

ARLINGTON ISD
TAKS Instructional/Assessment Timeline

Grade 4 READING**
2009-2010

Objectives/TEKS Student Expectations	1st Benchmark	2nd Benchmark	3rd Benchmark	Review
<i>Objective 1: The student will <u>demonstrate a basic understanding of culturally diverse written text.</u></i>				X
[4.9b] draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)	X		X	
[4.9d] determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i> (4-8)		X		
[4.10f] determine a text's main (or major) ideas and how those ideas are supported with details (4-8)	X	X	X	
[4.10g] paraphrase and summarize text to recall, inform, or organize ideas (4-8)		X	X	
<i>Objective 2: The student will <u>apply knowledge of literary elements to understand culturally diverse written texts.</u></i>			X	X
[4.12h] analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-9)	X	X		
[4.12i] recognize and analyze story plot, setting, and problem resolution (4-8)	X	X		
<i>Objective 3: The student will <u>use a variety of strategies to analyze culturally diverse written texts.</u></i>				X
[4.10e] use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)		X	X	
[4.10i] find similarities and differences across texts such as in treatment, scope, or organization (4-8)	X	X		
[4.10l] represent text information in different ways such as in outline, timeline, or graphic organizer	X		X	
[4.12a] judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5)	X	X		
[4.12c] identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)	X			
[4.12e] compare communication in different forms such as comparing story variants (2-8)	X	X		
[4.12j] describe how the author's perspective or point of view affects the text (4-8)	X		X	

Grade 4, Reading, continued

Objectives/TEKS Student Expectations	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Review
Objective 4: The student will <u>apply critical thinking skills to analyze culturally diverse written texts.</u>				X
[4.10h] draw inferences such as conclusions or generalizations and support them with text evidence (4-8)		X	X	
[4.10j] distinguish fact and opinion in various texts (4-8)	X	X		
[4.11c] support responses by referring to relevant aspects of text (4-8)	X		X	
[4.11d] connect, compare, and contrast ideas, themes, and issues across text (4-8)	X	X	X	
[4.12b] recognize that authors organize information in specific ways (4-5)		X	X	

** While the purpose of this Instructional Timeline is to focus instruction on specific TEKS, teachers are responsible for teaching all fourth grade TEKS. Teachers should continue review of the specific TEKS throughout the instructional year.