adjust such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	TE/SB: 17, 21, 24, 25, 26, 29, 32, 33, 39, 49, 52, 63, 67, 72, 89, 105, 106, 109, 111, 121, 123, 133, 138, 142, 150, 151, 155, 157, 161, 163, 166, 167, 172, 173, 178, 179, 181, 183, 186, 190, 191, 193, 198, 200, 201, 202, 205, 207, 209, 212, 213, 215, 220, 222, 225, 227, 229, 230, 231, 223, 238, 241, 246, 247, 248, 252, 253, 257, 259, 270, 271, 276, 277, 279, 281, 282
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A. describe personal connections to a variety of sources; including self-selected texts;	TE/SB: 53, 78, 92, 93, 135, 137, 178, 179, 183, 205
B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 136, 150, 151, 160, 174, 179, 184, 198, 199, 208, 232, 256, 280, 283
C. use text evidence to support an appropriate response;	TE/SB: 22, 48, 92, 114, 136, 160, 184, 232, 256, 280
D. retell and paraphrase, or summarize texts in ways that maintain meaning and logical order;	TE/SB: 24, 38, 39, 82, 83, 126, 127, 151, 175, 198, 222, 244, 257, 258, 270, 283
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	TE/SB: Txxxiii, 2, 3, 22, 28, 35, 40, 60, 50, 62, 63, 75, 82, 88, 89, 91, 110, 154, 200, 204, 205, 237, 256, 272
F. respond using newly acquired vocabulary as appropriate, and	TE/SB: Txxxiii, 2, 3, 22, 28, 35, 40, 60, 50, 62, 63, 75, 82, 88, 89, 91, 110, 154, 200, 204, 205, 237, 256, 272
G. discuss specific ideas in the text that are important to the meaning.	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
A. infer basic themes supported by text evidence;	TE/SB: 8, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 83, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
B. explain the interactions of the characters and the changes they undergo;	TE/SB: 35-36, 57, 79-80, 101-102, 123, 126-127, 145, 162, 168-169, 192-193
C. analyze plot elements, including the rising action, climax, falling action, and resolution; and	TE/SB: 26-27, 48-49, 114, 136-137, 160-161, 184-185, 209, 232-233, 256, 270, 280
D. explain the influence of the setting, including historical and cultural settings, on the plot.	TE/SB: 13, 75, 83, 95, 121, 135, 142, 143, 160, 161, 163, 174, 175, 198, 199
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	

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A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths and tall-tales; B.	TE/SB: 82, 83, 95, 121, 135, 142, 143, 160, 161, 163, 174, 175, 198, 199
C. explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	TE/SB: 60, 61, 70, 71, 82, 83, 119, 126, 127, 250, 251
D. explain structure in drama such as character tags, acts, scenes, and stage directions	TE/SB: 12, 32, 35, 57, 76, 79, 101, 222
E. recognize characteristics and structures of informational text, including:	
i. the central idea with supporting evidence;	TE/SB: 8, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 83, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
ii. features such as pronunciation guides and diagrams to support understanding; and	TE/SB: Txiii, 3, 52E, 55, 94, 124, 143, 186, 187, 256
iii. organizational patterns such as compare and contrast;	TE/SB: 22, 23, 24, 25, 26, 28, 29, 40, 41, 43, 47, 48, 50, 62, 63, 65, 69, 70, 72, 83, 84, 85, 87, 89, 91, 92, 94, 106, 107, 111, 113, 114, 116, 117, 128, 129, 135, 137, 138, 139, 151, 152, 153, 155, 157, 159, 160, 162, 174, 175, 176, 177, 179, 184, 186, 187, 198, 199, 200, 201, 208, 210
F. recognize characteristics and structures of argumentative text by:	
i. identifying the claim;	TE/SB: 101, 198, 199, 208, 209, 223, 279
ii. explaining how the author has used facts for an argument; and	TE/SB: 23, 68, 100, 199, 208, 209, 223, 225
iii. identifying the intended audience or reader; and	TE/SB: 26, 28, 41, 43, 47, 50, 61, 65, 69, 72, 83, 87, 89, 91, 94, 95, 103, 105, 111, 114, 115, 116, 117, 136, 138, 139, 159, 162, 163, 174, 175, 179, 186, 187, 198, 199, 210
G. recognize characteristics of multimodal and digital texts.	TE/SB: Txxvi (all texts are provided digitally and include digital text functionalities which students will practice using)
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
A. explain the author's purpose and message within a text;	TE/SB: Tix, Txiv, Txxx, 16, 114-115
B. explain how the use of text structure contributes to the author's purpose;	TE/SB: 26-27, 48-49, 92-93, 114-115, 136-137, 160-161, 232-233
C. analyze the author's use of print and graphic features to achieve specific purposes;	TE/SB: Txxv, 148, 184, 200, 220
D. describe how the author's use of imagery, literal and figurative language such as metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	TE/SB: 9, 11, 12, 13, 16, 17, 21, 27, 29, 31, 32, 34, 35, 38, 39, 46, 47, 49, 51, 53, 56, 57, 60, 61, 69, 71, 78, 79, 82, 83, 84, 87, 88, 91, 93, 95, 97, 100, 101, 104, 105, 109, 112, 115, 117, 120, 121, 122, 123, 126, 127, 137, 142, 143, 144, 145, 148, 151, 154, 155, 156, 157, 161, 166, 167, 172, 173, 179, 185, 187, 192, 193, 196, 197, 209, 211

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E. identify and understand the use of literary devices, including first- or third-person point of view;	TTE/SB: Txxxvii, Txxlv, 151, 196, 197, 198, 199, 220, 221
F. discuss how the author's use of language contributes to voice; and	TE/SB: 9, 11, 12, 13, 16, 17, 21, 27, 29, 31, 32, 34, 35, 38, 39, 46, 47, 49, 51, 53, 56, 57, 60, 61, 69, 71, 78, 79, 82, 83, 84, 87, 88, 91, 93, 95, 97, 100, 101, 104, 105, 109, 112, 115, 117, 120, 121, 122, 123, 126, 127, 137, 142, 143, 144, 145, 148, 151, 154, 155, 156, 157, 161, 166, 167, 172, 173, 179, 185, 187, 192, 193, 196, 197, 209, 211
G. identify and explain the use of anecdote.	TE/SB: Txi, Txvi
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	TE/SB: Txxx, 26-27, 48-49, 70-71, 92-93, 114-115, 136-137, 160-161, 184-185, 208-209, 232-233, 256-257, 280-281
B. develop drafts into a focused, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction and a conclusion; and	TE/SB: 26, 28, 41, 43, 47, 50, 61, 65, 69, 72, 83, 87, 89, 91, 94, 95, 103, 105, 111, 114, 115, 116, 117, 136, 138, 139, 159, 162, 163, 174, 175, 179, 186, 187, 198, 199, 210
ii. developing an engaging idea with relevant details;	TE/SB: 26-27, 48-49, 114, 136-137, 160-161, 184-185, 209, 232-233, 256, 270, 280
C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	TE/SB: 26-27, 48-49, 83, 95, 114, 117, 136-137, 139, 160-161, 175, 184-185, 209, 232-233, 256, 270, 280
D. edit drafts using standard English conventions, including:	
i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	TE/SB: 15, 27, 32, 48, 49, 51, 70, 71, 72, 88, 92, 93, 105, 114, 125, 129, 159, 160, 161, 167, 171, 176, 184, 185, 198, 202, 225, 232, 233, 234, 235, 243, 256, 258, 259, 264, 270, 280, 281
ii. past tense of irregular verbs;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
iii. singular, plural, common, and proper nouns;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
iv. adjectives, including their comparative and superlative forms;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
v. adverbs that convey frequency and adverbs that convey degree;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 148, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249

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vi. prepositions and prepositional phrases;	TE/SB: 152, 153
vii. pronouns, including reflexive;	TE/SB: 9, 31, 33, 68, 121, 140F, 148, 278, 279, Txliv, viii
viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	TE/SB: 15, 18, 27, 40, 72, 81, 125, 129, 161, 167, 171, 198, 201, 224, 233, 243, 270, 272-273
ix. capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	TE/SB: 6, 7, 107, 40, 107, 108
x. punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	TE/SB: 121, 272, 273
xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	TE/SB: Txxiv, 15, 37, 59, 103, 125, 140, 137, 152, 171, 177, 188, 219, 243, 249, 267
E. publish written work for appropriate audiences.	TE/SB: 26-28, 48-50, 70-72, 92-94, 114-115, 136-138, 160-162, 184-186, 208-210, 232-234, 256-258, 280-282
12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
A. compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 136, 150, 151, 160, 174, 179, 184, 198, 199, 208, 232, 256, 280, 283
B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	TE/SB: 28, 39, 41, 42, 45, 47, 50, 55, 61, 62, 66, 67, 69, 72, 75, 89, 92, 93, 94, 95, 111, 13, 114, 115, 116, 117, 127, 133, 135, 138, 139, 157, 159, 162, 163, 165, 166, 173, 177, 179, 181, 183, 186, 187, 201, 203, 205, 207, 210, 222, 223, 225, 227, 229, 234, 235, 253, 255, 259, 270, 273, 277, 282
C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 137, 150, 151, 160, 174, 179, 184, 198, 199, 208 SB: 26, 48, 70, 91, 92, 109, 111, 113, 114, 135, 137, 150, 151, 160, 174, 179, 184, 198, 199, 208
D. compose correspondence that requests information.	TE/SB: Txxiii
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
A. generate and clarify questions for formal and informal inquiry	TE/SB: 17, 24, 25, 29, 39, 54, 67, 68, 83, 87, 90, 95, 109, 110, 131, 134, 145, 150, 151, 157, 163, 167, 175, 178, 179, 193, 196, 198, 204, 212, 215, 220, 222, 227, 230, 231, 233, 238, 241, 246, 257, 259, 270, 271, 276, 277, 279, 281, 282
B. develop and follow a research plan with adult assistance;	TE/SB: 16, 18, 27, 73, 83, 92-93, 97, 104-105, 107, 109, 110, 113-117, 139, 163, 187, 198, 199, 208, 244-245
C. identify and gather relevant information from a variety of sources	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208



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D. identify primary and secondary sources;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
E. demonstrate understanding of information gathered;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
F. recognize the difference between paraphrasing and plagiarism when using source materials	TE/SB: 184, 185, 187, 188, 196,
G. develop a bibliography; and	TE/SB: 174
H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	TE/SB: 16-17, 22, 83, 92-93, 95, 101, 104-105, 114-115, 117, 139, 163, 173-175, 187, 198, 199, 208, 209, 211, 223, 235, 259, 279