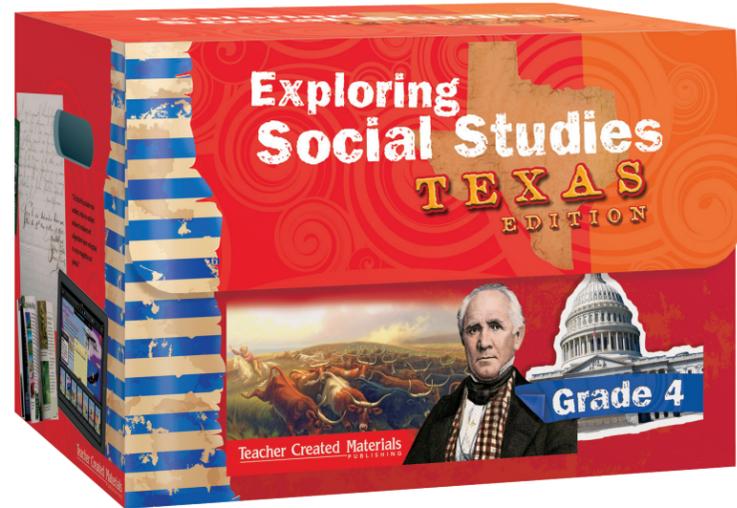
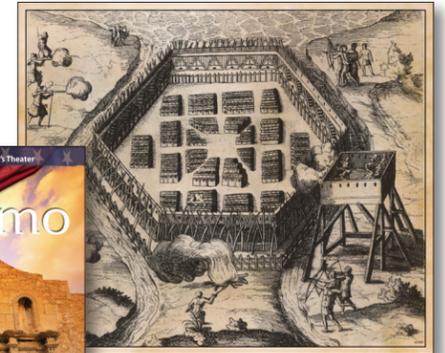
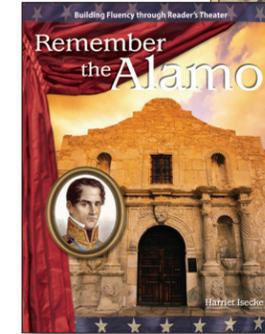
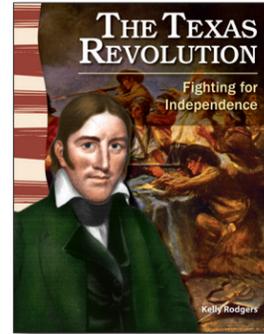
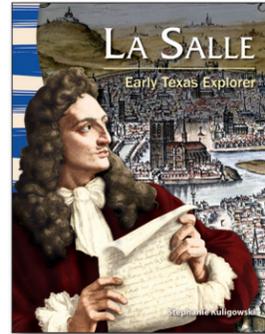
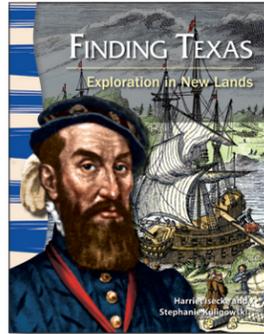


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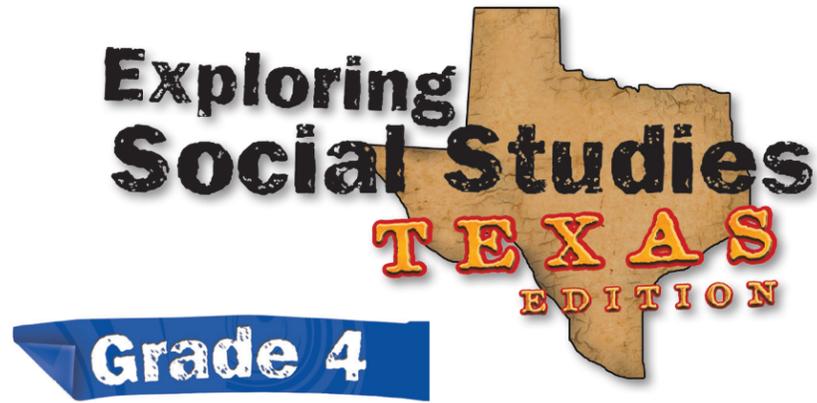
Grade 4



Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)



TEKS	Description	Leveled Readers															Reader's Theater			Primary Sources		Digital Resources	
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Texan Cowgirl Lizzie Johnson	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians
4.1.A	The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to explain the possible origins of American Indian groups in Texas and North America.	✓	✓	✓																		✓	✓
4.1.B	The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.	✓	✓	✓																	✓	✓	✓
4.1.C	The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.	✓	✓	✓																	✓	✓	
4.1.D	The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to compare the ways of life of American Indian groups in Texas and North America before European exploration.	✓	✓	✓																	✓	✓	✓
4.2.A	The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.			✓	✓	✓																	
4.2.B	The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas.	✓	✓	✓	✓	✓																	✓



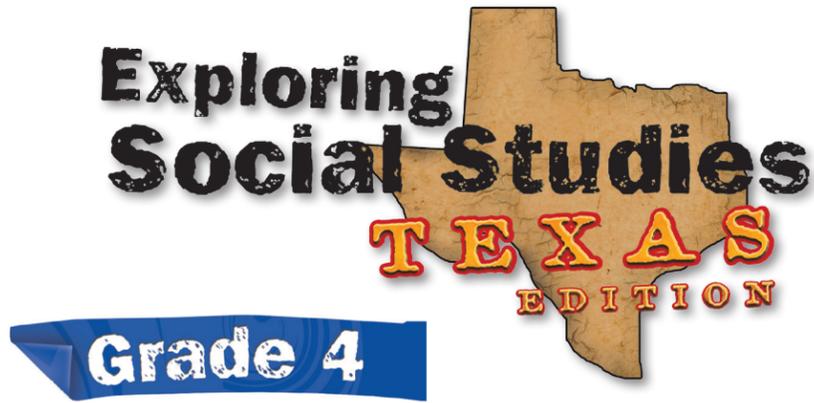
		Leveled Readers															Reader's Theater			Primary Sources		Digital Resources					
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Lizzie Johnson: Texan Cowgirl	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians	Reader's Theater Scripts: Texas History			
TEKS	4.2.C	The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón.	✓				✓	✓															✓		✓		
	4.2.D	The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.	✓				✓	✓	✓																		
	4.2.E	The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.					✓	✓	✓	✓																✓	
	4.3.A	The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.					✓	✓	✓	✓		✓									✓	✓				✓	
	4.3.B	The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to summarize the significant contributions of individuals such as Texans William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.					✓	✓	✓	✓											✓	✓					✓
	4.3.C	The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.							✓	✓	✓																✓
	4.3.D	The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.								✓	✓												✓				✓
	4.3.E	The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.								✓	✓												✓				✓
	4.4.A	The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to describe the impact of the Civil War and Reconstruction on Texas.										✓											✓				
	4.4.B	The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.										✓	✓										✓				

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		Leveled Readers															Reader's Theater			Primary Sources		Digital Resources			
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Lizzie Johnson: Texan Cowgirl	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians	Reader's Theater Scripts: Texas History	
TEKS	4.4.C	The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to identify the impact of railroads on life in Texas, including changes to cities and major industries.										✓	✓	✓											
	4.4.D	The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.	✓																						
	4.5.A	The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.												✓		✓						✓			✓
	4.5.B	The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins.												✓								✓			✓
	4.5.C	The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.												✓	✓	✓									✓
	4.6.A	The student uses geographic tools to collect, analyze, and interpret data. The student is expected to apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.																							
	4.6.B	The student uses geographic tools to collect, analyze, and interpret data. The student is expected to translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.																							
	4.7.A	The student understands the concept of regions. The student is expected to 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.																							
	4.7.B	The student understands the concept of regions. The student is expected to identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation.																							
	4.7.C	The student understands the concept of regions. The student is expected to compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.																							
4.8.A	The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.																								



		Leveled Readers																Reader's Theater			Primary Sources		Digital Resources		
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TEKS	4.8.B	The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to describe and explain the location and distribution of various towns and cities in Texas, past and present.												✓											
	4.8.C	The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.					✓	✓																	
	4.9.A	The student understands how people adapt to and modify their environment. The student is expected to describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.																							
	4.9.B	The student understands how people adapt to and modify their environment. The student is expected to 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, facilitate transportation, and enhance recreational activities.																							
	4.9.C	The student understands how people adapt to and modify their environment. The student is expected to compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.																							
	4.10.A	The student understands the basic economic activities of early societies in Texas and North America. The student is expected to explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.	✓	✓																		✓	✓		
	4.10.B	The student understands the basic economic activities of early societies in Texas and North America. The student is expected to explain the economic activities early immigrants to Texas used to meet their needs and wants.			✓	✓																			
	4.11.A	The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to describe the development of the free enterprise system in Texas.																							
	4.11.B	The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to describe how the free enterprise system works, including supply and demand.																							
	4.11.C	The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to give examples of the benefits of the free enterprise system such as choice and opportunity.																							
4.12.A	The student understands patterns of work and economic activities in Texas. The student is expected to explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.																								

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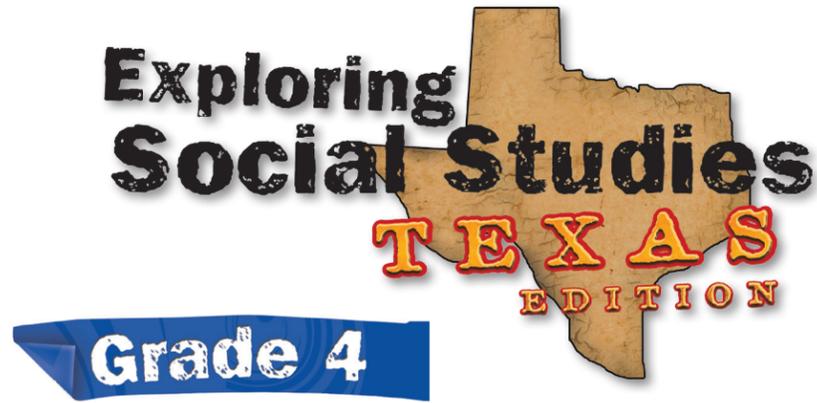
		Leveled Readers															Reader's Theater			Primary Sources		Digital Resources		
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TEKS	4.12.B	The student understands patterns of work and economic activities in Texas. The student is expected to explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.																						
	4.12.C	The student understands patterns of work and economic activities in Texas. The student is expected to analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.			✓	✓	✓							✓										
	4.12.D	The student understands patterns of work and economic activities in Texas. The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.												✓								✓		
	4.12.E	The student understands patterns of work and economic activities in Texas. The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.																						
	4.12.F	The student understands patterns of work and economic activities in Texas. The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.																						
	4.13.A	The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.																						
	4.13.B	The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.												✓		✓						✓		
	4.13.C	The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.																						
	4.14.A	The student understands how people organized governments in different ways during the early development of Texas. The student is expected to compare how various American Indian groups such as the Caddo and the Comanche governed themselves.		✓																				✓
	4.14.B	The student understands how people organized governments in different ways during the early development of Texas. The student is expected to identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.																						
4.15.A	The student understands important ideas in historical documents of Texas and the United States. The student is expected to identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.									✓											✓			

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		Leveled Readers																Reader's Theater			Primary Sources		Digital Resources	
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Lizzie Johnson: Texan Cowgirl	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians	Reader's Theater Scripts: Texas History
TEKS	4.15.B	The student understands important ideas in historical documents of Texas and the United States. The student is expected to identify and explain the basic functions of the three branches of government according to the Texas Constitution.														✓								
	4.15.C	The student understands important ideas in historical documents of Texas and the United States. The student is expected to identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).																	✓	✓				
	4.16.A	The student understands important customs, symbols, and celebrations of Texas. The student is expected to explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions.						✓	✓												✓	✓		✓
	4.16.B	The student understands important customs, symbols, and celebrations of Texas. The student is expected to sing or recite "Texas, Our Texas."																			✓			
	4.16.C	The student understands important customs, symbols, and celebrations of Texas. The student is expected to recite and explain the meaning of the Pledge to the Texas Flag.																						✓
	4.16.D	The student understands important customs, symbols, and celebrations of Texas. The student is expected to describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.																						
	4.17.A	The student understands the importance of active individual participation in the democratic process. The student is expected to identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.																						✓
	4.17.B	The student understands the importance of active individual participation in the democratic process. The student is expected to explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.																						
	4.17.C	The student understands the importance of active individual participation in the democratic process. The student is expected to explain the duty of the individual in state and local elections such as being informed and voting.																						
	4.17.D	The student understands the importance of active individual participation in the democratic process. The student is expected to identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals.							✓			✓										✓		
4.17.E	The student understands the importance of active individual participation in the democratic process. The student is expected to explain how to contact elected and appointed leaders in state and local governments.																							



		Leveled Readers																Reader's Theater			Primary Sources		Digital Resources		
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TEKS	4.18.A	The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States.														✓	✓	✓							
	4.18.B	The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify leadership qualities of state and local leaders, past and present.							✓							✓		✓					✓		
	4.19.A	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to identify the similarities and differences among various racial, ethnic, and religious groups in Texas.																✓							
	4.19.B	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio.																✓							✓
	4.19.C	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.												✓			✓								✓
	4.20.A	The student understands the impact of science and technology on life in Texas. The student is expected to identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.																							
	4.20.B	The student understands the impact of science and technology on life in Texas. The student is expected to describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.																✓							✓
	4.20.C	The student understands the impact of science and technology on life in Texas. The student is expected to predict how future scientific discoveries and technological innovations might affect life in Texas.																							
	4.21.A	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.21.B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	

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Grade 4

		Leveled Readers																Reader's Theater			Primary Sources		Digital Resources	
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Lizzie Johnson: Texan Cowgirl	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians	Reader's Theater Scripts: Texas History
TEKS	4.21.C	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.21.D	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to identify different points of view about an issue, topic, historical event, or current event.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.21.E	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to use appropriate mathematical skills to interpret social studies information such as maps and graphs.																						
	4.22.A	The student communicates in written, oral, and visual forms. The student is expected to use social studies terminology correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.22.B	The student communicates in written, oral, and visual forms. The student is expected to incorporate main and supporting ideas in verbal and written communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.22.C	The student communicates in written, oral, and visual forms. The student is expected to express ideas orally based on research and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.22.D	The student communicates in written, oral, and visual forms. The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.22.E	The student communicates in written, oral, and visual forms. The student is expected to use standard grammar, spelling, sentence structure, and punctuation.	✓																✓				✓	
	4.23.A	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to 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.																				✓	✓	
4.23.B	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to 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.																	✓			✓	✓		

Exploring Social Studies

TEXAS EDITION

Grade 4

		Leveled Readers																	Reader's Theater			Primary Sources		Digital Resources
		Primary Source Readers: American Indians in Texas: Conflict and Survival	Primary Source Readers: Caddo and Comanche: American Indians in Texas	Primary Source Readers: Finding Texas: Exploration in New Lands	Primary Source Readers: La Salle: Early Texas Explorer	Primary Source Readers: The Colonization of Texas: Missions and Settlers	Primary Source Readers: Stephen F. Austin: The Father of Texas	Primary Source Readers: The Texas Revolution	Primary Source Readers: Leaders in the Texas Revolution: United for a Cause	Primary Source Readers: The Annexation of Texas: From Republic to Statehood	Primary Source Readers: Sam Houston: A Fearless Statesman	Primary Source Readers: War, Cattle, and Cowboys: Texas as a Young State	Primary Source Readers: Lizzie Johnson: Texan Cowgirl	Primary Source Readers: Texas in the 20th Century: Building Industry and Community	Primary Source Readers: Lyndon B. Johnson: A Texan in the White House	Primary Source Readers: Texas Today: Leading America into the Future	Primary Source Readers: George W. Bush: Texas Governor and U.S. President	Culminating Activity	Declaring Our Independence	The Constitution of the United States	Remember the Alamo	Primary Sources: Texas	Primary Sources: Early American Indians	Reader's Theater Scripts: Texas History
ELPS	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓