



**Understanding Your Child's Progress:
A Guide for Fourth Grade
Parents
(Dual Language Programs)
2025-2026**



Characteristics of a Successful Learner

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.



Explanation of the System

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine weeks you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine-week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



Scan the QR code if you want to learn more about literacy in CCISD.

Spanish Language Arts

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	4 th Grade Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	4.3B 4.6E 4.6F 4.6G 4.6H	Meets grade level standards for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • making inferences and using evidence to support understanding • evaluating details read to determine key ideas • synthesizing information to create new understanding (informational and argumentative) • making connections to personal experiences, ideas in other texts, and society
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What do you think _____ means from the text?
- Has this ever happened to you?
- What connection(s) do you have to the text?
- Why do you think _____ happened? How do you know?
- What did you infer from the text? (What did you understand that the author did not tell you?) How did you figure that out, even though the author did not directly say it?

4 th GRADE PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension				
The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>)				
DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Making Connections <i>The student is <u>able</u>, with adult support, to:</i> - Make connections	Making Connections <i>The student is <u>often able to</u>:</i> - Make connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts	Showing Growth toward 3.0 Target	Making Connections <i>The student is <u>able to</u>:</i> - Make meaningful connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts	Making Connections <i>The student is <u>consistently independently able to</u>:</i> - Make meaningful connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts
Inferencing <i>The student is <u>able</u>, with adult support, to:</i> - make inferences or make some inferences	Inferencing <i>The student is <u>often able to</u>:</i> - make inferences using - Schema (background knowledge) - Personal experiences as evidence to support understanding - May not include text evidence.		Inferencing <i>The student is <u>able to</u>:</i> - make inferences using - Schema (background knowledge) - Personal experiences as evidence to support understanding - Text evidence.	Inferencing <i>The student is <u>consistently independently able to</u>:</i> - make inferences using - Schema (background knowledge) - Personal experiences as evidence to support understanding - Text evidence.
Context Clues <i>The student is <u>able</u>, with adult support, to:</i> - Self-monitor and self-correct meaning of unfamiliar or multiple-meaning words by using: - Pictures - Text	Context Clues <i>The student is <u>often able to</u>:</i> - Self-monitor and self-correct meaning of unfamiliar and multiple-meaning words by using: - Pictures - Text evidence - Knowledge of a simple topic - Knowledge of how stories work		Context Clues <i>The student is <u>able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: - Other words around the unfamiliar or multiple-meaning word - Sentences around unfamiliar or multiple meaning word	Context Clues <i>The student is <u>consistently independently able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: - Other words around the unfamiliar or multiple-meaning word - Sentences around unfamiliar or multiple meaning word
Evaluate <i>The student is <u>able</u>, with adult support, to:</i> - to evaluate or occasionally evaluate details to determine what is most important.	Evaluate <i>The student is <u>often able to</u>:</i> - to evaluate details to determine what is most important but needs more support with expressing their thinking.		Evaluate <i>The student is <u>able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined.	Evaluate <i>The student is <u>consistently independently able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined.
Synthesize <i>The student is <u>able</u> with adult support:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas	Synthesize <i>The student is <u>often able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas		Synthesize <i>The student is <u>able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas	Synthesize <i>The student is <u>consistently independently able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas
SUCCESS CRITERIA FOR METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION <i>The student can:</i> - Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words - Make inferences and using evidence to support understanding - Evaluate details read to determine key ideas - Synthesize information to create new understanding (Informational and argumentative) - Make connections to personal experiences, ideas in other texts, and society				

Genre Characteristics: Literary

Target	Expected Progress	TEKS	4 th Grade Priority Topics 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	4.7B 4.7C 4.7D 4.8B 4.8C 4.10A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts by: - analyzing plot elements, including rising action, climax, falling action, and resolution - explaining the interactions of the characters and the changes they undergo - retelling, paraphrasing, or summarizing texts in ways that maintain meaning and logical order - explaining the author's purpose and message within a text - writing responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
 - Who is the story about? Where did the story take place?
 - Tell me about the main character? How did they change throughout the story?
 - What happened in the story?
 - What was the conflict? What was the resolution?
 - Why do you think the author wrote the story in that sequence (order)?
 - Why do you think the author wrote this text? What do they want us to understand?
- *Follow up on each question—Where in the story does it tell you that? How do you know?

4th GRADE PRIORITY TOPIC: Genre Characteristics: Literary

The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plot Elements & Summaries <i>The student:</i> - Identifies and sequences important events such as: - Conflict - Rising action - Climax - Falling action - Resolution - Setting - Understands the difference between conflict and climax	Plot Elements & Summaries <i>The student:</i> - Summarizes the text and includes plot elements such as: - Sequence of events - Rising action - Climax - Falling action - Resolution - Describes how a setting changes or shifts.	Showing Growth toward 3.0 Target	Plot Elements & Summaries <i>The student:</i> - Recognizes and analyzes (breaks down) the plot and discuss how parts connect to others: - Sequence of events - Rising action - Climax - Falling action - Resolution - Explains the impact of the setting on the plot.	Plot Elements & Summaries <i>The student:</i> - Recognizes the author's use of plots and subplots and explains how they work together in the story. - Evaluates the effectiveness of the author's plot development. - Analyzes literary plots using a more complex text.
Character Relationships <i>The student:</i> - Describes the relationships between characters - Identifies when characters' feelings change and can use some text evidence to explain what caused the changes.	Character Relationships <i>The student:</i> - Explains relationships between major and minor characters - Explains how a character's feelings change and provides evidence from the text to name the events that cause the changes.		Character Relationships <i>The student:</i> - Identifies how characters change across the story. - Explains how interactions with other characters and events caused the characters to change.	Character Relationships <i>The student:</i> - Recognizes and can explain multiple sides of the character and how the character connects to the theme.
Author's Purpose <i>The student:</i> - Infers the topic of a story and supports their thinking with text evidence.	Author's Purpose <i>The student:</i> - Names a lesson the character learned in a text using specific language and supports their thinking with text evidence.		Author's Purpose <i>The student:</i> - Explains the author's purpose and message within a text supporting their explanations with text evidence.	Author's Purpose <i>The student:</i> - Infers the book's universal theme and explains how the theme applies to real life using text evidence. - Connects the universal theme of books to other texts that have been read using text evidence. - Evaluates the effectiveness of the author's craft choices.
Responding to Text <i>The student:</i> - Demonstrates general ideas about the text. - Responds using general language. - Responses are loosely connected to the ideas in the text. - Relies solely on background knowledge rather than text evidence to support thinking.	Responding to Text <i>The student:</i> - Retells, paraphrases, or summarizes texts		Responding to Text <i>The student:</i> - Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order. - Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	Responding to Text <i>The student:</i> - Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of more complex sources.

SUCCESS CRITERIA FOR LITERARY ELEMENTS

The student can:

- Analyze plot elements, including rising action, climax, falling action, and resolution
- Explain the interactions of the characters and the changes they undergo
- Retell, paraphrase, and summarize texts in ways that maintain the meaning and logical order
- Write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources
- Explain the author's purpose and message within a text
- Use text evidence to support an appropriate response

Genre Characteristics: Informational and Argumentative

Target	Expected Progress	TEKS	4 th Grade Priority Topic 3: Genre Characteristics: Informational and Argumentative
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	4.9(D)i 4.9E(i) 4.9E(ii) 4.7D 4.7B 4.10A 4.7C	Meets grade level standards for the skills listed below: The student will be able to recognize and analyze the characteristics and structures of informational and argumentative texts. - recognizing the central idea and supporting evidence - identifying the claim and explaining how the author has used facts for an argument - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order - explain the author's purpose and message within a text - write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources - use text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is this text mainly about? How do you know?
- What did you learn from the text? Where did you find it?
- What is the author claiming? What does the author believe? How do you know?
- What is the most likely reason the author wrote this text?
- What arguable statement or position does the author hold about this topic or issue being discussed in the text?

4TH GRADE PRIORITY TOPIC: Genre Characteristics: Informational and Argumentative

The student will be able to recognize and analyze the characteristics and structures of informational and argumentative texts

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea/Claim: <i>The student is able to:</i> - Paraphrases the central idea/claim and some supporting details- may use text features to help locate and gain information about the central idea/claim.	Central Idea/Claim: <i>The student is able to:</i> - Infers to determine the central idea/claim of an entire text, or a page/section and provides most supporting details- may use text features to help locate and gain information about the central idea/claim.	Showing Growth toward 3.0 Target	Central Idea/Claim: <i>The student is able to:</i> - Uses details, text and graphic features, text structures, and words in the text to state a complex central idea/claim. - Explains how the author uses facts for/against an argument in argumentative texts.	Central Idea/Claim: <i>The student is able to:</i> - Synthesizes the central idea of a page, section, or chapter using all details from the text and graphic features.
Author's Purpose: <i>The student is able to:</i> - Discusses the author's purpose and message.	Author's Purpose: <i>The student is able to:</i> - States the general reason for the author's purpose and message.		Author's Purpose: <i>The student is able to:</i> - Infers the author's purpose and message within a text supporting it with text evidence. - Explain how the central idea/ claim relates to the author's purpose	Author's Purpose: <i>The student is able to:</i> - Explains the author's purpose and message within a text and compares it to other texts. - Can analyze the purpose of the author's claim and explain why the author chose to use the graphic and text features. -Synthesizes text features and text structures and how it contributes to the author's purpose/central idea/claim. - Critiques the author's use of text structures and how it contributes to the author's purpose/central idea.
Responding to Texts: <i>The student is able to:</i> - Responds using general language	Responding to Texts: <i>The student is able to:</i> - Retells, paraphrases, or summarizes texts. - Summarizes texts including the central idea/claim and most supporting details.		Responding to Texts: <i>The student is able to:</i> - Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order. - Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources - Summarizes texts including the central idea(s)/claim and most supporting details	Responding to Texts: <i>The student is able to:</i> - Effectively explains connections between well-chosen text evidence and the central idea of the response. - Synthesizes information to create new understanding

SUCCESS CRITERIA FOR INFORMATIONAL AND PERSUASIVE TEXTS

The student can:

- Recognize the central idea and supporting evidence
- Identify the claim and explain how the author has used facts for an argument
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- Write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources
- Explain the author's purpose and message within a text
- Use text evidence to support an appropriate response

Foundational Skills

Target	Expected Progress	TEKS	4 th Grade Priority Topic 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	4.2B(i) 4.2B(ii) 4.2B(iv)	Meets grade level standards for the skills listed below: The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: • spelling words with the stress on the last and penultimate syllable with an orthographic accent (<i>palabras agudas and graves</i>) • spelling words with the stress on the antepenultimate syllable that have an orthographic accent (<i>palabras esdrújulas</i>) • marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- How do you read words you do not recognize? How do you figure it out?
- Can you spell _____?
- How do you know when to spell words that are “agudas” and/or “graves”?
- How do you know when to spell words that are “esdrújulas”?
- How do you know when to add an accent mark to a verb?

4th GRADE PRIORITY TOPIC: Foundational Skills

The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Palabras agudas & graves: <i>The student is able to:</i> - Spell words with the stress on the last syllable with an orthographic accent with frequent errors. (Palabras agudas) - Spell words with the stress on the penultimate syllable with an orthographic accent with frequent errors. (Palabras graves)	Palabras agudas & graves: <i>The student is able to:</i> - Spell words with the stress on the last syllable with an orthographic accent with a few errors. (Palabras agudas) - Spell words with the stress on the antepenultimate syllable that have an orthographic accent with a few errors. (Palabras graves)	Showing Growth toward 3.0 Target	Palabras agudas & graves: <i>The student is able to:</i> - Spell words with the stress on the last syllable with an orthographic accent with moderate errors. (Palabras agudas) - Spell words with the stress on the antepenultimate syllable that have an orthographic accent with moderate errors. (Palabras graves)	Palabras agudas & graves: <i>The student is able to:</i> - Spell words with the stress on the last syllable with an orthographic accent with limited or no errors. (Palabras agudas) - Spell words with the stress on the antepenultimate syllable with an orthographic accent with limited or no errors. (Palabras graves)
Palabras esdrújulas: <i>The student is able to:</i> - Spell words with the stress on the antepenultimate syllable that have an orthographic accent with frequent errors.	Palabras esdrújulas: <i>The student is able to:</i> - Spell words with the stress on the antepenultimate syllable that have an orthographic accent with a few errors.		Palabras esdrújulas: <i>The student is able to:</i> - Spell words with the stress on the antepenultimate syllable that have an orthographic accent with moderate errors.	Palabras esdrújulas: <i>The student is able to:</i> - Spell words with the stress on the antepenultimate syllable with an orthographic accent with limited or no errors.
Marking accents when conjugating verbs: <i>The student is able to:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with frequent errors.	Marking accents when conjugating verbs: <i>The student is able to:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with a few errors.		Marking accents when conjugating verbs: <i>The student is able to:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with moderate errors.	Marking accents when conjugating verbs: <i>The student is able to:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with limited or no errors.

SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS

The student can:

- Spelling words with the stress on the last and penultimate syllable with an orthographic accent (*palabras agudas and graves*)
- Spelling words with the stress on the antepenultimate syllable that have an orthographic accent (*palabras esdrújulas*)
- Marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses

*Evidence will be collected utilizing "Evaluaciones en contexto" (included in the HMH phonics lessons), small groups, and assessments, including the mid-year and end-of-year check. Additionally, students should demonstrate evidence of previously taught phonics skills in other subjects through writing.

Writing

Target	Expected Progress	TEKS 5.11	4 th Grade Priority Topics 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	4.11A 4.11B 4.11C 4.11D (i), (xi)	Meets grade level standards for the skills listed below: The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by selecting a genre for a particular topic, purpose, and audience using various strategies such as brainstorming, freewriting, and mapping. • Develop drafts into a focused, structured, and coherent piece of writing by ○ organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ○ developing an engaging idea with relevant details • Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. • Edit drafts using complete simple and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments. • Edit drafts by using verb tenses in the simple past, present, and future and imperfect past, past participle, and conditional. • Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?
- What details could you add or remove to improve the clarity of your writing?

4TH GRADE PRIORITY TOPIC: Writing

The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics.

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan: <i>The student is able to:</i> -relies on teacher support to organize their thoughts and ideas.	Plan: <i>The student is able to:</i> -brainstorms their thoughts and ideas on a particular topic	Showing Growth toward 3.0 Target	Plan: <i>The student is able to:</i> -brainstorms their thoughts and ideas on a particular topic with a purpose and for an audience.	Plan: <i>The student is able to:</i> -brainstorms their thoughts and ideas on a particular topic with a purpose and for an audience.
Develop: <i>The student is able to:</i> -writes one coherent paragraph on a particular topic.	Develop: <i>The student is able to:</i> -writes a focused and coherent writing that includes an introduction and conclusion.		Develop: <i>The student is able to:</i> -writes a focused, structured, and coherent piece that includes an introduction and conclusion, transitions, and specific facts and details.	Develop: <i>The student is able to:</i> -writes a focused, structured, and coherent piece that includes an introduction and conclusion, transitions, and specific facts and details.
Revise: <i>The student is able to:</i> -relies on teacher support to revise their writing.	Revise: <i>The student is able to:</i> -rearranges ideas for coherence and clarity and can improve sentence structure by adding and deleting sentences.		Revise: <i>The student is able to:</i> -rearrange ideas for coherence and clarity, and can improve sentence structure by combining, adding, and deleting sentences. With support can improve word choice.	Revise: <i>The student is able to:</i> -rearrange ideas for coherence and clarity, and can improve sentence structure by combining, adding, and deleting sentences and makes improvements based on word choice independently.
Edit: <i>The student is able to:</i> -with support tools, edits drafts for spelling of grade appropriate orthographic patterns and rules and high frequency words, and use of complete simple sentences with correct capitalization and punctuation.	Edit: <i>The student sometimes is able to:</i> -edit drafts for spelling of grade appropriate orthographic patterns and rules and high frequency words, and use of complete simple and compound sentences with correct capitalization, punctuation, and subject-verb agreement.		Edit: <i>The student frequently is able to:</i> - edit drafts for spelling of grade appropriate orthographic patterns and rules and high frequency words, and use of complete simple and compound sentences with subject-verb agreement and avoids splices, run-ons, and fragments correct capitalization, punctuation, and subject-verb agreement avoiding run-ons, splices, and fragments.	Edit: <i>The student almost always is able to:</i> -edit drafts for spelling of grade appropriate orthographic patterns and rules and high frequency words, and use simple and compound sentences with correct capitalization, punctuation, and subject-verb agreement avoiding run-ons, splices, and fragments, and can consistently write complex sentences correctly.

SUCCESS CRITERIA FOR WRITING

The student can:

- **Plan** a first draft by selecting a genre for a particular topic, purpose, and audience using various strategies such as brainstorming, freewriting, and mapping.
- **Develop** drafts into a focused, structured, and coherent piece of writing by
 - organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - developing an engaging idea with relevant details
- **Revise** drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
- **Edit** drafts using complete simple, and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments.
- **Edit** drafts by using verb tenses in the simple past, present, and future and imperfect past, past participle, and conditional.
- **Edit** drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.

Math

Understand and Use Number Relationships

To be a 3.0 on this learning progression, students will need to show proficiency on all 5 skills listed on the progression.

Students will

- Represent whole numbers through 1,000,000,000 using expanded form, expanded notation, and standard form
- Compare two fractions using $>$, $<$, or $=$
- Represent decimals to tenths and hundredths using expanded notation written in decimal form
- Represent decimals to tenths and hundredths using expanded notation written in fraction form
- Relate decimals to fractions with and without the use of number lines
 - **Fraction situations should include proper fractions, improper fractions, and mixed numbers

Students are expected to master representations of whole numbers through 1,000,000,000 and decimals to the hundredths. Representations can include concrete models such as dimes and pennies, dollars, base-10 blocks, place value disks, etc.

Students are expected to master comparing fractions with different numerators and different denominators and represent the comparison using symbols $>$, $=$, or $<$, as well as relating decimals to fractions with or without a number line.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 5 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 2 of the 5 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 3 of the 5 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 4 of the 5 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 2nd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 1 centered around these 5 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target



will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during tier 2/tier 3 time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 4th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fifth-grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with representing, comparing, ordering decimal numbers through the thousandths using concrete models, visual models, expanded notation with decimals and fractions, and relating decimals (to thousandths) to fractions. Most of these experiences will be investigations.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Understand and Use Number Relationships Introduced: 1 st 9 weeks
4.0			Represent, compare, and order decimal numbers through the thousandths: - concrete models - visual models - expanded notation - with decimals - with fractions Relate decimals (to thousandths) to fractions
3.0 	2 nd	4.2B 4.3D 4.3C 4.2G 4.3G	- Represent whole numbers through 1,000,000,000 using expanded form, expanded notation, and standard form - Compare two fractions using $>$, $<$, or $=$ - Represent decimals to tenths and hundredths using expanded notation written in decimal form - Represent decimals to tenths and hundredths using expanded notation written in fraction form - Relate decimals to fractions with and without the use of number lines Proficiency in 5 out of 5 skills
2.5			Proficiency in 4 out of 5 skills listed at the 3.0 target
2.0			Proficiency in 3 out of 5 skills listed at the 3.0 target
1.5	1 st		Proficiency in 2 out of 5 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 5 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Represent and Solve Situations involving Addition and Subtraction

To be a 3.0 on this learning progression, students will need to show proficiency on all 8 skills listed on the progression.

Students are expected to master one-step addition and subtraction involving decimals in real world problem scenarios as well as computation practice.

Students are expected to master one-step addition and subtraction with whole numbers in real world problem scenarios as well as computation practice.

- For solving, students will show proficiency utilizing their preferred method which leads to accurate solutions. Over time, 4th graders are encouraged to move to the standard algorithm for whole numbers.

Students are expected to master representing and solving one-step addition and subtraction of fractions with equal denominators in real world problem scenarios as well as computation practice.

- For representing, students will need to show proficiency using both objects and pictorial models that build to number lines.
- For solving, students will show proficiency utilizing their preferred method which leads to accurate solutions.

Students are expected to master solving multi-step addition and subtraction with whole numbers involving addition, subtraction, or a combination of the two, in real world problem scenarios as well as computation practice.

Students are expected to master representing multi-step situations with whole numbers using addition or subtraction or a combination of the two. Students are expected to master representations using both a strip diagram and equations with a letter representing the unknown.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of or only 3 skills will achieve a 0.5.

A student who masters 3 or less of the 8 skills will remain at a 0.5 until 4 skills are mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 4 of the 8 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 5 of the 8 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 6 of the 8 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 7 of the 8 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 2nd 9 weeks.



Students will be actively involved in Goal Setting and Reflection during Unit 2 centered around these 8 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 4th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fifth-grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with representing and solving addition and subtraction of one-step fraction problems with unlike denominators. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Situations involving Addition and Subtraction Introduced: 2nd 9 weeks
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4.0		5.3H	☐ Represent and solve addition and subtraction one-step fraction problems with unlike denominators.
3.0 	2 nd	4.4A	☐ Solve one-step situations involving addition with whole numbers ☐ Solve one-step situations involving subtraction with whole numbers ☐ Solve one-step situations involving decimal addition ☐ Solve one-step situations involving decimal subtraction
		4.3E	☐ Represent one-step addition and subtraction of fractions with equal denominators ☐ Solve one-step addition and subtraction of fractions with equal denominators ☐ Solve multi-step situations involving addition and subtraction with whole numbers (may involve addition, subtraction, or a combination of the two)
		4.5A	☐ Represent multi-step addition and subtraction situations with whole numbers using equations and strip diagrams with a letter representing the unknown (may involve addition, subtraction, or a combination of the two) Proficiency in 8 out of 8 skills
2.5			Proficiency in 7 out of 8 skills listed at the 3.0 target
2.0			Proficiency in 6 out of 8 skills listed at the 3.0 target
1.5			Proficiency in 5 out of 8 skills listed at the 3.0 target
1.0			Proficiency in 4 out of 8 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content



Represent and Solve Situations involving Multiplication, Division, Perimeter, and Area

To be a 3.0 on this learning progression, students will need to show proficiency on all 7 skills listed on the progression.

Students will solve problems related to perimeter of rectangles with whole numbers (when given the dimensions and when given the perimeter).

Students will solve problems related to area of rectangles with whole numbers (when given the dimensions and when given the area).

Students will represent multi-step situations involving the 4 operations (with whole numbers) with a letter representing the unknown in both a strip diagram and in an equation.

Students will solve two-step situations involving multiplication and division of whole numbers (may involve multiplication, division, or a combination of the two).

Students will interpret remainders in division situations.

Students will solve one-step problems up to a 4-digit whole number divided by a one-digit whole number.

Students will solve one-step multiplication situations involving a 2-digit whole number times a 2-digit whole number.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but with help, shows a partial understanding of the 1.0 content will achieve a 0.5 until 1 skill is mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 7 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 3 of the 7 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 4 of the 7 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 6 of the 7 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all 7 skills by the end of the 3rd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 3 centered around these 7 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet.



Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project based learning experience from our CCISD 4th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fifth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with solving for products and quotients of decimals to the hundredths. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Yearly Target	Nine Weeks Target	TEKS	Priority: Represent and Solve Situations involving Multiplication, Division, Perimeter and Area Introduced: 2nd 9 weeks
4.0			☐ Solve for products of decimals to the hundredths • ☐ Solve for quotients of decimals to the hundredths
3.0 	3 rd	4.4H 4.5A 4.5D	☐ Solve one-step multiplication situations involving a 2-digit whole number times a 2-digit whole number ☐ Solve one-step division situations involving up to a 4-digit whole number divided by 1-digit whole number ☐ Interpret remainders in division situations ☐ Solve two-step situations involving multiplication and division of whole numbers (may involve multiplication, division, or a combination of the two) ☐ Represent multi-step situations involving the 4 operations with whole numbers using strip diagrams and equations with a letter representing the unknown ☐ Solve problems related to area of rectangles when given the area and when given the dimensions ☐ Solve problems related to perimeter of rectangles where dimensions are whole numbers when given the perimeter and when given the dimensions Proficiency in 7 out of 7 skills
2.5			Proficiency in 6 out of 7 skills listed at the 3.0 target
2.0			Proficiency in 4 out of 7 skills listed at the 3.0 target
1.5			Proficiency in 3 out of 7 skills listed at the 3.0 target
1.0	2 nd		Proficiency in 1 out of 7 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content



Geometry and Data Analysis

To be a 3.0 on this learning progression, students will need to show proficiency on all 4 skills listed on the progression.

Students will be able to classify 2-dimensional figures based on their essential attributes using the basic geometric terms

Students are expected to determine the approximate measure of angles and degrees to the nearest whole number using a protractor

Students will represent whole number data on all 3 types of graphs including frequency tables, dot plots and stem and leaf plots

Students will represent fraction data on the 2 types of graphs including frequency tables and dot plots

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 4 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 2 of the 4 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 3 of the 4 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all 4 skills by the end of the 4th 9 weeks. Students will be actively involved in Goal Setting and Reflection during Units 4 and 5 centered around these 4 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet.

After a student achieves a 3.0, they have the choice of whether to do a project based learning experience from our CCISD 4th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fifth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with sorting 2-dimensional figures into a hierarchy. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Geometry and Data Analysis Introduced: 4 th 9 weeks												
4.0		5.5	☐ Sort 2-dimensional figures into a hierarchy												
3.0 	4 th	4.6D (3.6A)	☐ Classify 2-dimensional figures based on their essential attributes using the basic geometric terms listed below: <table border="1" data-bbox="451 613 1515 741"> <tr> <td>parallel</td><td>perpendicular</td><td>opposite sides</td><td>angle</td></tr> <tr> <td>right</td><td>acute</td><td>obtuse</td><td>equiangular</td></tr> <tr> <td>adjacent sides</td><td>scalene</td><td>isosceles</td><td>equilateral</td></tr> </table>	parallel	perpendicular	opposite sides	angle	right	acute	obtuse	equiangular	adjacent sides	scalene	isosceles	equilateral
parallel	perpendicular	opposite sides	angle												
right	acute	obtuse	equiangular												
adjacent sides	scalene	isosceles	equilateral												
		4.7C	☐ Determine the approximate measure of angles in degrees to the nearest whole number using a protractor												
		4.9A	☐ Represent whole number data on all 3 types of graphs including frequency tables, dot plots, and stem-and-leaf plots ☐ Represent fraction data on the 2 types of graphs including frequency tables and dot plots Proficiency in 4 out of 4 skills												
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target												
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target												
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target												
0.5			With help, a partial understanding of the 1.0 content												

Science

Matter and Energy

In the 1st nine weeks, your fourth grader will interact with matter daily and build on their basic understanding from previous grades. They will use their background knowledge of the physical properties of matter—such as physical appearance, temperature, mass, magnetism, and sinking/floating—and advance to more abstract concepts like states of matter. Hands-on investigations are crucial for this learning process. Your child will classify and describe matter using observable physical properties like temperature, mass, magnetism, relative density, and physical state. They will understand that mass is the amount of matter in an object, learn to measure and compare temperatures and determine why certain materials sink or float.

Additionally, your child will develop an understanding of mixtures, which lays the foundation for identifying solutions. They will learn that solutions are a type of mixture and compare how different ingredients behave when combined. They will discover that ingredients in mixtures can usually be seen and physically separated, while solutions are more complex.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Energy Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	4.6A 4.6B	Proficient understanding that matter has measurable physical properties that determine how matter is identified, classified, changed, and used by: ☐ Collecting and analyzing data on the observable physical properties of matter. ☐ Describing and classifying matter based on its physical properties. ☐ Investigating and collecting data on a variety of mixtures to compare their common characteristics.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

In the 2nd nine weeks, your fourth grader will use their understanding of force to design and conduct descriptive investigations. They will review the concepts of push and pull as examples of force and learn that motion can be measured and influenced by forces such as gravity, friction, and magnetism. They will have opportunities to practice designing investigations, testing hypotheses, and recording their observations.

At this level, your child will learn that energy is the ability to do work or make things happen. They will understand that energy is not tangible—it cannot be held or weighed. They will explore how mechanical energy is present in moving objects and how it can be transferred when objects collide or touch, through waves.

Additionally, your child will learn more about electrical energy by studying conductors and insulators. These engaging and hands-on activities will deepen their understanding of forces, motion, and energy, building a strong foundation for future scientific learning.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	4.7A 4.8A 4.8B	Proficient understanding that the nature of forces and the patterns of their interactions by: ☐ Planning and conducting descriptive investigations to explore gravity, friction, and magnetism. ☐ Constructing explanations about patterns of motion caused by forces. Proficient understanding that energy is everywhere and can be observed in cycles, patterns, and systems by: ☐ Collecting data to identify and explain ways energy is transferred through motion, waves in water, and sound. ☐ Using evidence from models to communicate whether a material is a conductor or insulator of thermal and/or electrical energy.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the 3rd nine weeks, your fourth grader will take a deeper dive into Earth and space science. They will use hands-on investigations, models, and data to explore patterns in nature and understand how Earth's systems work together. Students will study how the movements of the Sun, Earth, and Moon create predictable patterns. Using models and data, they'll describe how the Earth's tilt and orbit around the Sun cause the seasons, and how the Moon's orbit causes its appearance to change in a predictable cycle (phases of the Moon). Parents can support this at home by talking about what season it is and observing the Moon together at night. Students will learn about the water cycle and how the Sun plays a key role in moving water through processes like evaporation, condensation, and precipitation. They will also explore slow changes to Earth's surface, such as how wind, water, and ice cause weathering (breaking down rock), erosion (moving sediment), and deposition (dropping sediment in new places). Parents can point out examples in nature or during travel—like rivers, beaches, or hills. To understand the difference between weather and climate, students will collect and analyze data and use visuals to describe short-term atmospheric conditions (weather) versus long-term patterns in a region (climate). For example, they'll learn that a rainy week is weather, but a region known for hot summers and mild winters describes its climate. Students will identify Earth's renewable resources (like water, wind, and sunlight) and nonrenewable resources (like coal, oil, and natural gas). They'll compare the pros and cons of using each, and how humans can manage and conserve resources to help protect the environment. Parents can support this learning by discussing recycling, water conservation, or energy use at home. **Mastery of these concepts will be essential to the Elementary Science STAAR.**

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	4.9A 4.9B 4.10A 4.10B 4.10C 4.11A	Proficient understanding of patterns among the Sun, Earth, and Moon system and their effects by: ☐ Using data and models to predict and describe the patterns of change in seasons. ☐ Using data and models to predict, analyze, and describe sequences and patterns of change in the Moon's appearance. Proficient understanding that there are processes on Earth that create patterns of change by: ☐ Developing and using models to describe and illustrate the processes and role of the Sun in the water cycle. ☐ Using models to describe slow changes to Earth's surface caused by weathering, erosion, and deposition. ☐ Using visuals and collected data to analyze and explain with descriptive statements the difference between weather and climate. Proficient understanding that natural resources are important and can be managed by: ☐ Identifying, explaining, and comparing the advantages and disadvantages of using Earth's renewable and nonrenewable resources.
2.5			Proficiency in 5 out of 6 skills listed at the 3.0 target
2.0			Proficiency in 4 out of 6 skills listed at the 3.0 target
1.5			Proficiency in 3 out of 6 skills listed at the 3.0 target
1.0			Proficiency in 2 out of 6 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Social Studies

Life In Texas

Fourth grade students will explore how geography has shaped human activity in Texas, past and present. Through maps, historical studies, and hands-on analysis, students will learn how people interact with the land and how early communities developed. Students will learn how to use key elements of a map—including titles, compass roses, legends, scales, and grid systems—to create and interpret maps. They'll also use geographic tools to collect and analyze data. This helps them develop critical thinking skills as they explore spatial relationships and understand how location impacts decisions. Students will explore why people have chosen to settle in certain areas of Texas based on geographic factors like rivers, mountains, plains, and climate. They'll study both historical and modern settlement patterns, helping them see how geography influences where people live, work, and build communities. Students will learn how people in Texas have adapted to their environment (like building homes suited for heat or drought) and how they have modified it (like constructing dams or roads). They'll compare changes made in the past with those made today, helping them connect history to current environmental issues. Students will study the lives of American Indian groups in Texas before European exploration. They'll learn about the origins, lifestyles, cultures, and survival strategies of groups like the Caddo, Comanche, and Karankawa, and compare how these groups used natural resources and adapted to their regions.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Life in Texas Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	1 st	4.20A 4.7A 4.8B 4.1B	Proficient understanding of how to use geographic tools to collect, analyze, and interpret data by: ☐ Applying mapping elements to create and interpret maps. Proficient understanding of the location and patterns of settlement and the geographic factors that influence where people live by: ☐ Explaining the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. Proficient understanding of how people adapt to and modify their environment by: ☐ Explaining why people have adapted to and modified their environment in Texas, past and present. Proficient understanding of the origins, similarities, and differences of American Indian groups in Texas before European exploration by: ☐ Identifying and comparing the ways of life of American Indian groups in Texas before European exploration.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

The Journey to Statehood

In the 2nd 9 weeks, fourth grade students will explore the causes and effects of the European exploration and colonization in Texas. Study goes on to identifying the people, events and impacts of the Texas Revolution. Students will understand the importance of the Texas Revolution and the journey to how the Republic of Texas was formed.

Instruction during this time focuses on students understanding the motivations, accomplishments, and impact of significant explorers and empresarios on the settlement of Texas. Students will begin their study of the early explorers and settlers in Texas including Cabeza de Vaca, Francisco Coronado, and Rene Robert Cavelier, Sieur de la Salle. Furthermore, students will understand the causes and effects of European (Spanish/French) exploration and colonization in Texas.

Students will analyze the causes, events, and effect of the Texas Revolution as well as the events that led to the annexation of Texas. Students will explore events during the nine years of the Republic where Texas became an appealing option for a multitude of immigrants.

By the end of the 9 weeks, students will learn about the events that led to the annexation of Texas and the impact of the U.S.-Mexican War. The concepts of change over time and conflict over territory are critical to an understanding of the concepts in this progression. Students will examine the historical pattern of conditions, solutions, political, social, and economic effects after a political revolution.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: The Journey to Statehood Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	2 nd	4.2B 4.2E 4.3A 4.3E	Proficient understanding of the causes and effects of the Europeans exploration and colonization of Texas by: ☐ Identifying the accomplishments and explain the impact of significant explorers on the settlement of Texas. ☐ Identifying the accomplishments and explain the economic motivations and impact of significant empresarios on the settlement of Texas. Proficient understanding of the importance of the Texas Revolution, the Republic of Texans and the annexation of Texas to the United States by: ☐ Analyzing the causes, major events, and effects of the Texas Revolution. ☐ Explaining the events that led to the annexation of Texas to the United States and the impact of the U.S. Mexican War.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

The Foundation and Development of Texas

In the 3rd nine weeks, students will explore the political, economic, and social changes in Texas during the last half of the 19th century. Students will study the impact of the Civil War and the development of major industries. Student will describe the impact Reconstruction had on the growth of Texas.

During this time, students will also do a deep study of the historical documents that helped form the governmental structures we have in Texas and in the United States. Students will study the impact of the Texas Declaration of Independence and the Texas Constitution.

By the end of the 9 weeks, students will be able to identify and explain the basic functions of the three branches of government according to the Texas Constitution.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: The Foundation and Development of Texas Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	3 rd	4.13A 4.13B 4.4A 4.4B	Proficient understanding of important ideas in historical documents of Texas and the United States by: ☐ Identifying the purposes and explaining the importance of the Texas Declaration of Independence and the Texas Constitution ☐ Identifying and explaining the basic functions of the three branches of government according to the Texas Constitution Proficient understanding of the political, economic, and social changes in Texas during the last half of the 19 th century by: ☐ Describing the impact of the Civil War and Reconstruction on Texas ☐ Explaining the growth, development, an impact of the cattle and railroad industries
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Contributions to the State of Texas

In the 4th nine weeks, students will explore the important issues, events, and individuals of the 20th century in Texas. Students will explain the impact of notable individuals and various events, such as The Great Depression and World War II, on life in Texas. Students will study how the development of the oil and gas industry impacted industrialization and urbanization in Texas.

Also, during these 9 weeks, students will study the contributions of people of various racial, ethnic, and religious groups to Texas. Students will summarize the contributions of artists, such as Alvar Nunez Cabeza de Vaca, to the development of Texas culture. Lastly, students will describe how scientific discoveries and innovations have benefited individuals, businesses, and society in Texas.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Contributions to the State of Texas Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	4 th	4.5A 4.5B 4.17B 4.18B	Proficient understanding of important issues, events, and individuals of the 20 th century in Texas by: ☐ Explaining the impact of notable individuals and various events on life in Texas ☐ Explaining the development and impact of the oil and gas industry on industrialization and urbanization in Texas and important people. Proficient understanding of the contributions of people of various racial, ethnic, and religious groups to Texas by: ☐ Summarizing the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture. Proficient understanding of the impact of science and technology on life in Texas by: ☐ Describing how scientific discoveries and innovations have benefited individuals, businesses, and society in Texas.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Music

Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas.

Fourth grade students will build on their knowledge of rhythmic and melodic patterns through activities such as, but not limited to, speech, song, movement, instruments and play. Students that meet grade level standards will learn to identify, reproduce, create, and perform eighth/sixteenth note combinations, dotted half note, and the extended pentatonic scale (S, L, D R M S L D'). The use of appropriate technique and music terminology will be emphasized throughout the year. Evidence to inform your decisions for this progression will come from classroom discussions, activities, and performances.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas
4.0			Demonstrate musicality beyond grade level.
3.0 	3 rd /4 th	4.2 A 4.2 B 4.4. A 4.4 B 4.4 C 4.6 B	Create and perform rhythmic and melodic patterns such as eighth/sixteenth note combinations, dotted half note, and the extended pentatonic scale (S, L, D R M S L D') independently and in a group.
2.0	2nd		Identify and reproduce rhythmic and melodic patterns such as eighth/sixteenth note combinations, dotted half note, and the extended pentatonic scale (S, L, D R M S L D') independently and in a group with guidance.
1.0	1st		Create and perform rhythmic and melodic patterns, such as four beamed sixteenth notes, whole note, whole rest, and the extended pentatonic scale (S, L, D R M S L D') independently and in a group.

Art

Explore the role of self within multiple communities through a variety of media

Fourth Grade students who meet grade level standards will consistently explore and communicate ideas from life experiences and their imagination. They will increase their knowledge of the elements and principles of art. Students will integrate ideas from life experiences to create original compositions using a variety of media. By the end of the year, fourth graders will be expected to evaluate the intent of their artwork and the works of others. Evidence to inform your decisions for this progression will come from classroom discussions, activities, and finished works of art.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Explore the role of self within multiple communities through a variety of media Introduced: 1 st Nine Weeks
4.0			Demonstrate artistry beyond grade level standard
3.0 	3 rd /4 th	4.1A-C 4.2A-C 4.3A-D 4.4A-C	Communicate meaningful artistic ideas explored through collaboration, investigation and observation consistently Creatively incorporate elements and principles of art consistently
2.0	2nd		Communicate meaningful artistic ideas explored through collaboration, investigation and observation most of the time Creatively incorporate elements and principles of art most of the time
1.0	1st		Communicate meaningful artistic ideas explored through collaboration, investigation and observation some of the time Creatively incorporate elements and principles of art some of the time Demonstrate quality craftsmanship consistently

Wellness

Combines locomotor and manipulative skills in dynamic situations with body control and demonstrates positive self-management

Fourth grade students will continue to demonstrate positive self-management. Students combine locomotor and manipulative skills with body control while participating in dynamic game situations. Students will maintain their own personal space in both large and small group settings while working on self-management and identifying components of health-related fitness. Fourth grade students that master the grade level expectation of positive self-management and combining locomotor and manipulative skills with body control will be able to perform the 5th grade TEKS of Physical Education.

Yearly Target	Nine Weeks	TEKS	Priority Topic: Combines locomotor and manipulative skills in dynamic situations with body control and demonstrates positive self-management
4.0		5.1 A-L 5.2 A-C 5.3 A-B 5.5 A-C 5.6 A-D 5.7 A-C	Combines locomotor and manipulative skills in dynamic situations using body control beyond grade level Demonstrate positive self-management beyond grade level
3.0 	3rd/4th	4.1 A-K 4.2 A-D 4.3 A-E 4.5 A-B 4.6 A-B 4.7 A-D	Combines locomotor and manipulative skills in dynamic situations using body control independently Demonstrate positive self-management independently
2.0	2nd		Combines locomotor and manipulative skills in dynamic situations using body control with minimal support Demonstrate positive self-management with minimal support
1.0	1st		Combines locomotor and manipulative skills in dynamic situations using body control with support Demonstrate positive self-management with support

Theatre

Create dramatic performances collaboratively

Fourth grade students will create simple stories collaboratively through imagination and story dramatizations, demonstrating a logical connection of events and describing their characters, relationships, and surroundings. Students will express emotions and ideas using interpretive movements. Students will develop artistic discipline by fully developing creative ideas executed over longer periods of time.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Create dramatic performances collaboratively
4.0			Demonstrate theatricality beyond grade level standard
3.0 	3 rd /4 th	4.1 D-G 4.2 A, C-E 4.3 A-D 4.4 B-C 4.5 A-C	Create simple stories collaboratively, demonstrating a logical connection of events and describing their characters, relationships, and surroundings Utilizes rehearsal time and resources appropriately
2.0	2nd		Develop visual elements and dialogue that defines characters, environments, and actions
1.0	1st		Express ideas and emotions in a variety of roles Appropriately interact with others in dramatic play