

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, 4TH GRADE**  
**Correlated with American Careers For Kids**  
**The page numbers listed from ACK! refer to the Student ACK!tivity Book.**

<b>ENGLISH LANGUAGE ARTS</b>	
<p><b>4.1 Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</b></p> <ul style="list-style-type: none"> <li>• Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.</li> </ul> <p>Pages 14-15, 18-19, 22, 23-24, 26, 27, 29, 32-33, 39-41, 42, 43, 44, 45, 49, 52, 57-58, 59, 60.</p> <ul style="list-style-type: none"> <li>• Eliminate barriers to effective listening.</li> </ul> <p>Pages 14-15, 23-24, 29, 39-41, 57-58, 60.</p> <ul style="list-style-type: none"> <li>• Understand the major ideas and supporting evidence in spoken messages.</li> </ul> <p>Pages 22, 29, 32-33, 39-41, 42, 49, 57-58.</p> <p><b>4.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker’s message(s).</b></p> <ul style="list-style-type: none"> <li>• Interpret speakers’ messages (both verbal and nonverbal), purposes, and perspectives.</li> </ul> <p>Pages 14-15, 22, 25, 29, 32-33, 42, 43, 49, 57-58.</p> <ul style="list-style-type: none"> <li>• Identify and analyze a speaker’s persuasive techniques such as promises, dares, and flattery.</li> </ul> <p>Pages 22, 32-33, 37, 39-41, 60.</p> <ul style="list-style-type: none"> <li>• Distinguish between the speaker’s opinion and verifiable fact.</li> </ul> <p>Pages 8, 20-21, 22, 25, 29, 42, 49, 57-58, 60.</p>	<ul style="list-style-type: none"> <li>• Monitor his/her own understanding of the spoken message and seek clarification as needed.</li> </ul> <p>Pages 22, 25, 37, 39-41, 57-58, 60.</p> <p><b>4.3 Listing/speaking/appreciation. The student listens, enjoys, and appreciates spoken language.</b></p> <ul style="list-style-type: none"> <li>• Assess how language choice and delivery affect the tone of the message.</li> </ul> <p>Pages 14-15, 23-24, 32-33, 39-41.</p> <p><b>4.4 Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b></p> <ul style="list-style-type: none"> <li>• Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.</li> </ul> <p>Pages 18-19, 20-21, 22, 25, 29, 32-33, 37, 39-41, 42, 43, 44, 49, 52, 57-58, 59, 60.</p> <p><b>4.5 Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions.</b></p> <ul style="list-style-type: none"> <li>• Adapt spoken language such as word choice, diction, and the usage to the audience, purpose, and occasion.</li> </ul> <p>Pages 14-15, 18-19, 22, 23-24, 26, 27, 29, 32-33, 39-41, 42, 43, 44, 45, 49, 52, 57-58, 59, 60.</p>

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<b>ENGLISH LANGUAGE ARTS</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information.  Pages 22, 29, 39-41, 42, 57-58, 59.</li> <li>• Use effective rate, volume, pitch, and tone for the audience and setting.  Pages 14-15, 18-19, 22, 23-24, 25, 26, 27, 29, 32-33, 39-41, 42, 43, 44, 45, 49, 52, 57-58, 59, 60.</li> <li>• Clarify and support spoken ideas with evidence, elaborations, and examples.  Pages 16, 18-19, 22, 29, 37, 39-41, 42, 43, 44, 49, 57-58, 60.</li> </ul> <p><b>4.6 Reading/word identification. The student uses a variety of word recognition strategies.</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.  Each article in the student publication.  Pages 5-6, 7, 8, 9, 10-11, 12, 13, 16, 17, 20-21, 25, 27, 28, 30, 31, 35, 36, 43, 44, 45, 46, 47-48, 49, 50-51, 54, 56, 59, 60.</li> <li>• Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.  Pages 12, 13, 25, 28, 29, 31, 43, 44, 45, 56, 60.</li> </ul> <p><b>4.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b></p>	<ul style="list-style-type: none"> <li>• Adjust reading rate based on purposes for reading.  All articles and assignments.</li> </ul> <p><b>4.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.</b></p> <ul style="list-style-type: none"> <li>• Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure.  Pages 12, 13, 20-21, 25, 28, 29, 31, 46, 50-51, 56, 59.</li> <li>• Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.  Pages 5-6, 8, 12, 13, 16, 17, 20-21, 22, 25, 26, 27, 28, 29, 34, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 49, 50-51, 52, 53, 54, 55, 56, 60.</li> </ul> <p><b>4.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</b></p> <ul style="list-style-type: none"> <li>• Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.  Page 43.</li> <li>• Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage.  Pages 12, 13, 25, 28, 29, 31, 50-51, 56, 59, 60.</li> </ul>

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ENGLISH LANGUAGE ARTS <i>(continued)</i>	
<p><b>4.10 Reading/comprehension. The student comprehends selections using a variety of strategies.</b></p> <ul style="list-style-type: none"> <li>• Use his/her own knowledge and experience to comprehend.  All articles and assignments require students to use their own background knowledge in order to maximize their understanding of the text.</li> <li>• Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.  All articles and assignments require students to adjust their purposes in order to accomplish their goals.</li> <li>• 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.  All articles and assignments require students to apply and modify comprehension strategies when the need occurs.</li> <li>• Describe mental images that text descriptions evoke.  Pages 5-6, 12, 13, 20-21, 28, 29, 43, 49, 50-51, 55, 56.</li> <li>• Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.  Pages 12, 13, 20-21, 28, 29, 31, 46, 50-51, 54, 56.</li> <li>• Determine the text's main (or major) ideas and how those ideas are supported with details.</li> </ul>	<p>Pages 12, 13, 20-21, 28, 29, 43, 50-51, 56.</p> <ul style="list-style-type: none"> <li>• Paraphrase and summarize text to recall, inform, and organize ideas.  Pages 28, 29, 43, 49.</li> <li>• Draw inferences such as conclusions or generalizations and support them with text evidence and experience.  Pages 12, 13, 16, 20-21, 28, 29, 43, 49, 50-51, 56.</li> <li>• Distinguish fact and opinion in various texts.  Page 8.</li> <li>• Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.  Pages 1-4, 8, 17, 18-19, 20-21, 25, 27, 30, 39-41, 42, 43, 50-51, 52, 53, 57-58, 59.</li> <li>• Represent text information in different ways such as in outline, timeline, or graphic organizer.  Pages 12, 13, 28, 31, 42, 43, 46, 49, 50-51, 54, 55, 56.</li> </ul> <p><b>4.11 Reading/literary response. The student expresses and supports responses to various types of texts.</b></p> <ul style="list-style-type: none"> <li>• Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.  Pages 12, 13, 28, 31, 42, 43, 46, 49, 50-51, 54, 55, 56.</li> </ul>

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<b>ENGLISH LANGUAGE ARTS</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• Interpret text ideas through such varied means as journal writing, discussion, enactment media.  Pages 1-4, 5-6, 12, 13, 16, 18-19, 20-21, 28, 29, 43, 44, 45, 49, 50-51, 55.</li> </ul> <p><b>4.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b></p> <ul style="list-style-type: none"> <li>• Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.  Page 49.</li> </ul> <p><b>4.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</b></p> <ul style="list-style-type: none"> <li>• Form and revise questions for investigations, including questions arising from interests and units of study.  Pages 12, 13, 20-21, 28, 29, 31, 42, 44, 49, 54, 56, 59, 60.</li> <li>• Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.  Pages 12, 13, 20-21, 28, 29, 46, 49, 50-51, 56, 59.</li> <li>• Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.  Pages 12, 13, 20-21, 28, 29, 46, 49, 50-51, 56, 59.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.  Pages 13, 20-21, 28, 29, 50-51.</li> <li>• Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.  Pages 12, 13, 28, 29, 42, 49, 50-51, 56.</li> <li>• Draw conclusions from information gathered from multiple sources.  Pages 12, 13, 28, 29, 42, 49, 50-51, 56.</li> </ul> <p><b>4.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b></p> <ul style="list-style-type: none"> <li>• Compare text events with his/her own and other readers' experiences.  Pages 29, 43, 49.</li> </ul> <p><b>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</b></p> <ul style="list-style-type: none"> <li>• Write to express, discover, record, develop, reflect on ideas, and to problem solve.  Pages 14-15, 20-21, 32-33, 37, 39-41, 47-48.</li> <li>• Write to influence such as to persuade, argue, and request.  Pages 16, 23-24.</li> </ul>

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<b>ENGLISH LANGUAGE ARTS</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• Write to inform such as to explain, describe, report, and narrate.  Pages 5-6, 34, 38, 42, 49, 56.</li> </ul> <p><b>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.</b></p> <ul style="list-style-type: none"> <li>• Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas, in a series, commas in direct address, and sentence punctuation.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> </ul> <p><b>4.17 Writing/spelling. The student spells proficiently.</b></p> <ul style="list-style-type: none"> <li>• Use resources to find correct spellings.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> <li>• Spell accurately in final drafts.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> <li>• Write in complete sentences varying the types such as compound and complex to match meanings and purposes.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> </ul> <p><b>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</b></p> <ul style="list-style-type: none"> <li>• Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.  Pages 5-6, 16, 39-41, 42, 49, 56.</li> <li>• Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.  Pages 5-6, 7, 16, 34.</li> <li>• Use available technology to support aspects of creating, revising, editing, and publishing texts.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> <li>• Refine selected pieces frequently to "publish" for general and specific audiences.  Pages 5-6, 16, 34, 38, 42, 49, 56.</li> </ul>

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<ul style="list-style-type: none"> <li>• Proofread his/her own writing and that of others.  Pages 5-6, 14-15, 16, 20-21, 23-24, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56.</li> </ul> <p><b>4.20 Writing/evaluation. The student evaluates his/her own writing and the writings of others.</b></p> <ul style="list-style-type: none"> <li>• Apply criteria to evaluate writing.  Pages 5-6, 16, 34, 38, 42.</li> <li>• Respond in constructive ways to others' writings.  Pages 5-6, 16, 34, 38, 42.</li> <li>• Evaluate how well his/her own writing achieves its purposes.  Pages 5-6, 16, 34, 38, 42.</li> </ul> <p><b>4.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</b></p> <ul style="list-style-type: none"> <li>• Frame questions to direct research.  Pages 12, 13, 20-21, 28, 29, 31, 42, 44, 49, 54, 56, 59, 60.</li> <li>• Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches.  Pages 12, 13, 20-21, 28, 29, 31, 42, 44, 49, 54, 56, 59, 60.</li> </ul>	<ul style="list-style-type: none"> <li>• Present information in various forms using available technology.  Pages 5-6, 16, 28, 29, 42, 49, 56, 59.</li> </ul> <p><b>4.22 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.</b></p> <ul style="list-style-type: none"> <li>• Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms.  Pages 5-6, 16, 34, 38, 42.</li> </ul> <p><b>4.23 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.</b></p> <ul style="list-style-type: none"> <li>• Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.  Pages 12, 13, 28, 29, 49, 50-51.</li> </ul> <p><b>4.24 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.</b></p> <ul style="list-style-type: none"> <li>• Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.  Pages 8, 9, 10-11, 12, 13, 28, 29, 42, 49, 50-51, 55.</li> </ul>

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ENGLISH LANGUAGE ARTS <i>(continued)</i>	MATHEMATICS
<p><b>4.25 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.</b></p> <ul style="list-style-type: none"> <li>• Select, organize, or produce visuals to complement and extend meanings.  Pages 8, 9, 10-11, 12, 13, 28, 29, 42, 49, 50-51, 55.</li> <li>• Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.  Pages 5-6, 29, 42.</li> </ul>	<p><b>4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</b></p> <ul style="list-style-type: none"> <li>• Use place value to read, write, compare, and order whole numbers through the millions place.  Pages 17, 26, 27, 36, 42, 43, 53, 56,</li> <li>• Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete models.  Pages 17, 42, 56.</li> </ul> <p><b>4.2 Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.</b></p> <ul style="list-style-type: none"> <li>• Model fraction quantities greater than one using concrete materials and pictures.  Pages 35, 52.</li> <li>• Compare and order fractions using concrete and pictorial models.  Pages 35, 52.</li> </ul> <p><b>4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.</b></p> <ul style="list-style-type: none"> <li>• Use addition and subtraction to solve problems involving whole numbers.</li> </ul>

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<b>MATHEMATICS</b> <i>(continued)</i>	
<p>Pages 17, 27.</p> <ul style="list-style-type: none"> <li>Add and subtract decimals to the hundredths place using concrete and pictorial models.</li> </ul> <p>Pages 17, 56.</p> <p><b>4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</b></p> <ul style="list-style-type: none"> <li>Model factors and products using arrays and area models.</li> </ul> <p>Page 43.</p> <ul style="list-style-type: none"> <li>Represent multiplication and division situations in picture, word, and number form.</li> </ul> <p>Pages 17, 26, 43, 52, 53, 56.</p> <ul style="list-style-type: none"> <li>Use multiplication to solve problems involving two-digit numbers.</li> </ul> <p>Pages 17, 43, 56.</p> <p><b>4.5 Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.</b></p> <ul style="list-style-type: none"> <li>Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.</li> </ul> <p>Pages 42, 43, 53, 56.</p> <p><b>4.6 Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.</b></p>	<ul style="list-style-type: none"> <li>Use patterns to multiply by 10 and 100.</li> </ul> <p>Page 43, 53.</p> <p><b>4.8 Geometry and spatial reasoning. The student identifies and describes lines, shapes, and solids using formal geometric language.</b></p> <ul style="list-style-type: none"> <li>Identify right, acute, and obtuse angles.</li> </ul> <p>Pages 9, 10-11, 12, 42, 44.</p> <ul style="list-style-type: none"> <li>Identify models of parallel and perpendicular lines.</li> </ul> <p>Pages 9, 10-11, 12, 42, 44.</p> <p><b>4.9 Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</b></p> <ul style="list-style-type: none"> <li>Demonstrate translations, reflections, and rotations using concrete models.</li> </ul> <p>Pages 9, 10-11.</p> <ul style="list-style-type: none"> <li>Use translations, reflections, and rotations to verify that two shapes are congruent.</li> </ul> <p>Pages 9, 10-11.</p> <p><b>4.10 Geometry and spatial reasoning. The student recognizes the connection between numbers and points on a number line.</b></p> <ul style="list-style-type: none"> <li>Locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.</li> </ul>



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<b>MATHEMATICS</b> <i>(continued)</i>	
<p>Pages 27, 35, 36, 46.</p> <p><b>4.11 Measurement. The student selects and uses appropriate units and procedures to measure weight and capacity.</b></p> <ul style="list-style-type: none"> <li>• Estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.</li> </ul> <p>Pages 35, 52.</p> <p><b>4.12 Measurement. The student applies measurement concepts.</b></p> <ul style="list-style-type: none"> <li>• Measure to solve problems involving length, including perimeter, time, temperature, and area.</li> </ul> <p>Pages 9, 10-11, 12, 13, 18-19, 26, 27, 28, 36, 42, 43, 44, 54.</p> <p><b>4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</b></p> <ul style="list-style-type: none"> <li>• Interpret bar graphs.</li> </ul> <p>Page 27.</p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identify the mathematics in everyday situations.</li> </ul> <p>Pages 9, 10-11, 12, 13, 17, 18-19, 20-21, 26, 27, 35, 36, 39-41, 42, 43, 44, 52, 53, 54, 56, 60.</p>	<ul style="list-style-type: none"> <li>• Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</li> </ul> <p>Pages 39-41, 43, 44, 47-48, 52.</p> <ul style="list-style-type: none"> <li>• Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</li> </ul> <p>Pages 39-41, 43, 44, 52.</p> <p><b>4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.</b></p> <ul style="list-style-type: none"> <li>• Explain and record observations using objects, words, pictures, numbers, and technology.</li> </ul> <p>Pages 18-19, 26, 27, 35, 42, 43, 52.</p> <ul style="list-style-type: none"> <li>• Relate informal language to mathematical language and symbols.</li> </ul> <p>Pages 13, 16, 20-21, 22, 36, 39-41, 42, 43, 44, 53, 54, 56.</p> <p><b>4.16 Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.</b></p> <ul style="list-style-type: none"> <li>• Make generalizations from patterns or sets of examples and nonexamples.</li> </ul> <p>Pages 26, 44, 52.</p>

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<b>MATHEMATICS</b> <i>(continued)</i>	<b>SCIENCE</b>
<ul style="list-style-type: none"> <li>• Justify why an answer is reasonable and explain the solution process.</li> </ul> <p>Page 17.</p>	<p><b>4.1 Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate safe practices during field and laboratory investigations.</li> </ul> <p>Pages 26, 36, 44, 52.</p> <ul style="list-style-type: none"> <li>• Make wise choices in the use and conservation of resources and the disposal or recycling of materials.</li> </ul> <p>Pages 53, 55, 56.</p> <p><b>4.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</b></p> <ul style="list-style-type: none"> <li>• Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.</li> </ul> <p>Pages 12, 18-19, 28, 29, 44, 45.</p> <ul style="list-style-type: none"> <li>• Collect information by observing and measuring.</li> </ul> <p>Pages 18-19, 26, 27, 36, 42, 43, 44, 52, 54.</p> <ul style="list-style-type: none"> <li>• Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.</li> </ul> <p>Pages 12, 18-19, 20-21, 22, 26, 27, 28, 36, 42, 43, 44, 45, 50-51, 52, 54.</p>

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<b>SCIENCE</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• Communicate valid conclusions. Pages 12, 18-19, 20-21, 22, 26, 27, 28, 29, 43, 44.</li> <li>• Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information. Pages 13, 26, 27, 28, 31, 32-33, 37, 56.</li> </ul>	<p style="text-align: center;">Pages 13, 18-19, 26, 27, 36, 42, 43, 44, 52.</p>
<p><b>4.3 Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.</b></p> <ul style="list-style-type: none"> <li>• Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. Pages 12, 18-19, 20-21, 26, 27, 28, 29, 44, 54, 56.</li> <li>• Represent the natural world using models and identify their limitations. Pages 12, 13, 43, 44, 50-51.</li> <li>• Evaluate the impact of research on scientific thought, society, and the environment. Pages 18-19, 31, 43, 44, 45, 46, 55, 60.</li> </ul>	<p><b>4.5 Science concepts. The student knows that complex systems may not work if some parts are removed.</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a light bulb in a circuit. Pages 12, 18-19, 43, 49, 50-51, 53, 56, 60.</li> <li>• Predict and draw conclusions about what happens when part of a system is removed. Pages 12, 18-19, 53, 56.</li> </ul>
<p><b>4.4 Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.</b></p> <ul style="list-style-type: none"> <li>• Collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses.</li> </ul>	<p><b>4.6 Science concepts. The student knows that change can create recognizable patterns.</b></p> <ul style="list-style-type: none"> <li>• Identify patterns of change such as in weather, metamorphosis, and objects in the sky. Pages 26, 50-51, 52, 54,</li> <li>• Use reflections to verify that a natural object has symmetry. Page 43.</li> </ul> <p><b>4.7 Science concepts. The student knows that matter has physical properties.</b></p> <ul style="list-style-type: none"> <li>• Observe and record changes in the states of matter caused by the addition or reduction of heat. Page 36.</li> </ul>

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<p><b>SCIENCE</b> <i>(continued)</i></p> <p><b>4.8 Science concepts. The student knows that adaptations may increase the survival of members of a species.</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics that allow members within a species to survive and reproduce.  Pages 12, 43.</li> <li>• Compare adaptive characteristics of various species.  Pages 12, 43.</li> </ul> <p><b>4.9 Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned.</b></p> <ul style="list-style-type: none"> <li>• Distinguish between the inherited traits and learned characteristics.  Page 30.</li> <li>• Identify and provide examples of inherited traits and learned characteristics.  Page 30.</li> </ul> <p><b>4.10 Science concepts. The student knows that certain past events affect present and future events.</b></p> <ul style="list-style-type: none"> <li>• Identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow.  Pages 49, 50-51, 56.</li> </ul> <p><b>4.11 Science concepts. The student knows that the natural world includes earth materials and objects in the sky.</b></p>	<ul style="list-style-type: none"> <li>• Identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle.  Pages 49, 50-51, 56.</li> </ul>
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<b>SOCIAL STUDIES</b>	
<p><b>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.</b></p> <ul style="list-style-type: none"> <li>• Explain the growth and development of the cattle and oil industries.</li> </ul> <p style="padding-left: 40px;">Pages 13, 42.</p> <p><b>4.5 History. The student understands important issues, events, and individuals of the 20th century.</b></p> <ul style="list-style-type: none"> <li>• Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries.</li> </ul> <p style="padding-left: 40px;">Pages 46, 60.</p> <p><b>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data.</b></p> <ul style="list-style-type: none"> <li>• Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</li> </ul> <p style="padding-left: 40px;">Page 13.</p> <ul style="list-style-type: none"> <li>• Translate geographic data into a variety of formats such as raw data to graphs and maps.</li> </ul> <p style="padding-left: 40px;">Page 13.</p> <p><b>4.7 Geography. The student understands the concept of regions.</b></p>	<ul style="list-style-type: none"> <li>• Describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity.</li> </ul> <p style="padding-left: 40px;">Pages 13, 20-21.</p> <ul style="list-style-type: none"> <li>• Describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics.</li> </ul> <p style="padding-left: 40px;">Page 13.</p> <p><b>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</b></p> <ul style="list-style-type: none"> <li>• Identify clusters of settlement in Texas and explain their distribution.</li> </ul> <p style="padding-left: 40px;">Page 13.</p> <ul style="list-style-type: none"> <li>• Describe the location of cities in Texas and explain their distribution, past and present.</li> </ul> <p style="padding-left: 40px;">Page 13.</p> <ul style="list-style-type: none"> <li>• Explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.</li> </ul> <p style="padding-left: 40px;">Page 13.</p>

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<b>SOCIAL STUDIES</b> <i>(continued)</i>	
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment.</b></p> <ul style="list-style-type: none"> <li>Describe ways people have adapted to and modified their environment in Texas, past and present.</li> </ul> <p>Pages 13, 42, 56.</p> <ul style="list-style-type: none"> <li>Identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs.</li> </ul> <p>Pages 13, 42, 56.</p> <p><b>4.12 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.</b></p> <ul style="list-style-type: none"> <li>Give examples of the benefits of the free enterprise system in Texas.</li> </ul> <p>Pages 20-21, 22, 60.</p> <p><b>4.13 Economics. The student understands patterns of work and economic activities in Texas.</b></p> <ul style="list-style-type: none"> <li>Explain how geographic factors have influenced the location of economic activities in Texas.</li> </ul> <p>Page 13.</p> <ul style="list-style-type: none"> <li>Explain how developments in transportation and communication have influenced economic activities in Texas.</li> </ul> <p>Page 13.</p>	<p><b>4.14 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.</b></p> <ul style="list-style-type: none"> <li>Identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world.</li> </ul> <p>Pages 18-19, 20-21, 22, 46, 60.</p> <p><b>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</b></p> <ul style="list-style-type: none"> <li>Explain how individuals can participate voluntarily in civic affairs at state and local levels.</li> </ul> <p>Pages 32-33, 37, 38, 47-48, 55, 57-58.</p> <p><b>4.21 Science, technology, and society. The student understands the impact of science and technology on life in Texas.</b></p> <ul style="list-style-type: none"> <li>Describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.</li> </ul> <p>Pages 18-19, 20-21, 22, 31, 42, 45, 46, 55, 60.</p> <p><b>4.22 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</b></p> <ul style="list-style-type: none"> <li>Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.</li> </ul>

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<b>SOCIAL STUDIES</b> <i>(continued)</i>	
<p>Pages 13, 20-21, 22, 42, 46, 59.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Pages 13, 20-21, 22, 42, 46, 59.</p> <ul style="list-style-type: none"> <li>Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</li> </ul> <p>Pages 13, 20-21.</p> <ul style="list-style-type: none"> <li>Identify different points of view about an issue or topic.</li> </ul> <p>Pages 12, 16, 22, 23-24, 32-33, 37, 39-41, 55, 59.</p> <ul style="list-style-type: none"> <li>Identify the elements of frame of reference that influenced the participants in an event.</li> </ul> <p>Pages 12, 16, 22, 23-24, 32-33, 37, 39-41, 55, 59.</p> <ul style="list-style-type: none"> <li>Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</li> </ul> <p>Pages 13, 42.</p> <p><b>4.23 Social studies skills. The student communicates in written, oral, and visual forms.</b></p> <ul style="list-style-type: none"> <li>Use social studies terminology correctly.</li> </ul> <p>Pages 13, 20-21, 22, 30, 31, 37, 38, 42, 46, 55, 56, 59.</p>	<ul style="list-style-type: none"> <li>Incorporate main and supporting ideas in verbal and written communication.</li> </ul> <p>Pages 5-6, 16, 20-21, 31, 32-33, 34, 37, 38, 42, 47-48, 59.</p> <ul style="list-style-type: none"> <li>Express ideas orally based on research and experiences.</li> </ul> <p>Pages 18-19, 29, 39-41, 43, 52, 57-58, 60.</p> <ul style="list-style-type: none"> <li>Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</li> </ul> <p>Pages 5-6, 26, 28, 37, 39-41, 42, 44, 47-48, 49, 54, 56.</p> <ul style="list-style-type: none"> <li>Use standard grammar, spelling, sentence structure, and punctuation.</li> </ul> <p>Pages 5-6, 26, 28, 37, 39-41, 42, 44, 47-48, 49, 54, 56.</p> <p><b>4.24 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Pages 39-41.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Pages 1-4, 22, 32-33, 37, 56, 59.</p>