

*John Audubon, Young Naturalist* is aligned to *Texas Essential Knowledge and Skills (TEKS) for English Language Arts* (Grade 4).\* Students can meet these standards through silent and oral reading, and through teacher-led class discussions about the book's central theme(s), historical events, and notable people.

<b>Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading: Grade 4</b> Copyright © 1998, Texas Education Agency	
<b>4.1</b> <b>Listening/ Speaking: Purposes</b>	The student listens actively and purposefully in a variety of settings. (A) Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8). (B) Eliminate barriers to effective listening (4-8). (C) Understand the major ideas and supporting evidence in spoken messages (4-8).
<b>4.3</b> <b>Listening/ Speaking: Appreciation</b>	The student listens, enjoys, and appreciates spoken language. (A) Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). (C) Assess how language choice and delivery affect the tone of the message (4-5).
<b>4.6</b> <b>Reading: Word identification</b>	The student uses a variety of word recognition strategies. (A) Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). (B) Use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> (4-6). (C) Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).
<b>4.7</b> <b>Reading: Fluency</b>	The student reads with fluency and understanding in texts at appropriate difficulty levels. (A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4). (C) Demonstrate characteristics of fluent and effective reading (4-6). (D) Adjust reading rate based on purposes for reading (4-8). (E) Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). (F) Read silently with increasing ease for longer periods (4-8).
<b>4.9</b> <b>Reading: Vocabulary Development</b>	The student acquires an extensive vocabulary through reading and systematic word study. (A) Develop vocabulary by listening to selections read aloud (4-8). (B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5). (D) Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> (4-8).

<p><b>4.10</b> <b>Reading:</b> <b>Comprehension</b></p>	<p>The student comprehends selections using a variety of strategies.</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8).</p> <p>(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).</p> <p>(C) Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).</p> <p>(D) Describe mental images that text descriptions evoke (4-8).</p> <p>(E) Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).</p> <p>(F) Determine a text's main (or major) ideas and how those ideas are supported with details (4-8).</p> <p>(G) Paraphrase and summarize text to recall, inform, and organize ideas (4-8).</p> <p>(H) Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).</p>
<p><b>4.11</b> <b>Reading:</b> <b>Literary</b> <b>Response</b></p>	<p>The student expresses and supports responses to various types of texts.</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).</p> <p>(C) Support responses by referring to relevant aspects of text and his/her own experiences (4-8).</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>
<p><b>4.12</b> <b>Reading:</b> <b>Text Structures/</b> <b>Literary</b> <b>Concepts</b></p>	<p>The student analyzes the characteristics of various types of texts (genres).</p> <p>(A) Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5).</p> <p>(B) Recognize that authors organize information in specific ways (4-5).</p> <p>(D) Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).</p> <p>(I) Recognize and analyze story plot, setting, and problem resolution (4-8).</p>
<p><b>4.23</b> <b>Viewing/</b> <b>Representing/</b> <b>Interpretation</b></p>	<p>The student understands and interprets visual images, messages, and meanings.</p> <p>(A) Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).</p>

\*Note that *John Audubon, Young Naturalist* does not align to Grade 4 *Texas Essential Knowledge and Skills (TEKS) for Social Studies* because those standards focus solely on Texas history, government, geography, and economics.