

Correlation of Abrams Learning Trends *Our Book Blog* (Level D) to the Texas Essential Knowledge and Skills

		The Labors of Hector	Go Green!	Eco Trek: From Coast to Prairie	Highways Across America	Places, Faces, and Stories
§110.15. English Language Arts and Reading, Grade 4						
1	Reading/Fluency. 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.	pp. 4–32	pp. 4–32	pp. 4–32	pp. 4–32	pp. 4–32
2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	p. 19				
2B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	pp. 19, 25	pp. 9, 17, 25	p. 15	p. 25	
2E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	p. 30	p. 30	p. 30	p. 30	p. 30
3	Reading/Comprehension of Literary Text/Theme and Genre. 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:					
3A	summarize and explain the lesson or message of a work of fiction as its theme.	p. 15				
3B	compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	p. 15				
4	Reading/Comprehension of Literary Text/Poetry. 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).	p. 29				
6	Reading/Comprehension of Literary Text/Fiction. 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:					
6A	sequence and summarize the plot's main events and explain their influence on future events.	p. 13				
6B	describe the interaction of characters including their relationships and the changes they undergo.	pp. 9, 17, 21, 23, 27				
6C	identify whether the narrator or speaker of a story is first or third person.	p. 11				
8	Reading/Comprehension of Literary Text/Sensory Language. 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.	p. 8				p. 10
9	Reading/Comprehension of Text/Independent Reading. 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).	pp. 4–32; TG p. 36	pp. 4–32; TG p. 37	pp. 4–32; TG p. 38	pp. 4–32; TG p. 39	pp. 4–32; TG p. 40
11	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:					
11A	summarize the main idea and supporting details in text in ways that maintain meaning.		pp. 13, 15, 21, 29		pp. 9, 13, 15, 21, 23	pp. 9, 13, 15, 23, 29

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11C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	p. 29	pp. 7, 19, 23	pp. 11, 19, 23, 25, 27, 29	pp. 11, 17, 19, 29	pp. 17, 27
11D	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.		p. 11	pp. 13, 21	p. 15	
12	Reading/Comprehension of Informational Text/Persuasive Text. 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.			p. 17	p. 27	pp. 11, 21, 25
13	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:					
13A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).				p. 21	p. 19
13B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).		pp. 13, 27	pp. 9, 23	p. 29	p. 27
18	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:					
18C	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 32	pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 32	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 32	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 32	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 32
27	Listening and Speaking/Listening. 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:					
27A	listen attentively to speakers, ask relevant questions, and make pertinent comments.	TG pp. 24–25, 34–35, 36	TG pp. 26–27, 34–35, 37	TG pp. 28–29, 34–35, 38	TG pp. 30–31, 34–35, 39	TG pp. 32–33, 34–35, 40
28	Listening and Speaking/Speaking. 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.	TG pp. 24–25, 34–35, 36	TG pp. 26–27, 34–35, 37	TG pp. 28–29, 34–35, 38	TG pp. 30–31, 34–35, 39	TG pp. 32–33, 34–35, 40
29	Listening and Speaking/Teamwork. 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.	TG pp. 24–25, 36	TG pp. 26–27, 37	TG pp. 28–29, 38	TG pp. 30–31, 39	TG pp. 32–33, 40