

Voyages in English 2018
Grade 4
Correlations to TX State Standards

(Updated December 2016)

TEXAS §110.15.English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010

(b) Knowledge and skills.

(1) Reading/Fluency.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO; W9-CO; W10-CO; W11-CO
(2) Reading/Vocabulary Development.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students understand new vocabulary and use it when reading and writing. Students are expected to:		W1-L4; W2-L5; W3-L2; W3-L3; W4-L3; W4-L4; W4-L5; W5-L3; W5-L4; W6-L3; W6-L4; W7-L3; W8-L4; W9-L2; W9-L4; W10-L4; W11-L2; W11-L3; W11-L4
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;		W10-L4; W11-L4
(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;		W9-L4; W10-L4
(D) identify the meaning of common idioms; and		W10-L5
(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.		W5-L4; W4-L4; W11-L5

(3) Reading/Comprehension of Literary Text/Theme and Genre.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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:		W10-L2
(A) summarize and explain the lesson or message of a work of fiction as its theme; and		W10-L2; W6-L1
(4) Reading/Comprehension of Literary Text/Poetry.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).		W11-L1
(6) Reading/Comprehension of Literary Text/Fiction.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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:		W6-CO; W6-L1; W6-L2; W10-CO; W10-L1; W10-L2
(A) sequence and summarize the plot's main events and explain their influence on future events;		W10-L2
(B) describe the interaction of characters including their relationships and the changes they undergo; and		W10-L2

(8) Reading/Comprehension of Literary Text/Sensory Language.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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 identify the author's use of similes and metaphors to produce imagery.		W3-L2; W3-L4
(9) Reading/Comprehension of Text/Independent Reading.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).		W10-L6
(10) Reading/Comprehension of Informational Text/Culture and History.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students 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. Students are expected to explain the difference between a stated and an implied purpose for an expository text.		W8-L1

(11) Reading/Comprehension of Informational Text/Expository Text.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		W4-L1; W7-L1; W8-L1
(A) summarize the main idea and supporting details in text in ways that maintain meaning;		W4-L1; W7-L1; W8-L1
(B) distinguish fact from opinion in a text and explain how to verify what is a fact;		W5-L2
(12) Reading/Comprehension of Informational Text/Persuasive Text.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.		W5-CO; W5-L1
(13) Reading/Comprehension of Informational Text/Procedural Texts.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students understand how to glean and use information in procedural texts and documents. Students are expected to:		W4-L1
(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and		W4-L2
(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).		W3-L5

(14) Reading/Media Literacy.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		W9-CO; W9-L1
(15) Writing/Writing Process.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;		W3-L1; W4-L1; W7-L1; W8-L1; W9-L1; W9-WW;
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;		W1-L3; W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW

(D) edit drafts for grammar, mechanics, and spelling; and		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		W1-L3; W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(16) Writing/Literary Texts.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		W1-CO; W1-L1; W1-L2; W6-CO; W6-L1; W6-L2; W6-WW; W11-WW
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and		W1-L1; W6-L1; W6-L2; W6-WW
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).		W6-L5; W11-WW
(17) Writing.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write about their own experiences. Students are expected to write about important personal experiences.		W1-CO; W1-L1; W1-L2; W1-WW; W11-CO; W11-WW
(18) Writing/Expository and Procedural Texts.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		W3-CO; W3-L1; W3-WW; W4-CO; W4-L1; W4-WW; W7-CO; W7-L1; W7-WW; W8-CO; W8-L1; W8-WW; W9-CO; W9-WW

(A) create brief compositions that:		
(i) establish a central idea in a topic sentence;		W3-L1; W4-L1; W7-L1; W8-L1; W9-L1; W9-WW;
(ii) include supporting sentences with simple facts, details, and explanations; and		W3-L2; W4-L2; W7-L1; W7-L2; W7-WW; W8-L1; W8-L2; W8-WW; W9-L1; W9-WW
(iii) contain a concluding statement;		W7-L1; W7-WW; W8-L1; W9-L1
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and		W2-CO; W2-L1; W2-L2; W2-WW
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.		W10-L1; W10-L2; W10-WW
(19) Writing/Persuasive Texts.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details		W2-CO; W2-L1; W2-L2; W5-CO; W5-L1; W5-WW; W9-L5; W10-L1; W10-WW
(20) Oral and Written Conventions/Conventions.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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:	S1.1–1.8; 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	W5-L5; W7-L3; W9-L1; W11-CO
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		

(i) verbs (irregular verbs);	S5.1–5.1	
(ii) nouns (singular/plural, common/proper);	S2.1–2.11	
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	S4.1–4.11	W9-L5; W9-WW
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	S6.1–6.5	
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;		W11-L3; W11-WW
(vi) reflexive pronouns (e.g., myself, ourselves);		
(vii) correlative conjunctions (e.g., either/or, neither/nor); and		
(viii) use time-order transition words and transitions that indicate a conclusion;	S6.1	W1-L1; W3-L1; W4-L1; W4-L5; W9-L2
(B) use the complete subject and the complete predicate in a sentence; and	S1.1–1.5; S1.10–1.11; S2.1; S2.2	W6-L4; W7-L4; W10-L1; W11-WW
(C) use complete simple and compound sentences with correct subject-verb agreement.	S1.1–1.5; S1.10–1.11; S2.1; S2.2	W6-L4; W7-L4; W10-L1; W11-WW
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(A) write legibly by selecting cursive script or manuscript printing as appropriate;		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW

(B) use capitalization for:	S1.1; S1.3; S2.2; S4.2; S7.2–7.3; S7.5	W2-L4; W10-WW
(i) historical events and documents;	S1.1; S1.3; S2.2; S4.2; S7.2–7.3; S7.5	W2-L4; W10-WW
(ii) titles of books, stories, and essays; and	S1.1; S1.3; S2.2; S4.2; S7.2–7.3; S7.5	W2-L4; W10-WW
(iii) languages, races, and nationalities; and	S1.1; S1.3; S2.2; S4.2; S7.2–7.3; S7.5	W2-L4; W10-WW
(C) recognize and use punctuation marks including:		
(i) commas in compound sentences; and	S1.10; S3.9; S7.6	W2-L3
(ii) quotation marks.	S7.7; S7.10	W6-L6; W6-WW
(22) Oral and Written Conventions/Spelling.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students spell correctly. Students are expected to:	S1.1-1.3; S3.5; S3.6; S3.7; S3.8; S3.9; S3.10; S3.11; S4.1-4.2; S7.1; S7.4	W2-L4; W2-WW; W3-WW; W4- WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(A) spell words with more advanced orthographic patterns and rules:	S1.1-1.3; S3.5; S3.6; S3.7; S3.8; S3.9; S3.10; S3.11; S4.1-4.2; S7.1; S7.4	W2-L4; W2-WW; W3-WW; W4- WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);	S2.3; S2.4	
(ii) irregular plurals (e.g., man/men, foot/feet, child/children);	S2.4	
(iii) double consonants in middle of words;		
(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and		
(v) silent letters (e.g., knee, wring);		

(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);		W3-L3; W4-L3; W10-L4; W11-L4
(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and	S3.11	W6-L3
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	S2.4	W9-L4; W9-WW; W11-L5; W11-WW
(23) Research/Research Plan.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		W5-L1; W7-L2; W7-L5; W8-L1; W8-L2; W8-WW
(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and		W5-L1; W7-L2; W7-L5; W8-L1; W8-L2; W8-WW
(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W11-WW
(24) Research/Gathering Sources.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(A) follow the research plan to collect information from multiple sources of information both oral and written, including:		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(i) student-initiated surveys, on-site inspections, and interviews;		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW

(ii) data from experts, reference texts, and online searches; and		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(C) take simple notes and sort evidence into provided categories or an organizer;		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(D) identify the author, title, publisher, and publication year of sources; and		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-WW; W10-WW; W11-WW
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.		W1-L3; W3-L5; W5-WW; W7-L5; W8-L2; W8-L5; W8-WW; W9-CO; W9-L1; W9-WW; W10-WW; W11-WW
(25) Research/Synthesizing Information.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).		W7-L2; W7-L5; W7-WW; W8-L1; W8-L2; W8-L3; W8-WW
(26) Research/Organizing and Presenting Ideas.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected		W7-WW; W8-WW; W10-L2; W10-WW

to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.		
(27) Listening and Speaking/Listening.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W9-L6; W10-L6; W11-L6
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and		W5-L6
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.		W4-L6
(28) Listening and Speaking/Speaking.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.		W1-L6; W3-L6; W4-L6; W6-L6

(29) Listening and Speaking/Teamwork.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W9-L6; W10-L6; W11-L6