

Girl Scouts Badges**Grades:** 4, 5**States:** Texas Assessments of Academic Readiness (STAAR), Texas Essential Knowledge and Skills (TEKS)**Junior: Legacy Badges**

Summary: As a Junior, girls can earn seven Legacy badges: Drawing, Practice with Purpose, Inside Government, Simple Meals, Junior First Aid, Junior Girl Scout Way, and Flowers.

Texas Assessments of Academic Readiness (STAAR)**Language Arts****Grade: 4 - Adopted 2011 (STAAR)**

GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.3)	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:
STUDENT EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard (STAAR)
STUDENT EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.6)	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:
STUDENT EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of

		metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	4.13 (A)	Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe). Supporting Standard (STAAR)
STUDENT EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard (STAAR)
Grade: 5 - Adopted 2011 (STAAR)		
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.3)	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:
STUDENT EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.6)	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:
STUDENT	5.6 (B)	Explain the roles and functions of characters in various plots,

EXPECTATION		including their relationships and conflicts. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	5.13 (A)	Interpret details from procedural text to complete a task, solve a problem, or perform procedures. Supporting Standard (STAAR)
STUDENT EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard (STAAR)
Science		
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 4: Organisms and Environments - The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
STANDARD	(3.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
STUDENT EXPECTATION	3.10 (C)	Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. Supporting Standard

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.1)	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
STUDENT EXPECTATION	5.1 (A)	Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
STUDENT EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable. (STAAR)
STUDENT EXPECTATION	5.2 (D)	Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
STUDENT EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING		Scientific Investigation and Reasoning Skills: These skills will

CATEGORY		not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.4)	Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
STUDENT EXPECTATION	5.4 (B)	Use safety equipment, including safety goggles and gloves. (STAAR)

Texas Essential Knowledge and Skills (TEKS)

Arts Education		
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Grade: 4

TEKS	TX.117.14 (4.1.)	Art: Perception: The student develops and organizes ideas from the environment.
STUDENT EXPECTATION	4.1. (B)	The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.
TEKS	TX.117.14 (4.2.)	Art: Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.
STUDENT EXPECTATION	4.2. (A)	The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks.
STUDENT EXPECTATION	4.2. (B)	The student is expected to design original artworks.
STUDENT EXPECTATION	4.2. (C)	The student is expected to invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.
TEKS	TX.117.15 (4.1.)	Music: Perception: The student describes and analyzes musical sound and demonstrates musical artistry.
STUDENT EXPECTATION	4.1. (B)	The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
TEKS	TX.117.15 (4.2.)	Music: Creative expression/performance: The student performs a varied repertoire of music.
STUDENT EXPECTATION	4.2. (A)	The student is expected to sing or play a classroom instrument independently or in groups.
TEKS	TX.117.15 (4.6.)	Music: Response/evaluation: The student responds to and evaluates music and musical performance.
STUDENT EXPECTATION	4.6. (B)	The student is expected to justify, using music terminology, personal preferences for specific music works and styles.

Grade: 5

TEKS	TX.117.17 (5.2.)	Art: Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.
STUDENT EXPECTATION	5.2. (A)	The student is expected to combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
STUDENT EXPECTATION	5.2. (C)	The student is expected to create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.
TEKS	TX.117.18 (5.1.)	Music: Perception: The student describes and analyzes musical sound and demonstrates musical artistry.
STUDENT EXPECTATION	5.1. (B)	The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
TEKS	TX.117.18 (5.2.)	Music: Creative expression/performance: The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.
STUDENT EXPECTATION	5.2. (A)	The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
TEKS	TX.117.18 (5.3.)	Music: Creative expression/performance: The student reads and writes music notation.
STUDENT EXPECTATION	5.3. (D)	The student is expected to identify music symbols and terms referring to dynamics, tempo, and articulation.
TEKS	TX.117.18 (5.6.)	Music: Response/evaluation: The student responds to and evaluates music and musical performance.
STUDENT EXPECTATION	5.6. (B)	The student is expected to evaluate, using music terminology, personal preferences for specific music works and styles.

Health and PE

Grade: 4

TEKS	TX.115.6 (4.1.)	Health Education: Health information: The student recognizes ways to enhance and maintain health throughout the life span.
STUDENT EXPECTATION	4.1. (A)	The student is expected to identify the benefits of six major nutrients contained in foods.
TEKS	TX.115.6 (4.3.)	Health Education: Health information: The student knows how to access health information.
STUDENT EXPECTATION	4.3. (A)	The student is expected to identify characteristics of health information.
STUDENT EXPECTATION	4.3. (B)	The student is expected to describe the importance of accessing health information through a variety of health resources.
TEKS	TX.115.6	Health Education: Health behavior: The student comprehends

	(4.5.)	and practices behaviors that prevent disease and speed recovery from illness.
STUDENT EXPECTATION	4.5. (A)	The student is expected to set personal-health goals for preventing illness.
STUDENT EXPECTATION	4.5. (B)	The student is expected to identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi.
STUDENT EXPECTATION	4.5. (C)	The student is expected to discuss ways in which prevention and transmission of disease are affected by individual behaviors.
TEKS	TX.115.6 (4.9.)	Health Education: Personal/interpersonal skills: The student uses social skills for building and maintaining healthy relationships throughout the life span.
STUDENT EXPECTATION	4.9. (A)	The student is expected to describe the qualities of a good friend.
STUDENT EXPECTATION	4.9. (B)	The student is expected to explain steps in conflict resolution.
STUDENT EXPECTATION	4.9. (F)	The student is expected to analyze strengths and weaknesses in personal communication skills.
TEKS	TX.116.6 (4.3.)	Physical Education: Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (A)	The student is expected to describe and select physical activities that provide for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (B)	The student is expected to name the components of health-related fitness such as strength, endurance, and flexibility.
STUDENT EXPECTATION	4.3. (F)	The student is expected to identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
TEKS	TX.116.6 (4.4.)	Physical Education: Physical activity and health: The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.
STUDENT EXPECTATION	4.4. (B)	The student is expected to participate in moderate to vigorous physical activities on a daily basis.
STUDENT EXPECTATION	4.4. (D)	The student is expected to identify major muscle groups and the movements they cause.
STUDENT EXPECTATION	4.4. (E)	The student is expected to describe the relationship between food intake and physical activity such as calories consumed and calories expended.
STUDENT EXPECTATION	4.4. (F)	The student is expected to explain the link between physical activity/inactivity and health such as reduce stress and burn calories.
STUDENT EXPECTATION	4.4. (G)	The student is expected to explain the relationship between physical activity and stress relief and demonstrate stress relief

		activities such as brisk walking, gentle stretching, and muscle tension and release.
STUDENT EXPECTATION	4.4. (H)	The student is expected to describe the need for rest and sleep in recovering from exercise.
Grade: 5		
TEKS	TX.115.7 (5.1.)	Health Education: Health information: The student knows ways to enhance and maintain personal health throughout the life span.
STUDENT EXPECTATION	5.1. (B)	The student is expected to apply information from the food guide pyramid to making healthy food choices.
STUDENT EXPECTATION	5.1. (C)	The student is expected to identify foods that are sources of one or more of the six major nutrients.
STUDENT EXPECTATION	5.1. (D)	The student is expected to calculate the relationship between caloric intake and energy expenditure.
STUDENT EXPECTATION	5.1. (E)	The student is expected to differentiate between health-related and skill-related physical activities.
TEKS	TX.115.7 (5.3.)	Health Education: Health information: The student knows how to utilize health information.
STUDENT EXPECTATION	5.3. (A)	The student is expected to describe methods of accessing health information.
TEKS	TX.115.7 (5.4.)	Health Education: Health behaviors: The student recognizes behaviors that prevent disease and speed recovery from illness.
STUDENT EXPECTATION	5.4. (A)	The student is expected to explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs.
TEKS	TX.115.7 (5.5.)	Health Education: Health behaviors: The student comprehends behaviors that reduce health risks throughout the life span.
STUDENT EXPECTATION	5.5. (E)	The student is expected to demonstrate strategies for preventing and responding to deliberate and accidental injuries.
STUDENT EXPECTATION	5.5. (G)	The student is expected to describe response procedures for emergency situations.
TEKS	TX.115.7 (5.6.)	Health Education: Influencing factors: The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.
STUDENT EXPECTATION	5.6. (C)	The student is expected to identify ways to enhance personal communication skills.
TEKS	TX.115.7 (5.8.)	Health Education: Influencing factors: The student knows how various factors influence individual, family, and community health throughout the life span.
STUDENT	5.8. (A)	The student is expected to explain the importance of

EXPECTATION		communication skills as a major influence on the social and emotional health of the individual and family.
STUDENT EXPECTATION	5.8. (B)	The student is expected to describe daily and weekly activities that promote the health of a family.
TEKS	TX.116.7 (5.3.)	Physical Education: Physical activity and health: The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	5.3. (A)	The student is expected to participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.
STUDENT EXPECTATION	5.3. (B)	The student is expected to identify appropriate personal fitness goals in each of the components of health-related fitness.
STUDENT EXPECTATION	5.3. (C)	The student is expected to explain the value of participation in community physical activities such as little league and parks and recreation.
TEKS	TX.116.7 (5.4.)	Physical Education: Physical activity and health: The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.
STUDENT EXPECTATION	5.4. (C)	The student is expected to match different types of physical activity with health-related fitness components.
STUDENT EXPECTATION	5.4. (D)	The student is expected to define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.
STUDENT EXPECTATION	5.4. (F)	The student is expected to identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.
STUDENT EXPECTATION	5.4. (G)	The student is expected to describe common skeletal problems and their effect on the body such as spinal curvatures.
STUDENT EXPECTATION	5.4. (H)	The student is expected to describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity.
TEKS	TX.116.7 (5.7.)	Physical Education: Social development: The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
STUDENT EXPECTATION	5.7. (B)	The student is expected to use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.

Language Arts

Grade: 4

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT	(4.3)	Reading/Comprehension of Literary Text/Theme and Genre.

EXPECTATION		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:
GRADE LEVEL EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme.
GRADE LEVEL EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.6)	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:
GRADE LEVEL EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	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).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (A)	Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.14)	Reading/Media Literacy. 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:
GRADE LEVEL EXPECTATION	4.14 (C)	Compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.18)	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:
GRADE LEVEL EXPECTATION	4.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	4.22 (D)	Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	4.24 (A)	Follow the research plan to collect information from multiple sources of information both oral and written, including:
INDICATOR	4.24 (A) (ii)	Data from experts, reference texts, and online searches
STUDENT EXPECTATION	(4.29)	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.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.

Grade: 5

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.3)	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:

GRADE LEVEL EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.6)	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:
GRADE LEVEL EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.9)	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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (A)	Interpret details from procedural text to complete a task, solve a problem, or perform procedures.
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.18)	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:
GRADE LEVEL EXPECTATION	5.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	5.22 (D)	Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
GRADE LEVEL EXPECTATION	5.22 (E)	Know how to use the spell-check function in word processing while understanding its limitations.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	5.24 (A)	Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
GRADE LEVEL EXPECTATION	5.24 (C)	Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
STUDENT EXPECTATION	(5.29)	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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	5.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.

Science

Grade: 4

TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.1)	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.2)	Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL	4.2 (A)	Plan and implement descriptive investigations, including asking

EXPECTATION		well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.
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TEKS	TX.112.15.	Science, Grade 4.
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STUDENT EXPECTATION	(4.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
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GRADE LEVEL EXPECTATION	4.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.
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GRADE LEVEL EXPECTATION	4.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
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TEKS	TX.112.15.	Science, Grade 4.
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STUDENT EXPECTATION	(4.4)	Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:
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GRADE LEVEL EXPECTATION	4.4 (B)	Use safety equipment as appropriate, including safety goggles and gloves.
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TEKS	TX.112.15.	Science, Grade 4.
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STUDENT EXPECTATION	(4.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:
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GRADE LEVEL EXPECTATION	4.10 (C)	Explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans.
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Grade: 5

TEKS	TX.112.16.	Science, Grade 5.
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STUDENT EXPECTATION	(5.1)	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
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GRADE LEVEL EXPECTATION	5.1 (A)	Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.
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TEKS	TX.112.16.	Science, Grade 5.
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STUDENT EXPECTATION	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
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GRADE LEVEL EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable.
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TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
GRADE LEVEL EXPECTATION	5.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.
GRADE LEVEL EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.4)	Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
GRADE LEVEL EXPECTATION	5.4 (B)	Use safety equipment, including safety goggles and gloves.

Social Studies

Grade: 4

TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.15)	Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
GRADE LEVEL EXPECTATION	4.15 (B)	Identify and explain the basic functions of the three branches of government according to the Texas Constitution.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.17)	Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
GRADE LEVEL EXPECTATION	4.17 (B)	Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.
GRADE LEVEL EXPECTATION	4.17 (C)	Explain the duty of the individual in state and local elections such as being informed and voting.
GRADE LEVEL EXPECTATION	4.17 (E)	Explain how to contact elected and appointed leaders in state and local governments.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.18)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

GRADE LEVEL EXPECTATION	4.18 (A)	Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States.
GRADE LEVEL EXPECTATION	4.18 (B)	Identify leadership qualities of state and local leaders, past and present.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
GRADE LEVEL EXPECTATION	4.21 (B)	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
GRADE LEVEL EXPECTATION	4.21 (D)	Identify different points of view about an issue, topic, historical event, or current event.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	4.22 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	4.22 (E)	Use standard grammar, spelling, sentence structure, and punctuation.
Grade: 5		
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.2)	History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:
GRADE LEVEL EXPECTATION	5.2 (B)	Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.4)	History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
GRADE LEVEL EXPECTATION	5.4 (E)	Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
TEKS	TX.113.16.	Social Studies, Grade 5

STUDENT EXPECTATION	(5.16)	Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
GRADE LEVEL EXPECTATION	5.16 (A)	Identify and explain the basic functions of the three branches of government.
GRADE LEVEL EXPECTATION	5.16 (B)	Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
GRADE LEVEL EXPECTATION	5.16 (C)	Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.18)	Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
GRADE LEVEL EXPECTATION	5.18 (A)	Explain the duty individuals have to participate in civic affairs at the local, state, and national levels.
GRADE LEVEL EXPECTATION	5.18 (B)	Explain how to contact elected and appointed leaders in local, state, and national governments.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.20)	Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:
GRADE LEVEL EXPECTATION	5.20 (B)	Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.24)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
GRADE LEVEL EXPECTATION	5.24 (B)	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
GRADE LEVEL EXPECTATION	5.24 (E)	Identify the historical context of an event.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	5.25 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Junior: Planet Journey - Skill Building Badges

Summary: Juniors can earn five badges connected to GET MOVING! National Leadership Journey. The badges are: Jeweler, Gardener, Detective, Camper, and Independence.

Texas Assessments of Academic Readiness (STAAR)**Language Arts****Grade: 4 - Adopted 2011 (STAAR)**

GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.3)	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:
STUDENT EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard (STAAR)
STUDENT EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.6)	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:
STUDENT EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard (STAAR)
		Grade: 5 - Adopted 2011 (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.3)	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:
STUDENT EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.6)	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:
STUDENT EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.

STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard (STAAR)

Science

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 4: Organisms and Environments - The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
STANDARD	(5.9)	Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
STUDENT EXPECTATION	5.9 (A)	Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 4: Organisms and Environments - The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
STANDARD	(3.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
STUDENT	3.10 (C)	Investigate and compare how animals and plants undergo a

EXPECTATION		series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
STUDENT EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable. (STAAR)
STUDENT EXPECTATION	5.2 (D)	Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. (STAAR)
STUDENT EXPECTATION	5.2 (G)	Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
STUDENT EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. (STAAR)

Texas Essential Knowledge and Skills (TEKS)

Arts Education		
Grade: 4		
TEKS	TX.117.14 (4.1.)	Art: Perception: The student develops and organizes ideas from the environment.
STUDENT EXPECTATION	4.1. (B)	The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

TEKS	TX.117.14 (4.2.)	Art: Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.
STUDENT EXPECTATION	4.2. (A)	The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks.
STUDENT EXPECTATION	4.2. (B)	The student is expected to design original artworks.
STUDENT EXPECTATION	4.2. (C)	The student is expected to invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.
Grade: 5		
TEKS	TX.117.17 (5.2.)	Art: Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.
STUDENT EXPECTATION	5.2. (A)	The student is expected to combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
STUDENT EXPECTATION	5.2. (C)	The student is expected to create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

Health and PE

Grade: 4

TEKS	TX.115.6 (4.2.)	Health Education: Health information: The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.
STUDENT EXPECTATION	4.2. (A)	The student is expected to describe how health behaviors affect body systems.
TEKS	TX.115.6 (4.2)	Health Education: Health information: The student recognizes ways to enhance and maintain health throughout the life span.
STUDENT EXPECTATION	4.2. (A)	The student is expected to describe how health behaviors affect body systems.
TEKS	TX.115.6 (4.5.)	Health Education: Health behavior: The student comprehends and practices behaviors that prevent disease and speed recovery from illness.
STUDENT EXPECTATION	4.5. (A)	The student is expected to set personal-health goals for preventing illness.
STUDENT EXPECTATION	4.5. (C)	The student is expected to discuss ways in which prevention and transmission of disease are affected by individual behaviors.
TEKS	TX.115.6 (4.9.)	Health Education: Personal/interpersonal skills: The student uses social skills for building and maintaining healthy relationships throughout the life span.
STUDENT	4.9. (A)	The student is expected to describe the qualities of a good

EXPECTATION		friend.
TEKS	TX.116.6 (4.3.)	Physical Education: Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (A)	The student is expected to describe and select physical activities that provide for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (F)	The student is expected to identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
TEKS	TX.116.6 (4.5.)	Physical Education: Physical activity and health: The student understands and applies safety practices associated with physical activities.
STUDENT EXPECTATION	4.5. (A)	The student is expected to use equipment safely and properly.
STUDENT EXPECTATION	4.5. (B)	The student is expected to select and use proper attire that promotes participation and prevents injury.
STUDENT EXPECTATION	4.5. (C)	The student is expected to describe and apply safety precautions when cycling and skating.
STUDENT EXPECTATION	4.5. (D)	The student is expected to identify potential risks associated with physical activities.
TEKS	TX.116.6 (4.6.)	Physical Education: Social development: The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
STUDENT EXPECTATION	4.6. (B)	The student is expected to analyze potential risks associated with unsafe movement and improper use of equipment.

Grade: 5

TEKS	TX.115.7 (5.4.)	Health Education: Health behaviors: The student recognizes behaviors that prevent disease and speed recovery from illness.
STUDENT EXPECTATION	5.4. (A)	The student is expected to explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs.
TEKS	TX.116.7 (5.3.)	Physical Education: Physical activity and health: The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	5.3. (B)	The student is expected to identify appropriate personal fitness goals in each of the components of health-related fitness.
STUDENT EXPECTATION	5.3. (C)	The student is expected to explain the value of participation in community physical activities such as little league and parks and recreation.
TEKS	TX.116.7 (5.5.)	Physical Education: Physical activity and health: The student understands and applies safety practices associated with

physical activities.

STUDENT EXPECTATION	5.5. (A)	The student is expected to use equipment safely and properly.
STUDENT EXPECTATION	5.5. (B)	The student is expected to select and use proper attire that promotes participation and prevents injury.
STUDENT EXPECTATION	5.5. (C)	The student is expected to describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.
STUDENT EXPECTATION	5.5. (D)	The student is expected to identify potentially dangerous exercises and their adverse effects on the body.

Language Arts

Grade: 4

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.3)	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:
GRADE LEVEL EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme.
GRADE LEVEL EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.6)	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:
GRADE LEVEL EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	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).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.18)	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:
GRADE LEVEL EXPECTATION	4.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
STUDENT EXPECTATION	(4.29)	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.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.
Grade: 5		
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.3)	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:
GRADE LEVEL EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.6)	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:
GRADE LEVEL EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5

STUDENT EXPECTATION	(5.9)	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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.18)	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:
GRADE LEVEL EXPECTATION	5.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
STUDENT EXPECTATION	(5.29)	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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	5.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.

Science		
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Grade: 4

TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.2)	Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	4.2 (A)	Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.
GRADE LEVEL EXPECTATION	4.2 (C)	Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
GRADE LEVEL EXPECTATION	4.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.
GRADE LEVEL EXPECTATION	4.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:
GRADE LEVEL EXPECTATION	4.10 (C)	Explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans.

Grade: 5

TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable.
GRADE LEVEL EXPECTATION	5.2 (G)	Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.

TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
GRADE LEVEL EXPECTATION	5.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.
GRADE LEVEL EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.9)	Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
GRADE LEVEL EXPECTATION	5.9 (A)	Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.

Social Studies

Grade: 4

TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	4.22 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	4.22 (E)	Use standard grammar, spelling, sentence structure, and punctuation.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.23)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
GRADE LEVEL EXPECTATION	4.23 (A)	Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
GRADE LEVEL EXPECTATION	4.23 (B)	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Grade: 5

TEKS	TX.113.16.	Social Studies, Grade 5
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STUDENT EXPECTATION	(5.23)	Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
GRADE LEVEL EXPECTATION	5.23 (A)	Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
GRADE LEVEL EXPECTATION	5.23 (B)	Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	5.25 (E)	Use standard grammar, spelling, sentence structure, and punctuation.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.26)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
GRADE LEVEL EXPECTATION	5.26 (A)	Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
GRADE LEVEL EXPECTATION	5.26 (B)	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Junior: It's Your Story Journey - Skill Building Badges

Summary: Juniors can earn five badges connected to aMUSE National Leadership Journey. The badges are: Geocacher, Animal Habitats, Playing the Past, Product Designer, and Social Butterfly.

Texas Assessments of Academic Readiness (STAAR)

Language Arts

Grade: **4** - Adopted **2011 (STAAR)**

GRADE / COURSE TX.STAAR.4R. STAAR Grade 4 Reading Assessment

REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.3)	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:
STUDENT EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard (STAAR)
STUDENT EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.6)	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:
STUDENT EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.

STANDARD	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard (STAAR)
Grade: 5 - Adopted 2011 (STAAR)		
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.3)	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:
STUDENT EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.6)	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:
STUDENT EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)

GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard (STAAR)

Science

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 4: Organisms and Environments - The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
STANDARD	(5.9)	Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
STUDENT EXPECTATION	5.9 (C)	Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways. Supporting Standard (STAAR)

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 4: Organisms and Environments - The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
STANDARD	(5.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
STUDENT EXPECTATION	5.10 (A)	Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals. Readiness Standard (STAAR)
STUDENT EXPECTATION	5.10 (B)	Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle. Readiness Standard (STAAR)

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
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REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.1)	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
STUDENT EXPECTATION	5.1 (B)	Make informed choices in the conservation, disposal, and recycling of materials. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
STUDENT EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable. (STAAR)
STUDENT EXPECTATION	5.2 (D)	Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. (STAAR)
STUDENT EXPECTATION	5.2 (G)	Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
STUDENT EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. (STAAR)

Texas Essential Knowledge and Skills (TEKS)

Arts Education

Grade: 4

TEKS	TX.117.16 (4.1.)	Theatre: Perception: The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
STUDENT EXPECTATION	4.1. (A)	The student is expected to relate sensory and emotional responses to theatre.
STUDENT EXPECTATION	4.1. (C)	The student is expected to respond to sounds, music, images, and the written word, using movement.
STUDENT EXPECTATION	4.1. (D)	The student is expected to express emotions and ideas, using interpretive movements, sounds, and dialogue.
TEKS	TX.117.16 (4.2.)	Theatre: Creative expression/performance: The student interprets characters, using the voice and body expressively, and creates dramatizations.
STUDENT EXPECTATION	4.2. (A)	The student is expected to demonstrate safe use of the voice and body.
STUDENT EXPECTATION	4.2. (B)	The student is expected to describe clearly characters, their relationships, and their surroundings.
STUDENT EXPECTATION	4.2. (C)	The student is expected to develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history.
STUDENT EXPECTATION	4.2. (D)	The student is expected to dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.
TEKS	TX.117.16 (4.3.)	Theatre: Creative expression/performance: The student applies design, directing, and theatre production concepts and skills.
STUDENT EXPECTATION	4.3. (D)	The student is expected to interact cooperatively with others in brief dramatizations.

Grade: 5

TEKS	TX.117.19 (5.1.)	Theatre: Perception: The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
STUDENT EXPECTATION	5.1. (A)	The student is expected to develop characterization, using sensory and emotional recall.
STUDENT EXPECTATION	5.1. (C)	The student is expected to respond to sounds, music, images, and the written word, using movement.
STUDENT EXPECTATION	5.1. (D)	The student is expected to express emotions and relate ideas, using interpretive movement and dialogue.
TEKS	TX.117.19	Theatre: Creative expression/performance: The student

	(5.2.)	interprets characters, using the voice and body expressively, and creates dramatizations.
STUDENT EXPECTATION	5.2. (A)	The student is expected to demonstrate safe use of the voice and body.
STUDENT EXPECTATION	5.2. (B)	The student is expected to describe characters, their relationships, and their surroundings in detail.
STUDENT EXPECTATION	5.2. (C)	The student is expected to select movements and portray a character, using dialogue appropriately.
STUDENT EXPECTATION	5.2. (D)	The student is expected to dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.
TEKS	TX.117.19 (5.3.)	Theatre: Creative expression/performance: The student applies design, directing, and theatre production concepts and skills.
STUDENT EXPECTATION	5.3. (A)	The student is expected to define character, environment, action, and theme, using props, costumes, and visual elements.
STUDENT EXPECTATION	5.3. (C)	The student is expected to plan brief dramatizations collaboratively.
STUDENT EXPECTATION	5.3. (D)	The student is expected to interact cooperatively with others in brief dramatizations.

Health and PE

Grade: 4

TEKS	TX.115.6 (4.9.)	Health Education: Personal/interpersonal skills: The student uses social skills for building and maintaining healthy relationships throughout the life span.
STUDENT EXPECTATION	4.9. (A)	The student is expected to describe the qualities of a good friend.

Language Arts

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.3)	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:
GRADE LEVEL EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme.
GRADE LEVEL EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.6)	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:
GRADE LEVEL EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	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).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.18)	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:
GRADE LEVEL EXPECTATION	4.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
STUDENT EXPECTATION	(4.29)	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.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.

Grade: 5

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.3)	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:
GRADE LEVEL EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.6)	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:
GRADE LEVEL EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.9)	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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.18)	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:
GRADE LEVEL EXPECTATION	5.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
STUDENT EXPECTATION	(5.29)	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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	5.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.

Science

Grade: 4

TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.1)	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (B)	Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.2)	Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	4.2 (A)	Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.
GRADE LEVEL EXPECTATION	4.2 (C)	Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
GRADE LEVEL EXPECTATION	4.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the

		student.
GRADE LEVEL EXPECTATION	4.3 (B)	Draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen.
GRADE LEVEL EXPECTATION	4.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:
GRADE LEVEL EXPECTATION	4.10 (A)	Explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants.
Grade: 5		
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable.
GRADE LEVEL EXPECTATION	5.2 (G)	Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.3)	Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
GRADE LEVEL EXPECTATION	5.3 (A)	In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.
GRADE LEVEL EXPECTATION	5.3 (D)	Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.9)	Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
GRADE LEVEL EXPECTATION	5.9 (C)	Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of

TEKS	TX.112.16.	grazers or the building of highways. Science, Grade 5.
STUDENT EXPECTATION	(5.10)	Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
GRADE LEVEL EXPECTATION	5.10 (A)	Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals.
GRADE LEVEL EXPECTATION	5.10 (B)	Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.

Social Studies

Grade: 4

TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
GRADE LEVEL EXPECTATION	4.21 (B)	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
GRADE LEVEL EXPECTATION	4.21 (D)	Identify different points of view about an issue, topic, historical event, or current event.
TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	4.22 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	4.22 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Grade: 5

TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.7)	Geography. The student understands the concept of regions in the United States. The student is expected to:
GRADE LEVEL EXPECTATION	5.7 (B)	Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.
GRADE LEVEL EXPECTATION	5.7 (D)	Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.24)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
GRADE LEVEL EXPECTATION	5.24 (B)	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
GRADE LEVEL EXPECTATION	5.24 (D)	Identify different points of view about an issue, topic, or current event.
GRADE LEVEL EXPECTATION	5.24 (E)	Identify the historical context of an event.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	5.25 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Junior: It's Your World Journey - Skill Building Badges

Summary: Juniors can earn five badges connected to Agent of Change National Leadership Journey. The badges are: Digital Photographer, Staying Fit, Musician, Entertainment Technology, and Scribe.

Texas Assessments of Academic Readiness (STAAR)

Language Arts

Grade: 4 - Adopted 2011 (STAAR)

GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.3)	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:
STUDENT EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard (STAAR)
STUDENT EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard (STAAR)

GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.6)	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:
STUDENT EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard (STAAR)
Grade: 5 - Adopted 2011 (STAAR)		
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.3)	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:
STUDENT EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.6)	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:
STUDENT EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard (STAAR)

Science		
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GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Reporting Category 2: Force, Motion, and Energy - The student will demonstrate an understanding of force, motion, and energy and their relationships.
STANDARD	(5.6)	Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
STUDENT EXPECTATION	5.6 (C)	Demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Science Assessment
REPORTING CATEGORY		Scientific Investigation and Reasoning Skills: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.
STANDARD	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
STUDENT EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable. (STAAR)
STUDENT EXPECTATION	5.2 (D)	Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. (STAAR)

Texas Essential Knowledge and Skills (TEKS)

Arts Education		
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Grade: 4

TEKS	TX.117.15 (4.1.)	Music: Perception: The student describes and analyzes musical sound and demonstrates musical artistry.
STUDENT EXPECTATION	4.1. (B)	The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
TEKS	TX.117.15 (4.2.)	Music: Creative expression/performance: The student performs a varied repertoire of music.
STUDENT EXPECTATION	4.2. (A)	The student is expected to sing or play a classroom instrument independently or in groups.

TEKS	TX.117.15 (4.6.)	Music: Response/evaluation: The student responds to and evaluates music and musical performance.
STUDENT EXPECTATION	4.6. (B)	The student is expected to justify, using music terminology, personal preferences for specific music works and styles.
Grade: 5		
TEKS	TX.117.18 (5.1.)	Music: Perception: The student describes and analyzes musical sound and demonstrates musical artistry.
STUDENT EXPECTATION	5.1. (B)	The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
TEKS	TX.117.18 (5.2.)	Music: Creative expression/performance: The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.
STUDENT EXPECTATION	5.2. (A)	The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
TEKS	TX.117.18 (5.3.)	Music: Creative expression/performance: The student reads and writes music notation.
STUDENT EXPECTATION	5.3. (D)	The student is expected to identify music symbols and terms referring to dynamics, tempo, and articulation.
TEKS	TX.117.18 (5.6.)	Music: Response/evaluation: The student responds to and evaluates music and musical performance.
STUDENT EXPECTATION	5.6. (B)	The student is expected to evaluate, using music terminology, personal preferences for specific music works and styles.

Health and PE

Grade: 4

TEKS	TX.115.6 (4.1.)	Health Education: Health information: The student recognizes ways to enhance and maintain health throughout the life span.
STUDENT EXPECTATION	4.1. (A)	The student is expected to identify the benefits of six major nutrients contained in foods.
STUDENT EXPECTATION	4.1. (D)	The student is expected to explain the physical, mental, and social benefits of fitness.
STUDENT EXPECTATION	4.1. (F)	The student is expected to identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.
TEKS	TX.115.6 (4.3.)	Health Education: Health information: The student knows how to access health information.
STUDENT EXPECTATION	4.3. (A)	The student is expected to identify characteristics of health information.
STUDENT EXPECTATION	4.3. (B)	The student is expected to describe the importance of accessing health information through a variety of health resources.

TEKS	TX.115.6 (4.5.)	Health Education: Health behavior: The student comprehends and practices behaviors that prevent disease and speed recovery from illness.
STUDENT EXPECTATION	4.5. (A)	The student is expected to set personal-health goals for preventing illness.
STUDENT EXPECTATION	4.5. (B)	The student is expected to identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi.
STUDENT EXPECTATION	4.5. (C)	The student is expected to discuss ways in which prevention and transmission of disease are affected by individual behaviors.
TEKS	TX.115.6 (4.9.)	Health Education: Personal/interpersonal skills: The student uses social skills for building and maintaining healthy relationships throughout the life span.
STUDENT EXPECTATION	4.9. (A)	The student is expected to describe the qualities of a good friend.
STUDENT EXPECTATION	4.9. (D)	The student is expected to demonstrate healthy ways of gaining attention.
TEKS	TX.115.6 (4.10.)	Health Education: Personal/interpersonal skills: The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
STUDENT EXPECTATION	4.10. (B)	The student is expected to describe healthy ways of responding to disrespectful behavior.
STUDENT EXPECTATION	4.10. (C)	The student is expected to describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
TEKS	TX.115.6 (4.11.)	Health Education: Personal/interpersonal skills: The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
STUDENT EXPECTATION	4.11. (A)	The student is expected to explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems.
STUDENT EXPECTATION	4.11. (E)	The student is expected to describe steps in decision making and problem solving.
TEKS	TX.116.6 (4.1.)	Physical Education: Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.
STUDENT EXPECTATION	4.1. (A)	The student is expected to demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations.
STUDENT EXPECTATION	4.1. (B)	The student is expected to catch an object while traveling such as catch a football pass on the run.
STUDENT	4.1. (C)	The student is expected to combine shapes, levels, pathways,

EXPECTATION		and locomotor patterns smoothly into repeatable sequences.
STUDENT EXPECTATION	4.1. (D)	The student is expected to jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending.
STUDENT EXPECTATION	4.1. (E)	The student is expected to perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.
STUDENT EXPECTATION	4.1. (F)	The student is expected to demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force.
STUDENT EXPECTATION	4.1. (G)	The student is expected to transfer weight along and over equipment with good body control.
STUDENT EXPECTATION	4.1. (H)	The student is expected to create a movement sequence with a beginning, middle, and end.
STUDENT EXPECTATION	4.1. (J)	The student is expected to travel into and out of a rope turned by others without hesitating.
STUDENT EXPECTATION	4.1. (K)	The student is expected to demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.
TEKS	TX.116.6 (4.2.)	Physical Education: Movement: The student applies movement concepts and principles to the learning and development of motor skills.
STUDENT EXPECTATION	4.2. (B)	The student is expected to identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.
STUDENT EXPECTATION	4.2. (C)	The student is expected to make appropriate changes in performance based on feedback.
STUDENT EXPECTATION	4.2. (D)	The student is expected to describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.
TEKS	TX.116.6 (4.3.)	Physical Education: Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (A)	The student is expected to describe and select physical activities that provide for enjoyment and challenge.
STUDENT EXPECTATION	4.3. (B)	The student is expected to name the components of health-related fitness such as strength, endurance, and flexibility.
STUDENT EXPECTATION	4.3. (D)	The student is expected to improve flexibility in shoulders, trunk, and legs.
STUDENT EXPECTATION	4.3. (F)	The student is expected to identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
TEKS	TX.116.6 (4.4.)	Physical Education: Physical activity and health: The student knows the benefits from being involved in daily physical

		activity and factors that affect physical performance.
STUDENT EXPECTATION	4.4. (B)	The student is expected to participate in moderate to vigorous physical activities on a daily basis.
STUDENT EXPECTATION	4.4. (D)	The student is expected to identify major muscle groups and the movements they cause.
STUDENT EXPECTATION	4.4. (E)	The student is expected to describe the relationship between food intake and physical activity such as calories consumed and calories expended.
STUDENT EXPECTATION	4.4. (F)	The student is expected to explain the link between physical activity/inactivity and health such as reduce stress and burn calories.
STUDENT EXPECTATION	4.4. (G)	The student is expected to explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.
STUDENT EXPECTATION	4.4. (H)	The student is expected to describe the need for rest and sleep in recovering from exercise.
STUDENT EXPECTATION	4.4. (I)	The student is expected to identify sources of information on skill improvement, fitness, and health such as books and technology.
TEKS	TX.116.6 (4.7.)	Physical Education: Social development: The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
STUDENT EXPECTATION	4.7. (C)	The student is expected to work independently and stay on task.

Grade: 5

TEKS	TX.115.7 (5.1.)	Health Education: Health information: The student knows ways to enhance and maintain personal health throughout the life span.
STUDENT EXPECTATION	5.1. (B)	The student is expected to apply information from the food guide pyramid to making healthy food choices.
STUDENT EXPECTATION	5.1. (C)	The student is expected to identify foods that are sources of one or more of the six major nutrients.
STUDENT EXPECTATION	5.1. (D)	The student is expected to calculate the relationship between caloric intake and energy expenditure.
STUDENT EXPECTATION	5.1. (E)	The student is expected to differentiate between health-related and skill-related physical activities.
TEKS	TX.115.7 (5.3.)	Health Education: Health information: The student knows how to utilize health information.
STUDENT EXPECTATION	5.3. (A)	The student is expected to describe methods of accessing health information.
TEKS	TX.115.7 (5.4.)	Health Education: Health behaviors: The student recognizes behaviors that prevent disease and speed recovery from

		illness.
STUDENT EXPECTATION	5.4. (A)	The student is expected to explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs.
TEKS	TX.115.7 (5.6.)	Health Education: Influencing factors: The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.
STUDENT EXPECTATION	5.6. (D)	The student is expected to analyze respectful ways to communicate with family, adults, and peers.
STUDENT EXPECTATION	5.6. (F)	The student is expected to apply and practice strategies for self-control.
STUDENT EXPECTATION	5.6. (G)	The student is expected to describe strategies for stress management.
TEKS	TX.115.7 (5.8.)	Health Education: Influencing factors: The student knows how various factors influence individual, family, and community health throughout the life span.
STUDENT EXPECTATION	5.8. (B)	The student is expected to describe daily and weekly activities that promote the health of a family.
TEKS	TX.115.7 (5.9.)	Health Education: Personal/interpersonal skills: The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.
STUDENT EXPECTATION	5.9. (B)	The student is expected to assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.
STUDENT EXPECTATION	5.9. (C)	The student is expected to utilize critical thinking in decision making and problem solving.
TEKS	TX.116.7 (5.1.)	Physical Education: Movement: The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.
STUDENT EXPECTATION	5.1. (A)	The student is expected to demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
STUDENT EXPECTATION	5.1. (B)	The student is expected to demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.
STUDENT EXPECTATION	5.1. (C)	The student is expected to demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.
STUDENT EXPECTATION	5.1. (D)	The student is expected to demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.
STUDENT	5.1. (E)	The student is expected to demonstrate simple stunts that

EXPECTATION		exhibit agility such as jumping challenges with proper landings.
STUDENT EXPECTATION	5.1. (F)	The student is expected to combine traveling and rolling with smooth transitions.
STUDENT EXPECTATION	5.1. (G)	The student is expected to combine weight transfer and balance on mats and equipment.
STUDENT EXPECTATION	5.1. (H)	The student is expected to demonstrate the ability to contrast a partner's movement.
STUDENT EXPECTATION	5.1. (J)	The student is expected to jump a rope using various rhythms and foot patterns repeatedly.
STUDENT EXPECTATION	5.1. (K)	The student is expected to demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.
STUDENT EXPECTATION	5.1. (L)	The student is expected to demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.
TEKS	TX.116.7 (5.2.)	Physical Education: Movement: The student applies movement concepts and principles to the learning and development of motor skills.
STUDENT EXPECTATION	5.2. (A)	The student is expected to identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.
STUDENT EXPECTATION	5.2. (B)	The student is expected to identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.
STUDENT EXPECTATION	5.2. (C)	The student is expected to choose appropriate drills/activities to enhance the learning of a specific skill.
TEKS	TX.116.7 (5.3.)	Physical Education: Physical activity and health: The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
STUDENT EXPECTATION	5.3. (A)	The student is expected to participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.
STUDENT EXPECTATION	5.3. (B)	The student is expected to identify appropriate personal fitness goals in each of the components of health-related fitness.
STUDENT EXPECTATION	5.3. (C)	The student is expected to explain the value of participation in community physical activities such as little league and parks and recreation.
TEKS	TX.116.7 (5.4.)	Physical Education: Physical activity and health: The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

STUDENT EXPECTATION	5.4. (C)	The student is expected to match different types of physical activity with health-related fitness components.
STUDENT EXPECTATION	5.4. (D)	The student is expected to define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.
STUDENT EXPECTATION	5.4. (E)	The student is expected to describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.
STUDENT EXPECTATION	5.4. (F)	The student is expected to identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.
STUDENT EXPECTATION	5.4. (G)	The student is expected to describe common skeletal problems and their effect on the body such as spinal curvatures.
STUDENT EXPECTATION	5.4. (H)	The student is expected to describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity.

Language Arts

Grade: 4

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.3)	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:
GRADE LEVEL EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme.
GRADE LEVEL EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.6)	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:
GRADE LEVEL EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	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).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.16)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
GRADE LEVEL EXPECTATION	4.16 (B)	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.18)	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:
GRADE LEVEL EXPECTATION	4.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
GRADE LEVEL EXPECTATION	4.23 (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.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	4.24 (A)	Follow the research plan to collect information from multiple sources of information both oral and written, including:
INDICATOR	4.24 (A) (ii)	Data from experts, reference texts, and online searches
STUDENT EXPECTATION	(4.25)	Research/Synthesizing Information. 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).
STUDENT EXPECTATION	(4.29)	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.

TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.

Grade: 5

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.3)	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:
GRADE LEVEL EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature.

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.6)	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:
GRADE LEVEL EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts.

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.9)	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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT	(5.13)	Reading/Comprehension of Informational Text/Procedural

EXPECTATION		Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.16)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
GRADE LEVEL EXPECTATION	5.16 (B)	Write poems using:
INDICATOR	5.16 (B) (i)	Poetic techniques (e.g., alliteration, onomatopoeia)
INDICATOR	5.16 (B) (ii)	Figurative language (e.g., similes, metaphors)
INDICATOR	5.16 (B) (iii)	Graphic elements (e.g., capital letters, line length)..
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.18)	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:
GRADE LEVEL EXPECTATION	5.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
GRADE LEVEL EXPECTATION	5.23 (B)	Generate a research plan for gathering relevant information about the major research question.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	5.24 (A)	Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.25)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Refine the major research question, if necessary, guided by the answers to a secondary set of questions.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5

STUDENT EXPECTATION	(5.26)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
GRADE LEVEL EXPECTATION	5.26 (A)	Compiles important information from multiple sources.
STUDENT EXPECTATION	(5.29)	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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	5.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.

Science

Grade: 4

TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.2)	Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	4.2 (A)	Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.
TEKS	TX.112.15.	Science, Grade 4.
STUDENT EXPECTATION	(4.6)	Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
GRADE LEVEL EXPECTATION	4.6 (D)	Design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism.

Grade: 5

TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.2)	Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:
GRADE LEVEL EXPECTATION	5.2 (A)	Describe, plan, and implement simple experimental investigations testing one variable.
TEKS	TX.112.16.	Science, Grade 5.
STUDENT EXPECTATION	(5.6)	Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
GRADE LEVEL EXPECTATION	5.6 (C)	Demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water.
GRADE LEVEL EXPECTATION	5.6 (D)	Design an experiment that tests the effect of force on an object.

Social Studies

Grade: 4

TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	4.22 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	4.22 (B)	Incorporate main and supporting ideas in verbal and written communication.
GRADE LEVEL EXPECTATION	4.22 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Grade: 5

TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	5.25 (B)	Incorporate main and supporting ideas in verbal and written communication.
GRADE LEVEL EXPECTATION	5.25 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Junior: Financial Literacy & Cookie Business Badges

Summary: Juniors can earn two additional badges each year to support entrepreneurship. Financial Literacy badges are: Business Owner and Savvy Shopper. Cookie Business badges are: Cookie CEO and Customer Insights.

Texas Assessments of Academic Readiness (STAAR)**Language Arts****Grade: 4 - Adopted 2011 (STAAR)**

GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.3)	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:
STUDENT EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard (STAAR)
STUDENT EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(4.6)	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:
STUDENT EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed,

STUDENT EXPECTATION	Figure 19 (D)	critical readers. The student is expected to: Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.4R.	STAAR Grade 4 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard (STAAR)
		Grade: 5 - Adopted 2011 (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.3)	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:
STUDENT EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand and analyze literary texts.
STANDARD	(5.6)	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:
STUDENT EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts. Readiness Standard (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 2: Understanding and Analysis of Literary Texts - The student will demonstrate an ability to understand

		and analyze literary texts.
STANDARD	(Figure 19)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
STUDENT EXPECTATION	Figure 19 (D)	Make inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama) (STAAR)
GRADE / COURSE	TX.STAAR.5R.	STAAR Grade 5 Reading Assessment
REPORTING CATEGORY		Reporting Category 3: Understanding and Analysis of Informational Texts - The student will demonstrate an ability to understand and analyze informational texts.
STANDARD	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
STUDENT EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard (STAAR)

Mathematics

Grade: 4 - Adopted 2010 (STAAR)

GRADE / COURSE	TX.STAAR.4.	STAAR Grade 4 Mathematics Assessment
REPORTING CATEGORY		Underlying Processes and Mathematical Tools: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 75% of the test questions in reporting categories 1-5 and will be identified along with content standards.
STANDARD	(4.14)	Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
STUDENT EXPECTATION	4.14 (A)	Identify the mathematics in everyday situations. (STAAR)
GRADE / COURSE	TX.STAAR.4.	STAAR Grade 4 Mathematics Assessment
REPORTING CATEGORY		Underlying Processes and Mathematical Tools: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 75% of the test questions in reporting categories 1-5 and will be identified along with content standards.
STANDARD	(4.15)	Underlying processes and mathematical tools. The student

		communicates about Grade 4 mathematics using informal language. The student is expected to:
STUDENT EXPECTATION	4.15 (A)	Explain and record observations using objects, words, pictures, numbers, and technology. (STAAR)
STUDENT EXPECTATION	4.15 (B)	Relate informal language to mathematical language and symbols. (STAAR)
Grade: 5 - Adopted 2010 (STAAR)		
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Mathematics Assessment
REPORTING CATEGORY		Reporting Category 5: Probability and Statistics - The student will demonstrate an understanding of probability and statistics.
STANDARD	(5.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:
STUDENT EXPECTATION	5.13 (C)	Graph a given set of data using an appropriate graphical representation such as a picture or line graph. Supporting Standard (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Mathematics Assessment
REPORTING CATEGORY		Underlying Processes and Mathematical Tools: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 75% of the test questions in reporting categories 1-5 and will be identified along with content standards.
STANDARD	(5.14)	Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
STUDENT EXPECTATION	5.14 (A)	Identify the mathematics in everyday situations. (STAAR)
GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Mathematics Assessment
REPORTING CATEGORY		Underlying Processes and Mathematical Tools: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 75% of the test questions in reporting categories 1-5 and will be identified along with content standards.
STANDARD	(5.15)	Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language. The student is expected to:
STUDENT EXPECTATION	5.15 (A)	Explain and record observations using objects, words, pictures, numbers, and technology. (STAAR)
STUDENT EXPECTATION	5.15 (B)	Relate informal language to mathematical language and symbols. (STAAR)

GRADE / COURSE	TX.STAAR.5.	STAAR Grade 5 Mathematics Assessment
REPORTING CATEGORY		Underlying Processes and Mathematical Tools: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 75% of the test questions in reporting categories 1-5 and will be identified along with content standards.
STANDARD	(5.16)	Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
STUDENT EXPECTATION	5.16 (A)	Make generalizations from patterns or sets of examples and non-examples. (STAAR)

Texas Essential Knowledge and Skills (TEKS)

Health and PE

Grade: 4

TEKS	TX.115.6 (4.9.)	Health Education: Personal/interpersonal skills: The student uses social skills for building and maintaining healthy relationships throughout the life span.
STUDENT EXPECTATION	4.9. (F)	The student is expected to analyze strengths and weaknesses in personal communication skills.

Grade: 5

TEKS	TX.115.7 (5.6.)	Health Education: Influencing factors: The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.
STUDENT EXPECTATION	5.6. (C)	The student is expected to identify ways to enhance personal communication skills.
TEKS	TX.115.7 (5.8.)	Health Education: Influencing factors: The student knows how various factors influence individual, family, and community health throughout the life span.
STUDENT EXPECTATION	5.8. (A)	The student is expected to explain the importance of communication skills as a major influence on the social and emotional health of the individual and family.

Language Arts

Grade: 4

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.3)	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:
GRADE LEVEL EXPECTATION	4.3 (A)	Summarize and explain the lesson or message of a work of fiction as its theme.

GRADE LEVEL EXPECTATION	4.3 (B)	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.6)	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:
GRADE LEVEL EXPECTATION	4.6 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	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).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.14)	Reading/Media Literacy. 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:
GRADE LEVEL EXPECTATION	4.14 (C)	Compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.18)	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:
GRADE LEVEL EXPECTATION	4.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	4.22 (D)	Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
GRADE LEVEL EXPECTATION	4.23 (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.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	4.24 (A)	Follow the research plan to collect information from multiple sources of information both oral and written, including:
INDICATOR	4.24 (A) (ii)	Data from experts, reference texts, and online searches
STUDENT EXPECTATION	(4.25)	Research/Synthesizing Information. 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).
STUDENT EXPECTATION	(4.29)	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.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	4.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.
Grade: 5		
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.3)	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:
GRADE LEVEL EXPECTATION	5.3 (C)	Explain the effect of a historical event or movement on the theme of a work of literature.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.6)	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:
GRADE LEVEL EXPECTATION	5.6 (B)	Explain the roles and functions of characters in various plots, including their relationships and conflicts.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.9)	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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.18)	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:
GRADE LEVEL EXPECTATION	5.18 (C)	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	5.22 (D)	Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
GRADE LEVEL EXPECTATION	5.22 (E)	Know how to use the spell-check function in word processing while understanding its limitations.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT	(5.23)	Research/Research Plan. Students ask open-ended research

EXPECTATION		questions and develop a plan for answering them. Students are expected to:
GRADE LEVEL EXPECTATION	5.23 (B)	Generate a research plan for gathering relevant information about the major research question.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.24)	Research/Gathering Sources. 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:
GRADE LEVEL EXPECTATION	5.24 (A)	Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
GRADE LEVEL EXPECTATION	5.24 (C)	Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.25)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Refine the major research question, if necessary, guided by the answers to a secondary set of questions.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.26)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
GRADE LEVEL EXPECTATION	5.26 (A)	Compiles important information from multiple sources.
STUDENT EXPECTATION	(5.29)	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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	5.1 (A)	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.

GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
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GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.
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Mathematics

Grade: 4

TEKS	TX.111.16.	Mathematics, Grade 4.
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STUDENT EXPECTATION	(4.14)	Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
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GRADE LEVEL EXPECTATION	4.14 (A)	Identify the mathematics in everyday situations.
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TEKS	TX.111.16.	Mathematics, Grade 4.
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STUDENT EXPECTATION	(4.15)	Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:
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GRADE LEVEL EXPECTATION	4.15 (A)	Explain and record observations using objects, words, pictures, numbers, and technology.
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GRADE LEVEL EXPECTATION	4.15 (B)	Relate informal language to mathematical language and symbols.
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Grade: 5

TEKS	TX.111.17.	Mathematics, Grade 5.
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STUDENT EXPECTATION	(5.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:
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GRADE LEVEL EXPECTATION	5.13 (C)	Graph a given set of data using an appropriate graphical representation such as a picture or line graph.
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TEKS	TX.111.17.	Mathematics, Grade 5.
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STUDENT EXPECTATION	(5.14)	Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
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GRADE LEVEL EXPECTATION	5.14 (A)	Identify the mathematics in everyday situations.
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TEKS	TX.111.17.	Mathematics, Grade 5.
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STUDENT EXPECTATION	(5.15)	Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language. The student is expected to:
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GRADE LEVEL EXPECTATION	5.15 (A)	Explain and record observations using objects, words, pictures, numbers, and technology.
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GRADE LEVEL EXPECTATION	5.15 (B)	Relate informal language to mathematical language and symbols.
TEKS	TX.111.17.	Mathematics, Grade 5.
STUDENT EXPECTATION	(5.16)	Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
GRADE LEVEL EXPECTATION	5.16 (A)	Make generalizations from patterns or sets of examples and non-examples.

Social Studies

Grade: 4

TEKS	TX.113.15.	Social Studies, Grade 4
STUDENT EXPECTATION	(4.22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	4.22 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	4.22 (B)	Incorporate main and supporting ideas in verbal and written communication.
GRADE LEVEL EXPECTATION	4.22 (C)	Express ideas orally based on research and experiences.
GRADE LEVEL EXPECTATION	4.22 (E)	Use standard grammar, spelling, sentence structure, and punctuation.

Grade: 5

TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.12)	Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
GRADE LEVEL EXPECTATION	5.12 (A)	Explain how supply and demand affects consumers in the United States.
TEKS	TX.113.16.	Social Studies, Grade 5
STUDENT EXPECTATION	(5.25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
GRADE LEVEL EXPECTATION	5.25 (A)	Use social studies terminology correctly.
GRADE LEVEL EXPECTATION	5.25 (B)	Incorporate main and supporting ideas in verbal and written communication.
GRADE LEVEL EXPECTATION	5.25 (C)	Express ideas orally based on research and experiences.
GRADE LEVEL EXPECTATION	5.25 (E)	Use standard grammar, spelling, sentence structure, and punctuation.