

Grade Level	TEKS: LA	TEKS: Technology	TEKS: SS	Activities
Fourth	<p>(2)) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. revised August 2013 (A) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. (7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional</p>	<p>Construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and (C) use virtual environments to explore systems and issues. (2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p>	<p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; (7) Geography. The student understands the concept of regions. The student is expected to: (A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies;</p>	<p>Read Call of the Wild and Ice Island. Track mushers. Map where the mushers are on the interactive class map and personal map tracker. Write letters to mushers. Watch videos on Iditarod website that are posted during the race. Learn parts of the sled, their importance, and what is packed into the sled. Use elapsed time to see how long your musher has taken from checkpoint to checkpoint. Biography study: mushers. Math problems involving the Iditarod. Play a simulation game of being a musher and have to track time using elapsed time. Learn about the history of the Iditarod. Follow GPS tracker online. Skype with teachers while they are in Anchorage.</p>

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	<p>work and the actual events and experiences described in an author's biography or autobiography.(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).</p> <p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.(A) plan a first draft by selecting</p>	<p>(A) draft, edit, and publish products in different media individually and collaboratively;</p> <p>(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;</p> <p>(C) collaborate effectively through personal learning communities and social environments;</p> <p>(D) select and use appropriate collaboration tools;</p> <p>(E) evaluate the product for relevance to the assignment or task; and</p> <p>(F) perform basic software application functions,</p>	<p>oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; 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;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue, topic, historical event,</p>	<p>Compare weather in Austin, Texas/Nome, Alaska. Iditarod vocabulary.</p>

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	<p>a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(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:</p> <p>revised August 2013</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.(B)</p>	<p>including opening applications and creating, modifying, printing, and saving files.(2)</p> <p>Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct knowledge and develop products.</p> <p>Students communicate and collaborate both locally and globally to reinforce and promote learning.</p> <p>Research and information fluency includes the acquisition and evaluation of digital content.</p> <p>Students develop critical-thinking, problem-solving, and decision-making skills by</p>	<p>or current event; and</p> <p>(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Technology: (1) Creativity and innovation. The student uses creative thinking and innovative proce</p>	

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	<p>write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);(A) follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <ul style="list-style-type: none"> (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics); (C) take simple notes and sort evidence into provided categories or an organizer; (D) identify the author, title, publisher, and publication year of sources; and (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.(26)</p>	<p>collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies</p>		

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	<p>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 draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used</p>			