







DIGITAL CITIZENSHIP CURRICULUM	GRADE 3					
 <p>Texas Essential Knowledge and Skills: English Language Arts and Reading GRADE 3</p>	Rings of Responsibility	Password Power-Up	This Is Me	Our Digital Citizenship Pledge	The Power of Words	Is Seeing Believing?
<p>§110.14. English Language Arts and Reading, Grade 3</p>						
<p>(B) KNOWLEDGE AND SKILLS.</p>						
<p>1. Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p>						
<p>A. decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p>						
<p>i. dropping the final “e” and adding endings such as -ing, -ed, or -able (e.g., use, using, used, usable);</p>						
<p>ii. doubling final consonants when adding an ending (e.g., hop to hopping);</p>						
<p>iii. changing the final “y” to “i” (e.g., baby to babies);</p>						
<p>iv. using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and</p>						
<p>v. using knowledge of derivational affixes (e.g., -de, -ful, -able);</p>						
<p>B. use common syllabication patterns to decode words including</p>						
<p>i. closed syllable (CVC) (e.g., mag-net, splen-did);</p>						
<p>ii. open syllable (CV) (e.g., ve-to);</p>						
<p>iii. final stable syllable (e.g., puz-zle, con-trac-tion);</p>						
<p>iv. r-controlled vowels (e.g., fer-ment, car-pool); and</p>						
<p>v. vowel digraphs and diphthongs (e.g., ei-ther);</p>						
<p>C. decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);</p>						
<p>D. identify and read contractions (e.g., I'd, won't); and</p>						
<p>E. monitor accuracy in decoding.</p>						


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<p>2. Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p>						
<p>A. use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;</p>						
<p>B. ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p>						
<p>C. establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>						
<p>3. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	●	●	●	●	●	●
<p>4. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>						
<p>A. identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;</p>						
<p>B. use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;</p>						
<p>C. identify and use antonyms, synonyms, homographs, and homophones.</p>						
<p>5. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>						
<p>A. paraphrase the themes and supporting details of fables, legends, myths, or stories; and</p>						
<p>B. compare and contrast the settings in myths and traditional folktales.</p>						


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<p>6. Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p>						
<p>7. Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</p>						
<p>8. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>						
<p>A. sequence and summarize the plot’s main events and explain their influence on future events;</p>						
<p>B. describe the interaction of characters including their relationships and the changes they undergo; and</p>						
<p>C. identify whether the narrator or speaker of a story is first or third person.</p>						
<p>9. 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 respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p>						
<p>10. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</p>						
<p>11. 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>						


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<p>12. 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 identify the topic and locate the author’s stated purposes in writing the text.</p>						
<p>13. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>						
<p>A. identify the details or facts that support the main idea;</p>						
<p>B. draw conclusions from the facts presented in text and support those assertions with textual evidence;</p>						
<p>C. identify explicit cause and effect relationships among ideas in texts; and</p>						
<p>D. use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p>						
<p>14. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.</p>						
<p>15. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>		•			•	
<p>A. follow and explain a set of written multi-step directions; and</p>						
<p>B. locate and use specific information in graphic features of text.</p>						
<p>16. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>						
<p>A. understand how communication changes when moving from one genre of media to another;</p>					•	


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<p>B. explain how various design techniques used in media influence the message (e.g., shape, color, sound); and</p>					•	
<p>C. compare various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article).</p>					•	
<p>17. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>						
<p>A. plan a first draft by selecting 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>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. publish written work for a specific audience.</p>						
<p>18. 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>A. write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>						
<p>B. write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>						
<p>19. Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>						
<p>20. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>						
<p>A. create brief compositions that:</p>						
<p>i. establish a central idea in a topic sentence;</p>						


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<p>ii. include supporting sentences with simple facts, details, and explanations; and</p>						
<p>iii. contain a concluding statement;</p>						
<p>B. 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); and</p>						
<p>C. write responses to literary or expository texts that demonstrate an understanding of the text.</p>						
<p>21. Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>					•	
<p>22. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>A. use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>						
<p>i. verbs (past, present, and future);</p>						
<p>ii. nouns (singular/plural, common/proper);</p>						
<p>iii. adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);</p>			•			
<p>iv. adverbs (e.g., time: before, next; manner: carefully, beautifully);</p>						
<p>v. prepositions and prepositional phrases;</p>						
<p>vi. possessive pronouns (e.g., his, hers, theirs);</p>						
<p>vii. coordinating conjunctions (e.g., and, or, but); and</p>						
<p>viii. time-order transition words and transitions that indicate a conclusion;</p>						
<p>B. use the complete subject and the complete predicate in a sentence; and</p>						
<p>C. use complete simple and compound sentences with correct subject-verb agreement.</p>						


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<p>23. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>						
<p>A. write legibly in cursive script with spacing between words in a sentence;</p>						
<p>B. use capitalization for:</p>						
<p>i. geographical names and places;</p>						
<p>ii. historical periods; and</p>						
<p>iii. official titles of people;</p>						
<p>C. recognize and use punctuation marks including:</p>						
<p>i. apostrophes in contractions and possessives; and</p>						
<p>ii. commas in series and dates; and</p>						
<p>D. use correct mechanics including paragraph indentations.</p>						
<p>24. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p>						
<p>A. use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;</p>						
<p>B. spell words with more advanced orthographic patterns and rules:</p>						
<p>i. consonant doubling when adding an ending;</p>						
<p>ii. dropping final "e" when endings are added (e.g., -ing, -ed);</p>						
<p>iii. changing y to i before adding an ending;</p>						
<p>iv. double consonants in middle of words;</p>						


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<p>v. complex consonants (e.g., scr-, -dge, -tch); and</p>						
<p>vi. abstract vowels (e.g., ou as in could, touch, through, bought);</p>						
<p>C. spell high-frequency and compound words from a commonly used list;</p>						
<p>D. spell words with common syllable constructions (e.g., closed, open, final stable syllable);</p>						
<p>E. spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);</p>						
<p>F. spell complex contractions (e.g., should've, won't); and</p>						
<p>G. use print and electronic resources to find and check correct spellings.</p>						
<p>25. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>						
<p>A. generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p>						
<p>B. generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>						
<p>26. Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>						
<p>A. follow the research plan to collect information from multiple sources of information, both oral and written, including:</p>						
<p>i. student-initiated surveys, on-site inspections, and interviews;</p>						
<p>ii. data from experts, reference texts, and online searches; and</p>						
<p>iii. visual sources of information (e.g., maps, time lines, graphs) where appropriate;</p>						
<p>B. use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p>						


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<p>C. take simple notes and sort evidence into provided categories or an organizer;</p>						
<p>D. identify the author, title, publisher, and publication year of sources; and</p>						
<p>E. differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>						
<p>27. Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>						
<p>28. 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>						
<p>29. Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>A. listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p>	●	●	●	●	●	●
<p>B. follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	●	●	●	●	●	●
<p>30. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	●	●	●	●	●	●
<p>31. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	●	●	●	●	●	●


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§110.15. English Language Arts and Reading, Grade 4						
(B) KNOWLEDGE AND SKILLS.						
1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	●	●	●	●	●	●
2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:						
A. determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;						
B. use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;						
C. complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:____);						
D. identify the meaning of common idioms; and						
E. use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	●	●	●	●	●	●
3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:						
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.						
4. Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).						


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<p>5. Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p>						
<p>6. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. sequence and summarize the plot's main events and explain their influence on future events;</p> <p>B. describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>C. identify whether the narrator or speaker of a story is first or third person.</p>						
<p>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 work and the actual events and experiences described in an author's biography or autobiography.</p>						
<p>8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p>						
<p>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.</p>						


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<p>11. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>						
<p>A. summarize the main idea and supporting details in text in ways that maintain meaning;</p>						
<p>B. distinguish fact from opinion in a text and explain how to verify what is a fact;</p>						
<p>C. describe explicit and implicit relationships among ideas in texts organized by cause and effect, sequence, or comparison; and</p>						
<p>D. use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</p>						
<p>12. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.</p>						
<p>13. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>						
<p>A. determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p>						
<p>B. explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>						
<p>14. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>						
<p>A. explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p>						
<p>B. explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and</p>	●					
<p>C. compare various written conventions used for digital media (e.g. language in an informal email vs. language in a web-based news article).</p>						


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<p>15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>						
<p>A. plan a first draft by selecting 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>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.</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>A. write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>						
<p>B. write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>						
<p>17. Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>	●					
<p>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>						
<p>A. create brief compositions that:</p>						
<p>i. establish a central idea in a topic sentence;</p>						
<p>ii. include supporting sentences with simple facts, details, and explanations; and</p>						
<p>iii. contain a concluding statement;</p>						


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<p>B. 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); and</p>			•			
<p>C. write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>						
<p>19. Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>					•	
<p>20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>A. use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>						
<p>i. verbs (irregular verbs);</p>						
<p>ii. nouns (singular/plural, common/proper);</p>						
<p>iii. adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</p>						
<p>iv. adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p>						
<p>v. prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>						
<p>vi. reflexive pronouns (e.g., myself, ourselves);</p>						
<p>vii. correlative conjunctions (e.g., either/or, neither/nor); and</p>						
<p>viii. use time-order transition words and transitions that indicate a conclusion;</p>						
<p>B. use the complete subject and the complete predicate in a sentence; and</p>						
<p>C. use complete simple and compound sentences with correct subject-verb agreement.</p>						


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<p>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>						
<p>A. write legibly by selecting cursive script or manuscript printing as appropriate;</p>						
<p>B. use capitalization for:</p>						
<p>i. historical events and documents;</p>						
<p>ii. titles of books, stories, and essays; and</p>						
<p>iii. languages, races, and nationalities; and</p>						
<p>C. recognize and use punctuation marks including:</p>						
<p>i. commas in compound sentences; and</p>						
<p>ii. quotation marks.</p>						
<p>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p>						
<p>A. spell words with more advanced orthographic patterns and rules:</p>						
<p>i. plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p>						
<p>ii. irregular plurals (e.g., man/men, foot/feet, child/children);</p>						
<p>iii. double consonants in middle of words;</p>						
<p>iv. other ways to spell sh (e.g., -sion, -tion, -cian); and</p>						
<p>v. silent letters (e.g., knee, wring);</p>						
<p>B. spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);</p>						


DIGITAL CITIZENSHIP CURRICULUM	GRADE 4					
 <p>Texas Essential Knowledge and Skills: English Language Arts and Reading GRADE 4</p>	My Media Choices	Private and Personal Information	Our Online Tracks	Keeping Games Fun and Friendly	Super Digital Citizen	A Creator's Rights and Responsibilities
<p>C. spell commonly used homophones (e.g., there, they're, their; two, too, to); and</p>						
<p>D. use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>						
<p>23. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>						
<p>A. generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p>						
<p>B. generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>						
<p>24. Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>						
<p>A. follow the research plan to collect information from multiple sources of information both oral and written, including:</p>						
<p>i. student-initiated surveys, on-site inspections, and interviews;</p>						
<p>ii. data from experts, reference texts, and online searches; and</p>						
<p>iii. visual sources of information (e.g., maps, time lines, graphs) where appropriate;</p>						•
<p>B. use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);</p>						
<p>C. take simple notes and sort evidence into provided categories or an organizer;</p>						
<p>D. identify the author, title, publisher, and publication year of sources; and</p>						•
<p>E. differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>						
<p>25. Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>						•


DIGITAL CITIZENSHIP CURRICULUM	GRADE 4					
 <p>Texas Essential Knowledge and Skills: English Language Arts and Reading GRADE 4</p>	My Media Choices	Private and Personal Information	Our Online Tracks	Keeping Games Fun and Friendly	Super Digital Citizen	A Creator's Rights and Responsibilities
<p>26. Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to 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>						●
<p>27. Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>A. listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p>	●	●	●	●	●	●
<p>B. follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	●	●	●	●	●	●
<p>28. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.</p>	●	●	●	●	●	●
<p>29. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	●	●	●	●	●	●


DIGITAL CITIZENSHIP CURRICULUM	GRADE 5					
 <p>GRADE 5 Texas Essential Knowledge and Skills: English Language Arts and Reading</p>	Finding My Media Balance	You Won't Believe This	Beyond Gender Stereotypes	Digital Friendships	What's Cyberbullying?	Reading News Online
§110.15. English Language Arts and Reading, Grade 5						
(B) KNOWLEDGE AND SKILLS.						
<p>1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	●	●	●	●	●	●
<p>2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>						
<p>A. determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>						
<p>B. use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p>			●			
<p>C. complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);</p>						
<p>D. identify the meaning of common idioms; and</p>						
<p>E. use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	●	●	●	●	●	●
<p>3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>						
<p>A. compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p>						
<p>B. describe the phenomena explained in origin myths from various cultures; and</p>						
<p>C. explain the effect of a historical event or movement on the theme of a work of literature.</p>						
<p>4. Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>						


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<p>5. Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.</p>						
<p>6. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>B. explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>C. explain different forms of third-person points of view in stories.</p>						
<p>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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p>						
<p>8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>						
<p>9. Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</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 draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>						


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<p>11. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>						
<p>A. summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p>						
<p>B. determine the facts in text and verify them through established methods;</p>						
<p>C. analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p>						●
<p>D. use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p>						●
<p>E. synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>				●		
<p>12. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>						
<p>A. identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p>				●		
<p>B. recognize exaggerated, contradictory, or misleading statements in text.</p>			●	●		
<p>13. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>						
<p>A. interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p>						
<p>B. interpret factual or quantitative information presented in maps, charts, illustrations, graphs, time lines, tables, and diagrams.</p>	●					
<p>14. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>						


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<p>A. explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p>						•
<p>B. consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p>						•
<p>C. identify the point of view of media presentations; and</p>						•
<p>D. analyze various digital media venues for levels of formality and informality.</p>						•
<p>15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>						
<p>A. plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>						
<p>B. develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause/effect, compare/contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>						
<p>C. revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p>						
<p>D. edit drafts for grammar, mechanics, and spelling; and</p>						
<p>E. revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</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>A. write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>						
<p>i. a clearly defined focus, plot, and point of view;</p>						
<p>ii. a specific, believable setting created through the use of sensory details; and</p>						
<p>iii. dialogue that develops the story; and</p>						

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<p>B. write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>						
<p>i. poetic techniques (e.g., alliteration, onomatopoeia);</p>			•			
<p>ii. figurative language (e.g., similes, metaphors); and</p>						
<p>iii. graphic elements (e.g., capital letters, line length).</p>						
<p>17. Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>						
<p>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>						
<p>A. create multi-paragraph essays to convey information about the topic that:</p>						
<p>i. present effective introductions and concluding paragraphs;</p>						
<p>ii. guide and inform the reader's understanding of key ideas and evidence;</p>						
<p>iii. include specific facts, details, and examples in an appropriately organized structure; and</p>						
<p>iv. use a variety of sentence structures and transitions to link paragraphs;</p>						
<p>B. 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); and</p>						
<p>C. write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>		•		•		
<p>19. Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>						
<p>20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						

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<p>A. use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>						
<p>i. verbs (irregular verbs and active voice);</p>						
<p>ii. collective nouns (e.g., class, public);</p>						
<p>iii. adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p>						
<p>iv. adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p>						
<p>v. prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>						
<p>vi. indefinite pronouns (e.g., all, both, nothing, anything);</p>						
<p>vii. subordinating conjunctions (e.g., while, because, although, if); and</p>						
<p>viii. transitional words (e.g., also, therefore);</p>						
<p>B. use the complete subject and the complete predicate in a sentence; and</p>						
<p>C. use complete simple and compound sentences with correct subject-verb agreement.</p>						
<p>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>						
<p>A. use capitalization for:</p>						
<p>i. abbreviations;</p>						
<p>ii. initials and acronyms; and</p>						
<p>iii. organizations;</p>						
<p>B. recognize and use punctuation marks including:</p>						

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<p>i. commas in compound sentences; and</p>						
<p>ii. proper punctuation and spacing for quotations; and</p>						
<p>C. use proper mechanics including italics and underlining for titles and emphasis.</p>						
<p>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p>						
<p>A. spell words with more advanced orthographic patterns and rules:</p>						
<p>i. consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);</p>						
<p>ii. vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p>						
<p>iii. silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p>						
<p>B. spell words with:</p>						
<p>i. Greek roots (e.g., tele, photo, graph, meter);</p>						
<p>ii. Latin roots (e.g., spec, scribe, rupt, port, ject, dict);</p>						
<p>iii. Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p>						
<p>iv. Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p>						
<p>C. differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p>						
<p>D. use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p>						
<p>E. know how to use the spell-check function in word processing while understanding its limitations.</p>						
<p>23. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>						

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<p>A. brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p>						
<p>B. generate a research plan for gathering relevant information about the major research question.</p>						
<p>24. Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>						
<p>A. follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, webpages, online sources) and data from experts;</p>						
<p>B. differentiate between primary and secondary sources;</p>						
<p>C. record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, time lines) into written notes;</p>						
<p>D. identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p>						
<p>E. differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>						
<p>25. Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>						
<p>A. refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p>						
<p>B. evaluate the relevance, validity, and reliability of sources for the research.</p>						
<p>26. Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p>						
<p>A. compiles important information from multiple sources;</p>						
<p>B. develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p>						
<p>C. presents the findings in a consistent format; and</p>						

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<p>D. uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>						
<p>27. Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>A. listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p>	●	●	●	●	●	●
<p>B. follow, restate, and give oral instructions that include multiple action steps; and</p>	●	●	●	●	●	●
<p>C. determine both main and supporting ideas in the speaker's message.</p>	●	●	●	●	●	●
<p>28. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	●	●	●	●	●	●
<p>29. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	●	●	●	●	●	●